

**ENG 722:  
Chaucer**

**Required Text:** *Riverside Chaucer*, 3<sup>rd</sup> ed., gen. ed. Larry Benson

**Learning Outcome:** To explain the historical importance of Chaucer's total poetic achievement from his earliest dream-visions and *Troilus and Criseyde* to the end of his *Canterbury Tales*.

**Useful Websites:**

New Chaucer Society Online Bibliography:  
<http://artsci.wustl.edu/~chaucer/bibliography.php>  
Harvard Chaucer Homepage:  
<http://www.courses.fas.harvard.edu/~chaucer/>

**Class Schedule:**

General Introduction: Chaucer the Public Man, Chaucer the Literary Man  
*Riverside Chaucer* pp. xv-xlvi

Suggested criticism:

Beidler, ed., *Case Studies*, pp. 3-16.  
Chris Cannon, "The Lives of Chaucer," *Yale Companion*, ed. Lerer, pp. 31-54.  
Ruth Evans, "Chaucer's Life," *Oxford Guide*, ed. Ellis, pp. 9-25.  
Donald Howard, *Chaucer: His Life, His Works, His World*  
Derek Pearsall, *The Life of Chaucer*  
Terry Jones, *Who Murdered Chaucer?*

*The Book of the Duchess* (pp. 329-46)

Suggested criticism:

Louise Fradenburg, "'Voice Memorial': Loss and Reparation in Chaucer's Poetry."  
Elaine Hansen, "Death of the Duchess," *Chaucer and the Fictions of Gender* pp. 58-86  
A. J. Minnis, ed., *Oxford Guides to Chaucer: Shorter Poems*, pp. 73-160.  
Helen Phillips, "The French Background," *Oxford Guide*, ed. Ellis, pp. 292-312.  
Deanne William, "The Dream Visions," *Yale Companion*, ed. Lerer, pp. 147-78.

*Troilus and Criseyde* Book I-III (pp. 471-37)

Suggested criticism:

Michael J. Bennett, "The Court of Richard II and the Promotion of Literature," *Chaucer's London*, ed. Hanawalt, pp. 3-20.  
Lee Patterson, "*Troilus and Criseyde*," *Chaucer and the Subject of History* pp. 84-164.  
David Aers, "Masculine Identity in the Courtly Community," *Community, Gender, and Individual Identity*, pp. 117-52.  
Jennifer Summit, "*Troilus and Criseyde*," *Yale Companion*, pp. 213-42.

*Troilus and Criseyde* Books IV-V (pp. 538-85)

Suggested criticism:

Robertson, *Preface to Chaucer* pp. 472-503

Strohm, "Chaucer's *Troilus* as Temporal Archive," *Theory and the Premodern Text*

*The House of Fame* (pp. 347-73)

Suggested criticism:

Minnis, *Oxford Guides to Chaucer: Shorter Poems*, pp. 161-251

Bowers, "The Naughty Bits: Dating Chaucer's *House of Fame*"

Evans, "Medieval Technologies of Memory and *The House of Fame*."

Grady, "Chaucer Reading Langland: *The House of Fame*"

*Canterbury Tales*: General Prologue (pp. 23-36)

Suggested criticism:

Bowers, "Chaucer After Smithfield: From Postcolonial Writer to Imperialist Author"

Seth Lerer, "*The Canterbury Tales*." Yale Companion, pp. 243-94.

David Wallace, "The General Prologue and the Anatomy of Associational Form,"  
*Chaucerian Polity* pp. 65-82.

Knight's Tale (pp. 37-66)

Suggested criticism:

Bowers, "Three Readings of the *Knight's Tale*"

Louise Fradenburg, "Sacrificial Desire in Chaucer's *Knight's Tale*," *Sacrifice Your Love*,  
pp. 155-75.

Terry Jones, *Chaucer's Knight*

V. A. Kolve, "The Knight's Tale and Its Settings," *Chaucer and the Imagery of Narrative*  
pp. 85-157.

Patterson, "The Crisis of Chivalric Identity," *Chaucer and the Subject of History* pp. 165-  
230.

Wallace, "Thesian Polity," *Chaucerian Polity* pp. 104-24

Miller's Tale and Reeve's Tale (pp. 66-84)

Suggested criticism:

Tolkien, "Chaucer as a Philologist: *The Reeve's Tale*."

Hansen, "Woman as the Same," *Chaucer and the Fictions of Gender* pp. 208-44

Patterson, "The Politics of Laughter," *Chaucer and the Subject of History*, pp. 244-79.

Wallace, "Powers of the Countryside," *Chaucerian Polity*, pp. 125-55

### Midterm Test

Man of Law's Tale

Selected criticism:

Bowers, "Rival Poets: Gower's *Confessio* and Chaucer's *Legend of Good Women*."

Kolve, "Man of Law's Tale," *Chaucer and the Imagery of Narrative*, pp. 297-358.

Lavezzo, "Beyond Rome," *Angels on the Edge of the World*, pp. 92-113.

Wife of Bath's Prologue and Tale

Suggested criticism:

Kittredge, *Chaucer and His Poetry*, "The Marriage Group," pp. 185-211.

Dinshaw, "Wife of Bath," *Chaucer's Sexual Poetics* pp. 113-31.

Fradenburg, "Psychoanalytic Criticism" in *Case Studies*, pp. 189-220.  
Hansen, "Feminist Criticism" in *Case Studies*, pp. 255-89..  
Patterson, "New Historicism" in *Case Studies*, pp. 115-54.

Friar's Tale (pp. 122-28) and Summoner's Tale (pp. 128-36)

Suggested criticism:

Olson, "The End of *The Summoner's Tale* and the Uses of Pentecost."

Bowers, "Queering the Summoner: Same-Sex Union in Chaucer's *Canterbury Tales*"

**Term Paper: First Draft**

Merchant's Tale (pp. 153-68) and Franklin's Tale (pp. 178-89)

Suggested criticism:

Hansen, "Another Poor Worm" and "Making Ernest of Game," *Fictions of Gender* pp. 208-66 and 267-92

Kolve, "Poetry versus Magic in the Franklin's Tale," *Telling Images*, pp. 171-98.

Patterson, "Chaucerian Commerce," *Chaucer and the Subject of History* pp. 322-66

Clerk's Tale (pp. 137-53) and Pardoner's Tale (pp. 193-202)

Suggested criticism:

Kittredge, *Chaucer's Poetry*, pp. 211-218.

Bowers, "'Dronkenesse Is Ful of Stryvyng': Alcoholism and Ritual Violence"

Burger, "Queer Performativity in Fragment VI," *Chaucer's Queer Nation*.

Dinshaw, "Eunuch Hermeneutics," *Chaucer's Sexual Poetics* pp. 156-84.

Dinshaw, "Griselda Translated," *Chaucer's Sexual Poetics*, pp. 132-55.

Hanson, "Case of the Clerk's Griselda," p. 188-207.

Johnston, "The Clerk of Oxenford," *Clerks and Courtiers*, pp. 146-64.

Lerer, "Reading like the Clerk," *Chaucer and His Readers*, pp. 22-56.

Patterson, "The Example of the Clerk" and "The Pardoner on the Couch,"  
*Temporal Circumstances*, pp. 51-96.

Prioress's Tale (pp. 209-12) and Nun's Priest's Tale (pp. 252-61)

Suggested Criticism:

Fradenburg, "Criticism, Anti-Semitism and the Prioress's Tale."

Patterson, "Martyrdom and Imitation in the Prioress's Tale," *Temporal Circumstances*,  
pp. 129-57

**Term Paper: Final Revision**

Manciple's Tale (pp. 282-86); Parson's Prologue (pp. 287-88);  
Chaucer's Retraction (p. 328)

**Final Examination** - 6:00 p.m. (2 hours)

**Outcome Assessments:**

Midterm Test:	30%
In-Class Report on Criticism	10%
8-10 Page Paper: First Draft "Teaching Chaucer"	
8-10 Page Paper: Final Revision	30%
Final Examination	30%

**NOTE:** There are no make-ups for any of the tests or examination, except for extreme emergencies with official documentation. To avoid the possibility of traffic or automobile problems, you should leave for campus especially early on testing days. Missed work is calculated as a zero (0). Academic Success Center can be contacted at 702-895-3177; see Writing Center at <http://writingcenter.unlv.edu/>.

**RECOMMENDED READING**

Aers, David. *Community, Gender, and Individual Identity*. London and New York: Routledge, 1988.

Bowers, John M. "Beautiful as Troilus': Richard II, Chaucer's Troilus, and Figures of (Un)Masculinity." *Men and Masculinity in Chaucer's "Troilus and Criseyde"*. Ed. Tison Pugh and Marcia Smith Marzec. Cambridge: D. S. Brewer, Chaucer Studies, no. 38, 2008. Pp. 9-27.

———. *Chaucer and Langland: The Antagonistic Tradition*. Notre Dame IN: University of Notre Dame Press, 2007.

———. "Chaucer After Smithfield: From Postcolonial Writer to Imperialist Author." *The Postcolonial Middle Ages*. Ed. Jeffrey Jerome Cohen. New York: St. Martin's Press, 2000. Pp. 53-66.

———. "'Dronkenesse Is Ful of Stryvyng': Alcoholism and Ritual Violence in Chaucer's *Pardoner's Tale*." *ELH* 57 (1990): 757-84.

———. "The Naughty Bits: Dating Chaucer's *House of Fame* and *Legend of Good Women*." *The Medieval Python: The Purposive and Provocative Work of Terry Jones, Essays Presented on the Occasion of His Seventieth Birthday*. Ed. R. F. Yeager and Toshiyuki Takamiya. New York and London: Palgrave Macmillan, 2012. Pp. 105-117.

———. "Queering the Summoner: Same-Sex Union in Chaucer's *Canterbury Tales*." *Speaking Images: Essays in Honor of V. A. Kolve*. Ed. R. F. Yeager and Charlotte C. Morse. Asheville NC: Pegasus Press, 2001. Pp. 301-24.

———. "Rival Poets: Gower's *Confessio* and Chaucer's *Legend of Good*

- Women.” *John Gower, Trilingual Poet: Language, Translation, and Tradition*. Ed. Elisabeth Dutton with John Hines and R.F. Yeager. Cambridge: D.S. Brewer, 2010. Pp. 276-87.
- . “Three Readings of *The Knight’s Tale*: Sir John Clanvowe, Geoffrey Chaucer, and James I of Scotland.” *Journal of Medieval and Early Modern Studies* 34 (2004): 279-307.
- Burger, Glenn. *Chaucer’s Queer Nation*. Minneapolis: University of Minnesota Press, 2003.
- Dinshaw, Carolyn. *Chaucer’s Sexual Poetics*. Madison: University of Wisconsin Press, 1989.
- . *Getting Medieval: Sexualities and Communities, Pre- and Postmodern*. Durham NC: Duke University Press, 1999.
- Ellis, Steve, ed. *Chaucer: An Oxford Guide*. Oxford: Oxford University Press, 2005.
- Fradenburg, Louise. “Criticism, Anti-Semitism and the Prioress’s Tale.” *Exemplaria* 1 (1989): 69-116.
- . *Sacrifice Your Love: Psychoanalysis, Historicism, Chaucer*. Minneapolis and London: University of Minnesota Press, 2002.
- Hanawalt, Barbara, ed. *Chaucer’s England*. Minneapolis: University of Minnesota Press, 1992.
- Hansen, Elaine Tuttle. *Chaucer and the Fictions of Gender*. Berkeley: University of California Press, 1992.
- Howard, Donald. *Chaucer: His Life, His Works, His World*. New York: Dutton, 1987.
- Johnston, Andrew James. *Clerks and Courtiers: Chaucer, Late Middle English Literature and the State Formation Process*. Heidelberg: C. Winter, 2001.
- Jones, Terry. *Chaucer’s Knight: The Portrait of a Medieval Mercenary*. Baton Rouge: Louisiana State University Press, 1980.
- , et al. *Who Murdered Chaucer? A Medieval Mystery*. New York: St. Martin’s Press, 2003.
- Kittredge, George Lyman. *Chaucer and His Poetry*. Cambridge MA: Harvard University Press, 1915.
- Kolve, V. A. *Chaucer and the Imagery of Narrative: The First Five Canterbury Tales*.

- Stanford: Stanford University Press, 1984.
- . *Telling Images: Chaucer and the Imagery of Narrative II*. Stanford: Stanford University Press, 2009.
- Lambdin, Laura C., and Robert T. Lambdin, eds. *Chaucer's Pilgrims: An Historical Guide to the Pilgrims in "The Canterbury Tales"*. Westport CT: Greenwood Press, 1996.
- Lavezzo, Kathy. *Angels on the Edge of the World: Geography, Literature, and English Community, 1000-1534*. Ithaca: Cornell University Press, 2006.
- Lerer, Seth. *Chaucer and His Readers*. Princeton: Princeton University Press, 1993.
- , ed. *The Yale Companion to Chaucer*. New Haven: Yale University Press, 2006.
- Minnis, Alastair J., with V. J. Scattergood and J. J. Smith. *Oxford Guides to Chaucer: The Shorter Poems*. Oxford: Clarendon, 1995.
- Olson, Glending. "The End of *The Summoner's Tale* and the Uses of Pentecost." *Studies in the Age of Chaucer* 21 (1999): 209-45.
- Patterson, Lee. *Chaucer and the Subject of History*. Madison: University of Wisconsin Press, 1991.
- . *Temporal Circumstances: Form and History in the "Canterbury Tales"*. New York: Palgrave Macmillan, 2006.
- Pearsall, Derek. *The Life of Geoffrey Chaucer: A Critical Biography*. Oxford: Blackwell, 1992.
- Robertson, D. W., Jr. *A Preface to Chaucer*. Princeton: Princeton University Press, 1962.
- Strohm, Paul. *Social Chaucer*. Cambridge MA: Harvard University Press, 1989.
- . *Theory and the Premodern Text*. Minneapolis: University of Minnesota Press, 2000.
- J. R. R. Tolkien, "Chaucer as a Philologist: *The Reeve's Tale*," *Transactions of the Philological Society* (1934): 1-70.
- Wallace, David. *Chaucerian Polity: Absolutist Lineages and Associational Forms in England and Italy*. Stanford: Stanford University Press, 1997.

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

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If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:

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**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has

satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching** –The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895- 3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

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**Rebelmail** – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.