

**Carleton University  
Fall 2013  
Department of English**

**ENGL 3105, Section A  
*History of Literary Theory (A Medieval Perspective)***

**Wednesdays and Fridays, 2:35-3:55pm  
Location: *Please confirm location on Carleton Central***

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Office Hours: Wednesdays 10-11am, or by appointment**

### **Course Description:**

As a student of literature, have you ever stopped to think about the following questions?

- Why do we read, and what should we read?
- How do/should we read texts?
- How do words mean? How does language function? How do we think about objects?
- How should words be used and texts be written? What constitutes a beautiful text?
- What is an author?
- How do different languages interact? What are the dangers and benefits of translation?

ENGL 3105 is structured around these questions, and offers students an introduction to ideas about literature, authorship, reading, epistemology (how do we know/learn; theories of knowing) and aesthetics (what is art or what is beautiful) as these ideas circulated in periods before the twentieth century. In Fall 2013, the course will focus on the medieval period. If you're interested in seeing how people from a very different world thought about questions that still animate the study of literature today, then this is the course for you! (It also fulfills the theory course requirement for English Honours Majors).

The medieval period represents a particularly interesting approach to critical theory. Unlike later periods, the lines between literature and theories about reading, writing, and aesthetics were not always clearly drawn. Many literary texts engaged substantial theoretical debates of their day, and many theoretical texts not only engaged literature, but sometimes appeared in forms and genres more commonly thought of as "literary" today. Intriguingly, however, medieval authors frequently addressed questions that still attract theoretical attention today, although their ideas on these issues often differ sharply from those of more recent theoretical scholars because of their different culture and world-view.

Our study of medieval literary theory will be structured around the list of questions above. Each question will be the focus of readings for 3-5 class meetings. We will read medieval texts addressing these questions for the majority of each unit, and then conclude our consideration of each core question by reading a post-medieval consideration of the same question. In this way, the course will enable you to perceive both the continuities and the disjunctures between medieval and more recent ideas about literature, aesthetics, epistemology, authorship and readership.

### Course Objectives:

Students in this course will:

- Read a variety of theoretical texts
- Become familiar with critical questions about reading, writing and the study of literature
- Explore a variety of attitudes about reading and writing
- Become comfortable with the ways in which literary texts and issues are discussed and considered in theoretical texts
- Become aware of the ways in which medieval texts offer a distinctive viewpoint on some of the central questions that animate later discussions of literary theory and methods of literary analysis
- Learn to read, analyze, and write about issues and texts of literary theory
- Consider questions central to the study of literature and its importance in the world

### Required Texts:

- Augustine, *On Christian Doctrine*. Trans. D. W. Robertson. Upper Saddle, New Jersey: Prentice-Hall, 1958. Print.
- *Medieval Grammar and Rhetoric: Language Arts and Literary Theory, AD 300-1475*. Ed. Rita Copeland and Ineke Sluiter. Oxford: Oxford University Press, 2009. Print.
- Other texts will be available through Library Reserves

**\* Books will be available at Haven Books, 43 Seneca Street (Seneca at Sunnyside)**

**Telephone: 613-730-9888; E-mail [info@havenbooks.ca](mailto:info@havenbooks.ca);**

**Web: [www.havenbooks.ca/carletonsite/carletonhome-e.php](http://www.havenbooks.ca/carletonsite/carletonhome-e.php)**

### Evaluation:

Preparation of Analysis Questions / Comments for 2 class meetings 10%  
(Complete the reading for your assigned class, then prepare 3-5 questions about the text—and some ideas about answers to them! Present your questions and ideas about answers to them for 7-10 minutes of the class. Be prepared to serve as a leader/strong contributor in the class discussion that day)

Background Research Assignment 20%

**1) ORAL PORTION (5%) DUE: On date class studies text you choose to research**

**2) WRITTEN PORTION (15%) DUE: Friday, October 25<sup>th</sup>, 2013**

1) Consult 2-3 *scholarly* sources and provide a brief (5-minute) oral introduction to an assigned text for a given class meeting (5%). Indicate the dates of the text's composition, its general contents, the

*author's name, occupation and education (if known), the text's manuscript and circulation/citation history, and some sense of the importance of the text to medieval culture (or the culture of its day).*

*2) Write a brief 4-5 page (typed, double-spaced) essay in which you present this researched information (for 1-2 pages) before discussing, with specific examples, how the text engages one or more of the key questions structuring our class (for 2-3 pages). MLA Format is required.*

Final Essay (8-10 pages typed, double-spaced)

30%

**DUE: Friday, December 6<sup>th</sup>, 2013 (last class meeting)**

*(MLA format is required; list of possible topics and of expectations will be distributed in class)*

Final Examination (during examination period)

30%

*(3-hour examination; will include essay questions; may include short answer questions; will be scheduled during official examination period)*

Attendance and Participation

10%

*(You are expected to come to class with the assigned readings completed, with the text(s) in hand, and with 1-2 questions or comments on the assigned readings to contribute to our lecture/discussions. You are expected to meet all your in-class presentation commitments (barring illness, bereavement etc).*

*You are also expected to pay attention to lectures and your fellow students' presentations, and to participate in class discussion regularly. Please note that surfing the web, e-mailing, texting, facebooking, sleeping etc while in class does not constitute an active presence; you may be here physically but are elsewhere mentally, and your mark will reflect that absence.)*

### **Plagiarism:**

The University Senate defines **plagiarism** as **presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own.**

This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else
- using ideas, quotations, or paraphrased material, concepts or ideas without appropriate acknowledgement in an essay or assignment
- failing to acknowledge sources through the use of proper citations when using another's works, and/or failing to use quotation marks
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. See the Section on Academic Integrity in the Undergraduate Calendar (Section 14 of the Academic Regulations)

**Please Note:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Attendance and Late Paper Policy:**

I expect you to be at class mentally as well as physically, and to contribute to our discussions. For this reason, I have dedicated a portion of the grade to attendance and participation. Attendance will be taken regularly after our first meeting. Participation expectations are outlined above.

Your papers are due at class on the dates specified. E-mailed versions will only be accepted as a temporary solution to printing problems and must be followed by submission of a hard copy within twenty-four hours.

**Please Note:** If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

### **Academic Accommodations:**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

**Students with disabilities requiring academic accommodations in this course** must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation no later than two weeks before the first assignment is due. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 8, 2013.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

### **Other Carleton Services:**

Please note that the following services are available to you: the Writing Tutorial Service, MacOdrum Library, 613-520-6632, [www2.carleton.ca/sasc/writing-tutorial-service/](http://www2.carleton.ca/sasc/writing-tutorial-service/) (offers assistance developing writing skills); the Student Academic Success Centre (SASC), 302 Tory Building, 613-520-7850, [www2.carleton.ca/sasc/](http://www2.carleton.ca/sasc/) (offers a variety of programs to assist with understanding academic rules and regulations, choosing or changing a major, finding a tutor, planning your academic progress at Carleton, and polishing study skills); the staff at MacOdrum Library, reference services desk, 613-520-2735, [www.library.carleton.ca/](http://www.library.carleton.ca/) (offer assistance with research, using the library, learning, and IT); the Office of Student Affairs or Health and Counselling Services, 613-520-2600 x2573; [www.carleton.ca/studentaffairs](http://www.carleton.ca/studentaffairs) or [www.carleton.ca/health](http://www.carleton.ca/health) (offers assistance coping with stress/crisis).

Other resources you may wish to utilize include the Career Centre, 401 Tory Building, 613-520-6611, [www.carleton.ca/career](http://www.carleton.ca/career) (useful ideas about employment and career paths), and Departmental Academic Advising (offers advice about your program of study as an English Major or Minor, and checks your fulfillment of program requirements for graduation). To make an appointment for academic advising, contact Professor Whiting at [pwhiting@connect.carleton.ca](mailto:pwhiting@connect.carleton.ca).

### **Schedule of Classes and Readings:**

Check Class Location in Carleton Central. Readings are to be completed for class by the date under which they are listed. Please note that I reserve the right to adjust this syllabus to meet the needs of the class; however, major changes will be announced in advance.

**MG&R: *Medieval Grammar and Rhetoric*, ed. Copeland and Sluiter**

**RSV: Library Reserves**

F. Sept. 6                      Introduction to Course and its Issues and Goals

### **Unit 1: Introduction/Setting the foundations**

#### **How should we read? What should we read? Why do we read?**

W. Sept. 11                      Augustine, *On Christian Doctrine*, pp. 3-43 (Prologue; Book 1; Book 2 Sections I-X)

F. Sept. 13                      Augustine, *On Christian Doctrine*, pp. 43-104 (Book 2 Sections XI-XLII; Book 3 Sections I-XXIX)

W. Sept. 18                      Augustine, *On Christian Doctrine*, pp. 104-69 (Book 3 Sections XXX-XXXVII; Book 4)

F. Sept. 20                      Finish Augustine if necessary  
**Post-medieval Counterpoint:**  
Matthew Arnold, "The Study of Poetry" (available on-line at <http://www.bartleby.com/28/5.html>)

### **Unit 2: Why do we read? What is the value of studying/reading?**

W. Sept. 25                      Victorinus, "Commentary on the *De inventione*," pp. 107-24 (**MG&R**)

F. Sept. 27                      John of Salisbury, "Metalogicon," pp. 487-510 (**MG&R**)

W. Oct. 2                        Giovanni Boccaccio, *On Poetry*, pp. 32-42, 47-54, 62-69, 78-80, 121-23 (**RSV**)

F. Oct. 4                        **Post-medieval Counterpoint:**  
Philip Sidney, *A Defence of Poetry*, ed. J. Van Dorsten; also available in *Critical Theory Since Plato* pp. 143-62 (both **RSV**)

### Unit 3A: How do words mean? How does language function?

- W. Oct. 9                    Isidore of Seville, "Etymologiae," pp. 234-47 (**MG&R**)  
[OPTIONAL: Etymologies Dossier, pp. 344-66 (**MG&R**)]
- F. Oct. 11                    Thomas of Chobham, "Summa de arte praedicandi," pp. 616-38 (**MG&R**)
- W. Oct. 16                    Jean de Meun's portion of *Romance of the Rose*, trans. Harry W. Robbins, ed. Charles Dunn, pp. 94-148: Debate between Lover and Reason (focus especially on pp. 117-48) (**RSV**)
- F. Oct. 18                    **Post-medieval Counterpoint:**  
Roland Barthes, "From Work to Text," pp. 155-64 in Roland Barthes, *Image, music, text*, trans. Stephen Heath (**RSV**)

### Unit 3B: How do we think about objects?

- W. Oct. 23                    Kellie Robertson, "Medieval Materialism: A Manifesto" *Exemplaria* 22.2 (2010): 99-118. (**RSV: e-access**)  
Bartholomaeus Anglicus, *De proprietatibus rerum*, Trans. John of Trevisa, Book 3, Chapters 7-13; Book 16, Chapter 4; Book 18, Chapters 112-13 in *On the Properties of Things: Trevisa's Translation of De Proprietatibus Rerum*. Ed. M.C. Seymour, Volume 1, pp. 96-103 (3 souls) and vol. 2 pp. 828-30 (gold) and 1260-3 (bears) (**RSV**)
- F. Oct. 25                    **Due Date: Written Portion of Background Research Assignment**  
Finish Robertson and Anglicus  
**Post-Medieval Counterpoint:** Jane Bennett, "The Force of Things," Chapter 1 of *Vibrant Matter* pp. 1-19 (**RSV**)
- W. Oct. 30                    **Reading Week (no classes)**  
F. Nov. 1

### Unit 4: How should texts be written? What constitutes a beautiful text?

- W. Nov. 6                    Martianus Capella, "De nuptiis Philologiae et Mercurii," pp. 151-66 (**MG&R**)  
Begin Alan of Lille if time
- F. Nov. 8                    Alan of Lille, "Anticlaudianus," pp. 520-30 (**MG&R**)  
Geoffrey of Vinsauf, "Poetria Nova," pp. 596-606 (**MG&R**)
- W. Nov. 13                    Dominicus Gundissalinus, "De divisione philosophiae," pp. 463-83 (**MG&R**)
- F. Nov. 15                    **Post-medieval Counterpoint:**  
Immanuel Kant, "First Book: Analytic of the Beautiful," pp. 35-74 of *Critique of Judgement*, trans. James Creed Meredith, rev. ed. Nicholas Walker, Oxford's World Classics (**RSV: e-book**)

## Unit 5: What is an author?

- W. Nov. 20      Introducing “auctores”:  
Servius, “Commentary on the *Aeneid*, pp. 127-40 (**MG&R**)  
Tiberius Claudius Donatus, *Interpretationes Vergilianae*, pp. 143-7 (**MG&R**)
- F. Nov. 22      Authors and Scribes:  
Geoffrey Chaucer, “Chaucer’s Words Unto Adam, His Owne Scriveyn”, p. 379 of Vol. 1 (*Romaunt of the Rose and Minor Poems*) of Geoffrey Chaucer, *The Complete Works* (**RSV: e-book**)  
——. “The Cook’s Tale,” pp. 128-129 of *The Canterbury Tales* [Group A] of Geoffrey Chaucer, *The Complete Works* (**RSV: e-book**)  
——. “The Cook’s Tale,” pp. 33-39 in *The Canterbury Tales: Fifteenth-Century Continuations and Additions*, ed. John M. Bowers (Kalamazoo: TEAMS, 1992), available at <http://www.lib.rochester.edu/camelot/teams/bowers.htm> (read the Introduction and Text)
- W. Nov. 27      **Post-medieval Counterpoint:**  
Bernard Cerquiglini, “Textuary Modernity” and “The Joyful Excess,” Chapters 1 and 3 of *In Praise of the Variant: A Critical History of Philology*, trans. Betsy Wing (pp. 1-12, 33-45) (**RSV?**)

## Unit 6: Translation, or How do different languages interact?

- F. Nov. 29      Dante Alighieri, *Il convivio*, Treatise 1, chapters 5-13, pp. 42-66 in *Dante’s Convivio*, trans. W. W. Jackson (**RSV**)
- W. Dec. 4      Oxford Translation Debates: Prologue to the Wycliffite Bible, Chapter 15, pp. 67-72 in *Selections from English Wycliffite Writings*, ed. Anne Hudson (**RSV**); also available online via TEAMS at: <http://www.lib.rochester.edu/camelot/wyclif.htm>  
John of Trevisa, “Dialogue between the Lord and the Clerk on Translation; Epistle on Translation,” pp. 131-8 in *Idea of the Vernacular* (**RSV**)
- F. Dec. 6      **Due Date: Final Essay**  
**Post-medieval Counterpoint:**  
Gayatri Chakravorty Spivak, “The Politics of Translation,” pp. 179-200 in *Outside in the Teaching Machine* (**RSV**)  
Closing Discussion/Examination Review