

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: epez@uwo.ca or epez2@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

- 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, _____ and *Tale* (lines 1-448)
- 19 **Essay 1 due**
(lines 449-end)
- 20 **Exemplary narrative**
Chaucer, _____ *Prologue* and *Tale* (Begin with lines 287-328 at the end of the _____ on page 265.)
Heather Masri. "Carnival Laughter in the _____." *Medieval Perspectives* 10 (1995): 148-56. (available online through the library catalogue; search the journal title)
- 21 **Beast fable**
Chaucer, _____, *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
_____, 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 _____." *Comitatus* 21 (1990): 38-51.
(<http://escholarship.org/uc/item/0tb597k2>)

- 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

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-

Accessibility at Western:

Please come meet with me to review your specific needs.