

HPEN6001/5001 Debating Medieval Identity: The Thrown Voices of *The Canterbury Tales*

Try to prepare as well as possible. Use the preparation week to read as much as you can that you haven't managed to read beforehand. But make notes or you will forget what you've read. You cannot afford to be left behind as you won't have time to recover.

The focus in these short block modules is on student centred and led learning so that you will devise your own question in conjunction with the tutor
Once the 4 week teaching block has begun you must write and post a blog of 200 words minimum every day.

Making notes on both individual texts and secondary reading like this will enable you to engage with the core subject of the module, will serve as essential preparation for the essay/s to follow – and avoid the mistake of writing about one or two texts in isolation. Mulling over the work and responding to it will help you decide which issues are significant and thus enable you to formulate an area for research.

ASSESSMENT : Two essays

With nothing else to distract you (in University!!) you should focus on this material and you can do it.

By the beginning of the second week you should have developed an idea about the area on which you would like to focus; by the Tuesday of the third you should have completed and submitted the first essay; by the end of the third week you should have built on your understanding; by the end of the fourth you will have completed the assessment of the module by submitting your second.

The module will focus on eight of *The Canterbury Tales* within the broader context of 'The General Prologue'. These are: 'The Shipman's Tale', 'The Wife of Bath's Prologue'; 'The Knight's Tale', 'The Miller's Tale', 'Reve's Tale'; 'The Merchant's Tale', 'The Nun's Priest's Tale', 'The Pardoner's Prologue and Tale'

	Day	Text(s)	Focus	Student leads
WEEK ONE	Mon	INTRODUCTION TO THE MEDIEVAL WORLD	Re the module title: What is identity and why is it important? How is it related to the wider society?	
			Reading medieval literature: issues in addressing a new literature (i) Gothic Humanism and the individual; (<i>ideological context</i>) (ii) Chaucer's understated wit and play with genre, image and gesture (<i>mode and address</i>) (iii) Historical events: the 'calamitous 14 th C.'	

		Preparation or next class: Read Middle English text of General Prologue using Harvard resources http://sites.fas.harvard.edu/~chaucer/canttales/gp/	200 word daily blog
Tues	THE GENERAL PROLOGUE http://sites.fas.harvard.edu/~chaucer/canttales/gp/ <i>(Fragment 1 text)</i>	Students to lead discussion about experience Lecture reading Middle English – understanding language and characterisation before the enlightenment. Class work IN PAIRS Choose two portraits from attached extracts from General Prologue (i) <i>without</i> using support work out as much of the meaning as possible (ii) note unknown words that recur (eg <i>eeke</i> , <i>ycleped</i>) recording these will help you learn. (iii) examine HOW they depict the characters and write notes for class discussion exchange with others and discuss problem words. <u>Class discussion of characterisation (what is there and what not) in the General Prologue</u>	
		Preparation for next class Read ‘The Wife of Bath’s Prologue and Tale’ and consider characterisation – how does this differ from that of the novels with which you are familiar? <i>Make notes</i>	200 word daily blog
Thur	THE WIFE OF BATH’S PROLOGUE http://www.luminarium.org/medlit/wife.mp3 <i>(Fragment 3 text)</i>	Reading medieval texts and images: Stained glass; Gothic architecture <u>Students leading on discussion of Wife’s Tale and Difference from Prologue</u> Chaucer’s play with caricature and stereotype ‘The Wife of Bath’s prologue’ and ‘Tale’ The meanings associated with different forms of writing -so far <i>Nature opening / Dream vision/ debate poem/ anti-feminist clerical tracts/ romance</i> – Chaucer is not using these forms straight however - what is doing with them <i>and why?</i>	

WEE			<u>Close reading of Middle English</u> <u>Read and discuss H.Marshall Leicester</u>	
			Preparation for next class Read ‘The Shipman’s Tale’ and look up the nature of the fabliau <i>Make notes - differences</i>	200 word daily blog
	Fri	THE SHIPMAN'S TALE http://sites.fas.harvard.edu/~chaucer/canttales/shipt <i>(Fragment 3 text)</i>	Chaucer’s re interpretation of The Traditional Fabliau: Satire of money and sex; attitudes towards class and gender. <u>Close reading of Middle English</u> <u>Group work –reading and discussion of individual secondary material</u>	
			Preparation for next class Read Patterson on Fragment 1 <i>Make notes about the fabliau</i>	200 word daily blog
	Mon	FOURTEENTH CENTURY CONTEXTS	Chaucer’s interest in the contemporary: famine, disease, and revolt; technical innovation and the growth of the urban space; changes in language; class and religion. Group session: Formulate essay questions.	
			Preparation for next class Read ‘The Knight’s Tale’ and one of the articles <i>Make notes for discussion</i>	200 word daily blog
	Tues	KNIGHT’S TALE http://sites.fas.harvard.edu/~chaucer/canttales/knight <i>(Fragment 1 text)</i>	Students to discuss issues emerging from the Knight’s Tale’ How does it differ from those other texts Politics of class and genre: Aristocratic control and death	
			Preparation for next class Read ‘The Miller’s Tale’ and compare to ‘The Shipman’s Tale’ as an example of the fabliau. <i>Make notes for discussion</i>	200 word daily blog

	Thur	MILLER'S TALE http://sites.fas.harvard.edu/~chaucer/cantales/milt (Fragment 1 text):	Politics of class and genre: The disruption and sensuality of the peasantry Making space/s; rewriting rules The physicality of the material world	
			Preparation for next class Read 'the Reeve's Tale' and the fragment of 'The Cook's Tale' - consider these as kinds of fabliaux <i>Make notes</i>	200 word daily blog
	Fri	REEVE'S TALE (and fragmentary COOK'S TALE) http://sites.fas.harvard.edu/~chaucer/cantales/rvt	Politics of class and genre: Managerial repositioning and nihilism Close reading of Middle English Discussion of mapping and framing texts	
			FIRST ASSESSMENT DUE NEXT WEEK BEGIN WORKING ON ESSAY PLANS Send for feedback Sunday evening	200 word daily blog
WEEK THREE	Mon	14 TH IDENTITY IN FLUX Discussion of form and meaning in relation to identity FACE TO FACE FEEDBACK ON PLANs	Discussion and Writing in class	
			After class WORK ON ESSAY FOR SUBMISSION (TUESDAY EVENING)	200 word daily blog
	Tues	INDEPENDENT WORK:	Either in class or outside	
			WORK ON ESSAY AND SUBMIT TUESDAY EVENING BY 11.30 pm Wednesday :Preparation for next class Read 'The Merchant's Tale' for Thursday <i>Make notes about how it differs from previous fabliau</i> <i>Implications?</i>	200 word daily blog

WEEK FOUR	Thur	THE MERCHANT'S TALE http://sites.fas.harvard.edu/~chaucer/canttales/mert/ <i>(Fragment 4 text)</i>	Introducing more complexity into the material world of the Fabliau The bitter politics of gender and class; appearances and realities; the power of language Conclusion of discussion The Knight in the marketplace Self-deception and appetite <u>Close reading of Middle English</u> <u>Group discussion</u> How does this differ from previous fabliau? - hybrid form? what kind? Role of motif of the Garden of Eden?.	
			Preparation for next class Read 'The Nun's Priest's Tale' consider freewill and predestination <i>Make notes</i>	200 word daily blog
	Fri	READING AND RECEPTION THE NUN'S PRIEST'S TALE http://sites.fas.harvard.edu/~chaucer/canttales/nunspri <i>(Fragment 7 text)</i>	Politics , Irony And Satire Discussion of all texts so far Consider reading and readers? who are the implied audience for this poem <u>Close reading of Middle English</u> <u>Group discussion</u> <u>The Mock Heroic:</u> Politics, Predestination And The Peasant's Revolt:	
			Preparation for next class Pardoner's Prologue and 'Tale' and <i>Make notes</i>	)
WEEK FOUR	Mon	THE PARDONER'S PROLOGUE AND 'TALE' http://sites.fas.harvard.edu/~chaucer/canttales/pardt <i>(Fragment 6 text)</i>	<u>Framing Truths</u> Satires of Religion, Money And Death: Exploring The Confessional	
			Preparation for next class Sketch draft of essay <i>Make notes</i>	200 word daily blog
	Tues	WORK ON DRAFT OF SECOND ESSAY	Compare the ways that the last three tales address issues such as (i) predestination and freewill; (ii) the seductions of narrative	

			(iii) the value of narrative class discussion and support	
			Preparation for next class	
			Continue work on draft	
	Thur	COMPLETE DRAFT OF SECOND ESSAY	Work independently	
			Continue on essay	
	Fri	WORK INDEPENDENTLY	SUBMIT SECOND ESSAY BY MIDNIGHT SUNDAY	