

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 306		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Chaucer Today <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English															
<b>Calendar Description:</b> Students consider Chaucer's work in the context of medieval and modern social justice movements. Students also learn to read Chaucer in the original Middle English.																	
<b>Prerequisites (or NONE):</b>		Any two 200-level English courses.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Lecture/seminar hours</td> <td style="text-align: center; padding: 2px;">60</td> </tr> <tr> <td style="padding: 2px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Supervised laboratory hours</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Experiential (field experience, practicum, internship, etc.)</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Supervised online activities</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px;"><b>60</b></td> </tr> </table>		Lecture/seminar hours	60	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>60</b>	<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> 25 <b>Expected Frequency of Course Offerings:</b> Every year <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> John Pitcher		<b>Date approved:</b> November 17, 2020															
<b>Faculty Council approval</b>		<b>Date approved:</b> December 11, 2020															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> December 11, 2020															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> January 22, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 29, 2021															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Analyze the cultural and social functions of the major genres of Chaucer's poetry.
- Analyze contemporary debates around canon formation in English literary studies.
- Demonstrate basic proficiency in Chaucer's Middle English.
- Analyze the relationships between medieval and modern social justice movements, including Indigenous activism.
- Apply contemporary critical theory to Chaucer's poetry.
- Conduct guided research and synthesize secondary sources in written work.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Seminar/lecture format with some audio/visual supplementation.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Boenig, R.	The Canterbury Tales	<input type="checkbox"/>	Broadview	2012
2. Herd, D. & A. Pinchus	Refugee Tales	<input type="checkbox"/>	Comma Press	2016
3. Lynch, K.	Chaucer: Dream Visions and Other Poems	<input type="checkbox"/>	Norton	2006
4.		<input type="checkbox"/>		

**Typical Evaluation Methods and Weighting**

Final exam:	20%	Assignments:	45%	Field experience:	%	Portfolio:	%
Midterm exam:	20%	Project:	15%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

Weeks 1 – 2 (The Politics of Canon Formation)

Terry Eagleton, "The Rise of English" and Mary Louise Pratt, "Humanities for the Future"

Chaucer, *The Legend of Good Women* and Christine de Pizan, *Book of the City of Ladies*

Daniel Heath Justice, *Why Indigenous Literature Matters*: Introduction

Week 3 (Historicism and Social Movements)

Prologues to Chaucer, *The Canterbury Tales* and Langland, *Piers Plowman*

Aers, "Vox Populi and the Literature of 1381" and Anderson, *Imagined Communities*, Ch. 2

Weeks 4 – 5 (Feminist Chaucer Criticism and #MeToo)

Select French Fabliaux, the Miller, the Reeve and the Wife of Bath

Patrick Colm Hogan, "Social Identities: Categorization, Cognition, Affect"

Week 6 (Postcolonial studies)

The Man of Law and the Prioress

Sylvia Tomasz, "Postcolonial Chaucer and the Virtual Jew"

Elaine Scarry, "The Difficulty of Imagining Other People"

Weeks 7 – 8 (Affect, Cognitive and Psychoanalytic studies)

Chaucer, *The Book of the Duchess* and the Clerk

Judith Butler, "Melancholy Gender: Refused Identification"

Suzanne Keen, "Novel Readers and the Empathic Angel of Our Natures"

Paul Bloom, *Against Empathy*, "Other People's Shoes"

Weeks 9 – 11 (Deconstruction and Queer Theory)

The Franklin, the Pardoner, the Nun's Priest and Chaucer's Retraction

Carolyn Dinshaw, *Getting Medieval: Sexualities and Communities, Pre- and Postmodern*

Weeks 12 – 13 (Digital Humanities)

David Herd and Anna Pinchus, *Refugee Tales*

Digital Projects: Roundtable Discussion