

Department of English & Writing Studies

Middle English Literature
English 3116E (001)
Summer Day 2016**Instructor:** Dr. Emily Pez**Date/Time:** Monday - Friday, 11:00 am-1:30 pm**Location:** Physics & Astronomy Building 117**Contact:**E-mail: epuz@uwo.ca or epuz2@uwo.ca

Office Hours: tba

Office Telephone: tba

(E-mail is quickest! If you do not receive a reply to your e-mail after twenty-four hours on a weekday, it probably means I did not receive your e-mail, so please re-send it. For longer questions, make an appointment to come see me.)

Antirequisites: English 3114E, English 3118F/G (Huron) and English 3119F/G (Huron).**Prerequisites:** At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both of English 1027F/G and 1028F/G, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

This course is an introduction to some of the major texts and themes of Middle English literature, with an emphasis on Chaucer and his contemporaries. Examples of medieval drama, romances, texts from the Arthurian tradition, and medieval autobiography and letter-writing may also be included.

Objectives:

In our section of the course, we will explore some major works in a range of genres of literature written in English between 1300 and 1500. We will focus particularly on the works of Geoffrey Chaucer. The various dialects of the English language used from about 1100-1500 are broadly called Middle English, which differed greatly from Modern English. We will thus study the grammar, pronunciation, and rhythms of several forms of Middle English. The course will situate texts within the literary, social, political, artistic, and material contexts of their production. Another focus of this course will be critical evaluation of the uses and limitations of secondary sources on Middle English literature.

This course will benefit you in at least four ways:

- It will strengthen your analytical, research, and writing skills. You will engage with the content, themes, rhetoric, and prosody of Middle English texts, as well as with secondary sources, in constructing and presenting arguments about the Middle English texts.
- It will increase your understanding of how works of literature are bound within their own set of cultural circumstances. The course will expose you to traditions and conventions that differ from our own and will provide the opportunity to study sources for some of the cultural conventions in Modern English texts. In the course, we will study some of the most celebrated pieces of English literature of any period.
- It will enhance your language-learning skills. The skills that you build in this course will help you if you ever need to learn another language.
- It will help you to understand better the grammar of Modern English, which is important for professional communication in English. Learning Middle English grammar and the ways in which it differs from Modern English will thus strengthen your knowledge of the language we speak.

Course Materials

Required Texts:

1. Burrow, J. A. and Thorlac Turville-Petre, eds. *A Book of Middle English*. 3rd ed. Oxford: Blackwell, 2005. ISBN: 9781405117098
2. Chaucer, Geoffrey. *The Canterbury Tales*. 2nd ed. Ed. Robert Boenig and Andrew Taylor. Peterborough: Broadview, 2012. ISBN: 9781554811069
3. English 3116E Course Pack. Product number: M11394
4. Lydgate, John. *The Temple of Glas*. Ed. J. Allan Mitchell. Kalamazoo: Medieval Institute, 2007. TEAMS Middle English Text Series. *Robbins Library Digital Projects*. University of Rochester. Web. (<http://d.lib.rochester.edu/teams/publication/mitchell-lydgate-the-temple-of-glas>)
5. Malory, Thomas. *Le Morte Darthur, or The Hoole Book of Kyng Arthur and of His Noble Knyghtes of The Rounde Table*. Ed. Stephen H. A. Shepherd. New York: Norton, 2004. ISBN: 9780393974645

Please get **these editions** because different editions vary a lot. We will also be using secondary readings from the Chaucer text and the Malory text.

Methods of Evaluation

Essay 1 (due July 19, 2016) (1800 words or about 6 pages)	15%
Essay 2 (due Aug. 5, 2016) (3300 words or about 11 pages)	25%
Class Participation	10%
Translation Quizzes (4) (See "Class Schedule" for dates)	15%
Final Exam	<u>35%</u>
	100%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The Department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Timetable:

Always bring the texts assigned for the day with you, as we will be discussing specific passages.

- July 4 Introduction to the course
Introduction to the historical period
Introduction to the language
- 5 Introduction to the language cont'd: Burrow and Turville-Petre, *A Book of Middle English*, chapters 1-3
Medieval estates satire
Chaucer, *Canterbury Tales: General Prologue* (lines 1-100, 285-308)
Selections from Gower, *The Voice of One Crying* (in English 3116E Course Pack)
- 6 Introduction to the language cont'd: Burrow and Turville-Petre, chapters 4-5
Since we are focusing on Chaucer at this point, pay particular attention to later Middle English and the East Midlands.
Chaucer, *Canterbury Tales: General Prologue* (lines 445-76, 542-66, 669-858)
- 7 **Romance**
Chaucer, *Knight's Tale* (lines 859-1354)
Andreas Capellanus, *De Amore*: scroll down to read "The Rules of Love."
(http://sites.fas.harvard.edu/~chaucer/special/authors/andreas/de_amore.html)
Geoffroi de Charny, from *The Book of Chivalry* (in English 3116E Course Pack)
- 8 **Quiz 1**
Knight's Tale (lines 1355-1880)
- 11 *Knight's Tale* (lines 1881-2482)
- 12 *Knight's Tale* (lines 2483-end)
Boethius, *Consolation of Philosophy* (Book 2, Prose 8 and Meter 8) (in Chaucer, *Canterbury Tales*, page 466)
- 13 **Fabliau and anti-romance**
Chaucer, *Miller's Prologue and Tale*
William F. Woods. "Private and Public Space in the *Miller's Tale*." *Chaucer Review* 2 (1994): 166-78. (available on JSTOR)
- 14 **Marriage and the antifeminist tradition**
Chaucer, *Wife of Bath's Prologue* (lines 1-629)
Saint Jerome, *Against Jovinian* (in Chaucer, *Canterbury Tales*, page 465)
Jean de Meun, *Romance of the Rose* ("The Old Woman") (in Chaucer, *Canterbury Tales*, pages 477-79)
- 15 **Quiz 2**
Wife of Bath's Prologue (lines 630-856) and *Tale* (lines 857-end)

- 18 Francis Petrarch, "Tale of Griselda"
(<http://sites.fas.harvard.edu/~chaucer/special/authors/petrarch/pet-gris.html>)
It will help to read Petrarch before the Chaucer reading for today.
Chaucer, *Clerk's Prologue* and *Tale* (lines 1-448)
- 19 **Essay 1 due**
Clerk's Tale (lines 449-end)
- 20 **Exemplary narrative**
Chaucer, *Pardoner's Prologue* and *Tale* (Begin with lines 287-328 at the end of the *Physician's Tale* on page 265.)
Heather Masri. "Carnival Laughter in the *Pardoner's Tale*." *Medieval Perspectives* 10 (1995): 148-56. (available online through the library catalogue; search the journal title)
- 21 **Beast fable**
Chaucer, *Nun's Priest's Prologue*, *Tale*, and *Epilogue*
Macrobius, *Commentary on the Dream of Scipio* (Begin with Chapter III on page 87 until the end of paragraph 13 on page 91.)
(<http://alpha.lib.uwo.ca/search~S20?/tcommentary+on+the+dream+of+scipio/tcommentary+on+the+dream+of+scipio/1%2C1%2C3%2CB/frameset&FF=tcommentary+on+the+dream+of+scipio&1%2C%2C3>)
"Chaucer's Retraction" (in Chaucer, *Canterbury Tales*, page 461)
- 22 **Lyric**
Harley Lyrics g and h (in Burrow and Turville-Petre, *A Book of Middle English*, pages 258-62)
Grimestone Lyrics l and q (in Burrow and Turville-Petre, pages 265-67, 269-70)
These are our first non-Chaucerian Middle English texts and also our first ones without extensive glosses. Pay attention to the language discussions in the introductions to each group of lyrics, and you'll have to use the glossary at the back of the book, beginning at page 363.
- 25 **Quiz 3**
Drama
The Second Shepherds' Play, from *The Wakefield Cycle* (lines 1-234) (in English 3116E Course Pack)
Kathleen Irace. "Mak's Sothren Tothe: A Philological and Critical Study of the Dialect Joke in the *Second Shepherd's Play*." *Comitatus* 21 (1990): 38-51.
(<http://escholarship.org/uc/item/0tb597k2>)
- 26 *The Second Shepherds' Play* (lines 235-end)
- 27 **Biblical narrative**
Metre: Burrow and Turville-Petre, chapter 6 (pages 56-60)
Patience (in Burrow and Turville-Petre, *A Book of Middle English*, beginning at page 162) (lines 1-168) This is the most difficult text on the course.
The Book of Jonah (the Douay-Rheims version of the Bible)
(<http://www.biblegateway.com/versions/>)

- 28 **Quiz 4**
 Patience (lines 169-end)
- 29 **Dream vision**
 Chaucer, *Parliament of Fowls* (in Burrow and Turville-Petre, *A Book of Middle English*, pages 283-308)
 Boccaccio, the *Book of Theseus (Il Teseide)* (in English 3116E Course Pack)
- Aug. 1 **Civic Holiday—no class**
- 2 Lydgate, *Temple of Glas* (lines 1-700)
 (<http://d.lib.rochester.edu/teams/publication/mitchell-lydgate-the-temple-of-glas>)
 It's available for free. Click on "Text and Notes."
- 3 Lydgate, *Temple of Glas* (lines 701-end)
- 4 **Arthurian tradition**
 Malory, *Le Morte Darthur* (pages 1-40) (**Introduction to Arthur and the Knights of the Round Table**)
 Caxton, "Prologue and Epilogue to the 1485 Edition" (in Malory, pages 814-19)
- 5 **Essay 2 due**
 Le Morte Darthur (pages 41-77) (**Introduction cont'd**)
- 8 *Le Morte Darthur* (pages 78-112) (**Introduction cont'd**)
 McCarthy, "On Malory's Style" (in Malory, pages 856-64)
- 9 *Le Morte Darthur* (pages 588-625) (**Lancelot and Guinevere**)
- 10 *Le Morte Darthur* (pages 625-45) (**Lancelot and Guinevere cont'd**)
 Lambert, "Shame and Guilt," (in Malory, pages 849-56)
 Strohm, "Mellyagant's Primal Scene" (in Malory, pages 894-905)
- 11 *Le Morte Darthur* (pages 646-98) (**Death of Arthur**)
- 12 Review

Summer Day Examination Period: Aug. 15-16.

Essays:

Essays must be submitted electronically through the class website on OWL. Use MLA style. You can find an online guide to MLA style on the following website from the Purdue University Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/747/01/>. Essays will be graded based on the quality of the thesis, analysis, argumentation, organization, expression, use of evidence from the Middle English texts, use of secondary sources, and use of MLA style. A more detailed set of grading criteria can be found on the website for the Department of English and Writing Studies at Western: http://www.uwo.ca/english/research/faculty_resources/UndergradGradingCriteria.pdf. Late essays will lose one mark per day (including weekends), beginning the day after the deadline, and **no essay will be accepted after the seventh day**. Late essays will receive a grade, but they may receive only minimal written comments. If you require an extension, you must submit your request in advance of the due dates to the Office of the Dean of your Faculty of registration. Feel free to come talk to me about your essay, whichever stage you are at, whether you are researching, writing, or revising it.

Essay 1 (due July 19, 2016) (1800 words or about 6 pages):

Pick any one of Chaucer's *Canterbury Tales*, and discuss one of the ways in which the tale is or is not suited to its teller. Does the tale maintain the values of the teller revealed through the General Prologue and/or the individual prologue to his or her tale? This assignment requires you to make use of at least two academic journal articles or book chapters written about the tale, and you must cite them both within the essay and in your Works Cited. Because the essay must be submitted electronically through the course site on OWL, a hard copy is not necessary.

Essay 2 (due Aug. 5, 2016) (3300 words or about 11 pages):

Select one of the following two options:

1. How might Middle English literature complicate categories of genre? Discuss, using two Middle English texts studied in the course.
2. Middle English literature exemplifies contradictory attitudes toward women; on the one hand, they are idealized and idolized, and on the other, they are dismissed or even abhorred as fickle monstrosities. Compare/contrast constructions of women in two Middle English texts studied in this course.

This assignment requires you to make use of at least four academic journal articles or book chapters written about the texts that you chose to discuss, and you must cite these secondary sources both within the essay and in your Works Cited. Note that each *Canterbury Tale* counts as a separate text. You may write on a text that you wrote about for Essay 1; just make sure that you write something different about it. Because the essay must be submitted electronically through the course site on OWL, a hard copy is not necessary.

Class Participation:

Each class will be more beneficial and enjoyable if you come having read beforehand the texts we will be discussing that day. Students will be evaluated not only on their attendance of each class but also on their level of engagement with the texts through their contributions to class discussions. **Students who are repeatedly absent from classes may be refused permission to write the final examination.**

Translation Quizzes:

Four translation quizzes will be given throughout the course. See the "Class Schedule" for their dates. For each quiz, you will translate an 8-10-line passage of Middle English. The passage will be one that we discussed in class since the previous quiz (or, in the case of the first quiz, since the beginning of the course). You will translate the text as literally and as completely as possible into idiomatic Modern English prose. Keep as much as possible the vocabulary of the text, and change only those words which are now archaic or which have changed their meaning. Avoid adding or removing words *if possible*. Also, rearrange the passage so that it conforms to the conventions of Modern English syntax. Don't paraphrase, but if it does not make sense to translate a particular construction or phrase literally, then feel free to include a note about why you are translating it this way. Each quiz will also include a grammar question about the passage, which will be drawn from chapters 4 and 5 of Burrow and Turville-Petre's *A Book of Middle English*. If you miss a quiz on medical, humanitarian, or religious grounds, come talk to me, and I will arrange a make-up quiz. Please note that students seeking accommodation because of a religious holiday must provide notice prior to the day of the quiz.

Final Exam:

Exams are scheduled by the University. Do not make travel plans until you know the **final version** of the exam schedule. A practice exam will be posted to OWL. 20% of the exam will test your ability to translate Middle English into idiomatic Modern English.

Accessibility at Western:

Please come meet with me to review your specific needs. For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit Western's Accessibility Website: <http://accessibility.uwo.ca/>. If there is ever a class cancellation or disruption in the services used to access the classroom, students will be notified by e-mail.

Electronic devices:

The use of personal electronic devices by students during lectures shall be for matters related to the course at hand only. Inappropriate use of these devices during lectures creates a significant disruption, and as a consequence, instructors may choose to limit the use of electronic devices in the classroom. To provide a safe classroom environment, students are strongly advised to operate laptops with batteries rather than power cords.

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Support Services:

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help.