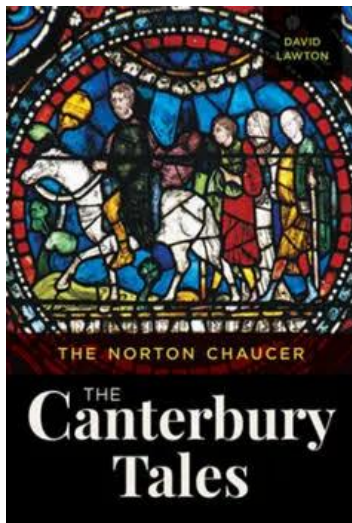


English 5701: CHAUCER

Spring 2025
MW 3-4:20pm
LNCO 3870

Disa Gambera
LNCO 3524
d.gambera@utah.edu
Office Hours: MW 2-2:45pm
and by appointment

REQUIRED TEXT:



The Norton Chaucer: Canterbury Tales, 1st Edition
David Lawton, editor
ISBN 9780393643503

NOTE: please do **not** buy the ebook edition of this text from the Campus Store unless you want an additional copy for home use only. You must have an actual paperback copy for use in class. New paperback copies of *The Norton Chaucer: The Canterbury Tales* cost \$46.58 at the Campus Store and \$43 on Amazon—this is pricey, I know, but the new books do come with an electronic tutorial which can be useful for learning Middle English. If you don't care about the tutorial, you can find used editions for under \$20 at various online booksellers such as ABE books, Powell's, Thrift Books, Alibris, eBay etc.

Also important: there are two other Chaucer books published by Norton which will often show up when you do a search for *The Norton Chaucer: Canterbury Tales*. This can cause some understandable confusion. If you buy a book called *The Norton Chaucer* which is also edited by David Lawton, you will be spending a LOT more money because it contains all of Chaucer's poetry and not just the *Canterbury Tales*, so don't buy it unless you really want to own *all* of Chaucer's written works. There is also a Norton Critical Edition of *The Canterbury Tales* edited by V.A. Kolve and Glending Olsen. Do not buy

this one either! Only buy the text which is pictured above. If the cover looks different, it is not the right text for this course.

RECOMMENDED TEXTS:

Norman Davis, *A Chaucer Glossary*, Oxford University Press, ISBN: 978-0198111719

Peter G. Beidler, *A Student Guide to Chaucer's Middle English*, Coffeetown Press (2011)
ISBN: 978-1603811026

DESCRIPTION:

This course aims to teach you not only how to labor over Chaucer's English, but, eventually, how to enjoy reading it. We will pursue the pleasures of Chaucer's writing first by doing some work on how his language works and what it sounds like. You will learn to reverse the Great Vowel Shift, and by the end of this course those low-lying vowels will leap from your tongue without the slightest effort. However, we will not shortchange the pleasures of interpretation in our initial linguistic forays. In his own day, Chaucer was a daring innovator pushing Middle English to its limits in order to invent a new form of poetry. We will consider what makes Chaucer an innovator in the context of medieval literature but we will also examine some of the alterity that makes Chaucer truly medieval. Finally, just so we don't get too lost in the past, we will consider some recent Chaucer criticism that makes use of contemporary literary theory.

REQUIRED WORK AND REGULATIONS:

There will be two papers for this course, first a short one of 3-4 pages and then a longer one of 6-8 pages. In addition, there will be translation exercises (don't worry, I'm a generous grader), Canvas quizzes on the reading and a whole lot of informal writing done through Canvas Discussions.

The first short paper will count for 15% of your final grade. The second, longer paper will be 25%; Canvas discussions will be 40%, and class attendance, homework, and quizzes will count for 20%

Attendance is mandatory. More than two absences will start to count against your grade. I am generous with extensions on paper due dates, but **only** if you request an extension at least 24 hours before the original due date. If you turn in a paper late without speaking to me I will grade it down one full grade for every day that it is late. I do allow rewrites as long as you consult with me first.

Two further notes: (1) The University's plagiarism policy will be strictly enforced. According to the Student Code, plagiarism is defined as "the unacknowledged use or incorporation of any other person's work in, or as a basis for one's own work offered for academic consideration or credit..." This now includes AI generated writing. Disciplinary action for plagiarizing papers or exams ranges from a failing grade on the assignment or in the course, to suspension or expulsion from the University. If you have any doubt about whether or not you need to acknowledge a secondary source, *do so*. (If you're not sure about the proper form, attach a note.) The internet has made plagiarism more tempting for students, but also easier for professors to detect.

Provisional Reading Schedule by Week:

1/06-08: Introduction to Chaucer and Middle English (Canvas Assignment due Wednesday)
1/13-15: Early Chaucer: Dream Poetry and *The Book of the Duchess* (pdf)
1/20-22: *The Book of the Duchess* finished.
1/27-29: *The Canterbury Tales*: General Prologue
2/03-05: The Knight's Tale (somewhat abridged)
2/10-12: The Miller's Prologue and Tale
2/17-19: The Wife of Bath's Prologue
2/24-26: The Wife of Bath's Tale and the Clerk's Prologue
3/03-05: The Clerk's Tale
3/10-16: Spring Break
3/17-19: The Squire's Prologue and Tale
3/24-26: The Franklin's Prologue and Tale
3/31-4/02: The Pardoner's Prologue and Tale
4/07-09: The Prioress' Introduction, Prologue, and Tale
4/14-16: The Nun's Priest's Prologue and Tale
4/21: Sir Thopas, Melibee, and the Manciple's Prologue and Tale

Note: This syllabus is meant to serve as an outline and guide for our course. I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements. For the student guide to Canvas, see: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>. If you encounter technical problems, please: click the Help button found on the left bar of the Canvas page; email Teaching and Learning Technologies at classhelp@utah.edu; phone Teaching and Learning Technologies at (801) 581-6112.

English Department Statement

Literature allows us to imagine the lives of others and broaden our perspectives. How we talk about it together, in the physical and virtual classroom, is part of that process. Our diverse identities and experiences will inform and enhance those discussions. As we approach sometimes difficult topics, each member of the class is expected to foster a respectful, generous, and supportive classroom environment that makes room for productive difference and reasoned debate.

University Policies

Academic Honesty and Use of AI

It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical 7 standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

If you draw on anyone else's writing or thinking in a paper you write, you must indicate this. There are

forms for indicating indebtedness, but if you're not sure of the form, just write me a note. Failure to acknowledge borrowing language and/or ideas is a serious academic offense and can result in a failing grade for the course.

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access. Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate. In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>.

University Safety Statement.

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.

Addressing Sexual Misconduct.

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-5817066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-5852677(COPS). If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence. To privately explore options and resources available to you with an advocate, contact: Center for Student Wellness, 801-5817776, wellness.utah.edu, 328 Student Services Building, 201 S. 1460 E.

Drop/Withdrawal Policies.

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Supports for Students

If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, please refer to the Student Support Services page for the U for updated information.

Basic Needs Student Support

The Basic Needs Collective (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.

Course Material Copyright Notice

The Content* available in this course is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content. Please see the Code of Student Rights and Responsibilities, Section III.A.5 regarding the use and distribution of class Content and materials. Section III.A.5 explicitly prohibits: "Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course." * Content means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.

Content Accommodations

All content provided has been carefully selected to guide you toward achievement of the learning objectives established for this course. Class topics are discussed for the sole purpose of expanding your personal knowledge and engagement. With that, there may be some content some students find to be in conflict with their sincerely held core beliefs. If applicable, you may choose to request a content accommodation to modify the reading, writing, viewing, listening, or performance requirements in the course. Be aware that instructors are not required to grant content accommodations. As per Policy 6-100, Section III.Q.3: "Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major." It is your responsibility to determine if the course content is in conflict with your sincerely-held core beliefs. If so, please consider dropping the course. If you choose to drop the course, please be aware of the drop/withdrawal deadlines listed on the Academic Calendar.

Critical Discourse

Our classroom community is an open space for free speech, critical discourse, and the civil exchange of ideas. Throughout this course, you may encounter some difficult discussions about contentious topics. Disagreement can be a valuable learning opportunity for all of us, and discussion of all views is a necessary part of the educational process. All members of our course are asked to do their part in creating an atmosphere of mutual respect and sensitivity toward others. Disruptive behavior (e.g. harassment, defamatory or obscene speech, threats of violence, etc.) is strictly prohibited. As outlined in Policy 1-007,

Section III.E.1: "...Students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student persists in behaving disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may dismiss the student from the class and may refer the matter to the Office of the Dean of Students as described in Policy 6-400." Students dismissed from classes may choose to appeal the dismissal to the Office of the Dean of Students. Learn more about how your First Amendment rights apply to you as a student here at the U.

Indigenous Land Acknowledgment

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples. The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, 10 approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.