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Office Hours
MWF 11:00–12:30
and by appointment

Studies in Chaucer

(ENGL 513-001)

Fall 2019

MWF 10:00–10:50 a.m.

HLG 321

COURSE MATERIALS

Chaucer, Geoffrey. *The Riverside Chaucer*. 3rd ed. Ed. Larry D. Benson. Boston: Oxford UP, 1987.

Other materials will be available either online or on reserve in the Edith Garland Dupré Library.

COURSE DESCRIPTION

To understand a literary work, we must read the text; however, every printed edition is to some extent a version of the work. For earlier texts, particularly those with variations in the extant manuscript witnesses, we rely heavily on the (all too frequently) silent decisions made by the editor. This course will look at Chaucer's works as edited texts. *The Canterbury Tales*, which the poet left incomplete, is particularly revealing as to how the editorial history has shaped the modern understanding of that work.

As a large portion of the course activity, students will edit some of Chaucer's works. That process will include transcribing and collating from several manuscripts, deciding on base-text/best-text, and preparing editions with introductions, glossarial notes, textual notes, and explanatory notes. Making the types of decisions required for such work will not only produce a profound understanding of that particular text, but will also foster an awareness of how removed a printed edition may be from the author's vision of the product. Thus, both literary and theoretical concerns will be part of the seminar.

GOALS

• **Familiarize students with Chaucer's works**

The works of Geoffrey Chaucer, the father of English literature, remain vital six centuries after his death, and we will explore those writings.

• **Acquaint students with textual scholarship**

Beyond understanding the texts we read, students will become acquainted with the process by which the textbook from which we read is created, and by extension, students will understand how modern editions of medieval literature are assembled.

• **Ground students in Chaucer’s language**

Since Chaucer chose to write using his vernacular, the dialect of Middle English that is the forerunner of standard Modern English, a familiarity with that language is vital to students hoping to read other Middle English dialects or to grasp the history of the English language.

ASSIGNMENTS

Recitation	– 2%
Oral Reading	– 3%
Best-Text Edition	– 5%
Critical Edition 1	– 15%
Critical Edition 2	– 20%
Critical Edition 3	– 25%
Seminar Paper	– 30%

All of the assignments just mentioned will be explained more fully elsewhere.

Each of the above assignments is a part of the course requirements; therefore, a grade of “zero” for any of the assignments—a failure to meet minimum requirements—will necessitate failure for the student *in the course*, not for that particular assignment alone. Simply put, no assignment, regardless of how small a percentage of the final grade it represents, can be skipped.

I reserve the right to add, change, or delete assignments, which can result in a change to percentage values.

ATTENDANCE

For one enrolled in a graduate program, being a student is part of the “job,” and a portion of professionalism is reliability. Each student being present during classroom discussions is vital to a successful seminar, so attendance is a professional courtesy—to say nothing of its importance to the individual’s education. If students are not attending conferences, they must come to class. I recommend that students read the discussion of Class Attendance in the Policies section of the Undergraduate and Graduate Academic Catalog. Students who amass four unexcused absences—i.e., more than a week of class—will have their final grade lowered by a letter grade, and those students with seven or more unexcused absences—i.e., more than two weeks of class—will fail the course.

ACADEMIC INTEGRITY

Students need to peruse the discussion of Academic Honesty in the Policies section of the Undergraduate and Graduate Academic Catalog, noting in particular the University of Louisiana at Lafayette policy on plagiarism. In this course, any act of plagiarism—an egregious violation of a student’s academic duty and integrity—will result in a grade of F for the entire course, which will almost certainly result in dismissal from the program.

ADDITIONAL INFORMATION

Students are expected to keep up with the readings, which denotes having read the material scheduled for discussion at each class meeting. Students should simply follow the schedule to keep current, unless/until they are informed of a change.

All cellular telephones should be turned off before class to avoid disturbance. Students needing to communicate with the outside world should unobtrusively leave for the day, forfeiting credit for attendance.

When attempting to communicate with me outside of class, students must include the course in the subject line of any e-mail sent to me, and they must also provide their names in the body of their messages and be clear about their questions/concerns, for I will not respond to anonymous or vague e-mail messages.

I urge students to visit the course Web site (<http://www.ucs.louisiana.edu/~cah2547/chaucersemmain.html>)—which has not only this current information, but also links to related supplemental pages—and to see the Moodle site for this course, where I will distribute any handouts and where students can discuss topics in forums.

I suggest that you join the CHAUCER List (<http://listserv.uic.edu/htbin/wa?SUBED1=chaucer&A=1>). The list is a valuable insight into what contemporary Chaucer scholars discuss. Be advised, however, that the list is quite active, so expect frequent bursts of e-mail.

DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

EMERGENCY PROCEDURES

- University Police are the first responders for all emergencies on campus. Dial 911 or 482-6447 to report any emergency.
- The Emergency Information Floor Plan is posted in the hallways for every building. This document includes evacuation routes and other important information. Please familiarize

yourself with this document. Students who might need assistance should identify themselves to the teaching faculty.

- In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator—look for the illuminated Exit Signs to direct you to safety.
- During times of emergency, information may be available on the University's Emergency Hotline: 482-2222. This number is printed on the back of your ID card.
- The university utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to <http://www.ul.mobilecampus.com>.
- If you have a disability, special needs, or a medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar person.

Tentative Schedule

Date	Topic/Reading Assignment	Due
8/26	Introduction to the course	
8/28	Introduction (xv–xxix) Language and Versification (xxix–xiv) To Rosemounde (649) “‘The Craft so Long to Lerne’: Chaucer’s Invention of the Iambic Pentameter” (Moodle)	
8/30	To Rosemounde (cont.) Lak of Stedfastnesse (654) Complaint of Chaucer to his Purse (656)	
9/2	Labor Day	
9/4	Chaucers Wordes unto Adam, His Owne Scriveyne (650)	
9/6	<i>The Book of the Duchess</i> “Chess, Clocks, and Counsellors in Chaucer’s <i>Book of the Duchess</i> ” (Moodle)	
9/9	<i>The House of Fame</i> “Chaucer’s Narrative Voice in the <i>House of Fame</i> ” (Moodle)	Best-Text Edition
9/11	<i>Parliament of Fowls</i> “‘By Evene Acord’: Marriage and Genre in the <i>Parliament of Fowls</i> ” (Moodle)	
9/13	<i>Legend of Good Women</i> “Register, Politics, and the <i>Legend of Good Women</i> ” (Moodle)	
9/16	<i>Troilus and Criseyde</i> , Books I, II, & III	Recitation
9/18	<i>TC</i> , Books IV & V	
9/20	<i>TC</i> (cont.) “‘The <i>Double Bind</i> of Troilus to Tellen’: The Time of the Gift in Chaucer’s <i>Troilus and Criseyde</i> ” (Moodle)	
9/23	<i>The Canterbury Tales</i> , General Prologue	
9/25	GP (cont.) “Context and Judgment in the <i>General Prologue</i> ” (Moodle)	
9/27	The Knight’s Tale (Parts 1 & 2)	Oral Reading

9/30	KnT (Parts 3 & 4)	Critical Edition 1
10/2	KnT (cont.) “Writing a Building: Chaucer’s Knowledge of the Construction Industry and the Language of the <i>Knight’s Tale</i> ” (Moodle)	
10/4	Fall Holiday	
10/7	The Miller’s Prologue & Tale	
10/9	MiT (cont.) “Ineloquent Ends: <i>Simplicitas</i> , Proctolalia, and the Profane Vernacular in the Miller’s Tale”	
10/11	The Reeve’s Prologue & Tale “Psychoanalytic Politics Chaucer and Two Peasants” (Moodle)	
10/14	The Cook’s Prologue and Tale	
10/16	The Man of Law’s Introduction, Prologue, Tale, and Epilogue “String Theory and ‘The Man of Law’s Tale’” (Moodle)	
10/18	The Wife of Bath’s Prologue and Tale	Critical Edition 2
10/21	WBT (cont.)	
10/23	WBT (cont.) “The Wife of Bath, Christine de Pizan, and the Medieval Case for Women” (Moodle)	
10/25	The Friar’s Prologue and Tale “Chaucer’s Novelized, Carnivalized Exemplum: A Bakhtinian Reading of the <i>Friar’s Tale</i> ” (Moodle)	
10/28	The Summoner’s Prologue and Tale ““Goddess Instrumentz’: Devils and Free Will in the <i>Friar’s</i> and <i>Summoner’s Tales</i> ” (Moodle)	
10/30	The Clerk’s Prologue and Tale “A Transcendent Excess: Examining Griselda’s Assent in Chaucer’s <i>Clerk’s Tale</i> through Georges Bataille’s Atheological Mysticism” (Moodle)	
11/1	The Merchant’s Prologue, Tale, and Epilogue “Gender, Vulgarity, and the Phantom Debates of Chaucer’s <i>Merchant’s Tale</i> ” (Moodle)	

11/4	The Squire's Introduction and Tale "Chaucer's Squire's Tale: The Poetics of Interlace or the Well of English Undefined" (Moodle)	
11/6	The Franklin's Prologue and Tale "Chaucer's Discussion of Marriage" (course Web page) "Love's (and Law's) Illusions in Chaucer's <i>Franklin's Tale</i> " (Moodle)	
11/8	The Physician's Tale "His Studie was but Litel on the Bible': Materialism and Misreading in Chaucer's <i>Physician's Tale</i> " (Moodle)	
11/11	The Pardoner's Introduction, Prologue, and Tale "Palindromic Structure in the 'Pardoner's Tale'" (Moodle)	
11/13	The Shipman's Tale "The Lack of Interest in the Shipman's Tale: Chaucer and the Social Theory of the Gift" (Moodle)	
11/15	The Prioress's Prologue and Tale "To Ben Holden Digne of Reverence': The Taletelling Tactics of Chaucer's Prioress" (Moodle)	
11/18	The Prologue and Tale of Sir Thopas The Tale of Melibee "Chaucer's Corrective Form: The <i>Tale of Melibee</i> and the Poetics of Emendation" (Moodle)	
11/20	The Monk's Prologue and Tale "Transgressing the Borderline of Gender: Zenobia in the <i>Monk's Tale</i> " (Moodle)	
11/22	The Nun's Priest's Prologue, Tale, and Epilogue "The Ending of Chaucer's Nun's Priest's Tale" (Moodle)	
11/25	The Second Nun's Prologue and Tale "Apprehending the Divine and Choosing To Believe: Voluntarist Free Will in Chaucer's <i>Second Nun's Tale</i> " (Moodle)	
11/27	The Canon's Yeoman's Prologue and Tale "Art, Anxiety, and Alchemy in the <i>Canon's Yeoman's Tale</i> " (Moodle)	Critical Edition 3
11/29	Thanksgiving Holiday	

12/2	The Manciple's Prologue and Tale "Thinking upon the Crow: The <i>Manciple's Tale</i> and Ovidian Mythography" (Moodle)	
12/4	The Parson's Prologue and Tale Chaucer's Retraction "Chaucer's Vision of the Tree of Life: Crossing the Road with the Rood in the <i>Parson's Tale</i> " (Moodle)	
12/6	TBA	

Seminar Paper due

Monday, December 9 — by 3:00 p.m.