

**Carleton University
Fall 2016
Department of English**

ENGL 5208: Studies in Middle English Literature

Fall 2016 Topic: “For ther is so grete diversite”: Translation and Multilingualism in Late Medieval England

**Fridays 10:05am-12:55pm
Location: DT 1816**

**Professor: Dr. S. Bly Calkin
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Office Hours: Mondays 2:30pm-4:30pm, or by appointment**

Course Description:

Translation and multilingualism loom large in contemporary discussions of global literatures and of transnationalism. These issues, however, also lie at the very heart of medieval English literature. What language do writers use at what point in their texts? Do they use a different language to speak to women or to men? How does translating a text change it, and in what ways? How might a writer change a text to reflect the perspectives of his or her culture? These are all questions that confronted writers working in the trilingual world of late medieval England as they made choices to write, or not to write, in English, French and Latin. This course offers students the opportunity to consider how various writers navigated these linguistic choices and the occasionally fierce, sometimes life-threatening, repercussions of the choices made. The course will explore the deployment of multiple languages within texts and within manuscripts as well as the ways in which texts migrate from one language to another through translation and re-translation. It will also consider the ways in which authors make use of different languages to advance distinctive authorial visions, and to retell the same narrative in intriguing and potentially inflammatory ways.

The course will begin by considering some of the theoretical pronouncements on multilingualism and translation by modern and medieval writers. It will then proceed to consider each week a set of late medieval texts that navigate multilingualism in interesting ways. We will study some Arthurian narratives and the forms they take in French, Welsh, and Middle English versions. We will also examine some macaronic poems (lyric poems written in multiple languages) and the ways they use different languages simultaneously to exclude or include certain audiences or evoke certain cultural associations. We will also study the writings of some of the renowned, canonical writers of late medieval England (Geoffrey Chaucer, John Gower, and William Langland) to study their engagement of the multilingual culture they inhabited. The course will then turn to translations of saintly bodies and holy texts, considering the ways in which the movements of texts and bodies across borders are controlled and challenged. We will study in particular the ways in which women and heretics writing in English challenged the pervasive Latinity associated with masculine clerical culture during the Middle Ages as they translated or retold the Bible, and consequently found themselves involved in vehement

and deadly cultural debates. In all cases, we will strive to answer the questions: What are the distinctive registers and resonances of different languages, and how do different medieval writers deploy them (and to what effect)?

N.B. All texts not in English will be read in a modern English translation, a decision which will, of course, also be a subject of reflection and discussion.

Course Objectives:

In this course students will:

- Read a variety of texts and genres from late medieval England
- Develop awareness of the multilingual registers within which many Middle English writers worked
- Reflect upon ideas of translation, originality, authorship, authority, “source” and “derivative” texts, and the problems of such terms and categorizations
- Develop awareness of the cultural politics associated with languages and translations in multilingual contexts both generally and in late medieval England
- Reflect upon the power of language selection and use, and the access to power that different languages either enable or thwart
- Read a range of secondary scholarship on the texts studied
- Develop an appreciation and understanding of the Middle English language as well as a facility with reading and quoting it
- Familiarize themselves with the characteristics of texts produced in a manuscript culture, and with the different ways in which such texts are presented today

Required Texts:

- Chrétien de Troyes, *Arthurian Romances*. Trans. William W. Kibler. Penguin Classics. London: Penguin, 1991. (Paperback) ISBN: 0-14-044521-8 / 9780140445213
- Geoffrey Chaucer, *The Canterbury Tales*, ed. Jill Mann. Penguin Classics. Toronto: Penguin Books, 2005. (Paperback) ISBN: 0-140-42234-X / 9780140422344
- *The Mabinogion*. Trans. Sioned Davies. Oxford World’s Classics. Oxford: Oxford UP, 2008. (paperback). ISBN: 978-0-19-921878-3 / 9780199218783
- *Sir Perceval of Galles and Ywain and Gawain*, ed. Mary Flowers Braswell. TEAMS. Kalamazoo, MI: Medieval Institute Publications, 1995. (Paperback) ISBN: 1879288605 / 978-1879288607 (also available on-line at <http://d.lib.rochester.edu/teams>)
- William Langland, *Piers Plowman*, ed. Elizabeth Robertson and Stephen H.A. Shepherd. Trans. E. Talbot Donaldson. Norton Critical Editions. New York: W.W. Norton, 2006. ISBN: 978-0-393-97559-8

Books available at Haven Books, 43 Seneca Street, tel: 613-730-9888 /e-mail: info@havenbooks.ca; www.havenbooks.ca

Some required readings not in these books are available through library reserves (ARES) or the TEAMS web resource for scholars.

Evaluation:

Manuscript Assignment (Due: October 21st, 2016)	10%
<i>An assignment to transcribe and edit 10-15 lines of Middle English from a manuscript reproduction or reproductions. You will be expected to provide the edited lines, a description of the hand, and a brief rationale for your edition. A full assignment sheet with detailed instructions will be distributed separately.</i>	
Short Article Summary (Due: your selected day)	5%
<i>A brief (one-page single-spaced maximum) written summary of one scholarly article listed as a Recommended Secondary Reading for this course. The summary is to be posted on CULearn the Wednesday before the class meeting under which it is listed.</i>	
Seminar Presentation (Due: your selected day)	35%
<i>A 60-minute seminar presentation on issues related to the text(s) assigned for the day of your presentation. You should present information for 30 of those minutes and lead class discussion for the other 30 minutes. Secondary research is required, as are a one-page outline of the presentation and a list of the sources used. Evaluation will be based on the hour-long presentation, outline, and list of sources, and will reflect the seminar's fulfillment of the length and format requirements, the quality of research, the quality of analysis of primary texts, the clarity of organization and expression, the effectiveness of organization and expression, and the ability to engage class members and manage discussion.</i>	
Term Paper	
5-minute Draft Paper Presentation (Due: TBD Class Meeting)	5%
15-20 page paper (Due: Dec. 12)	35%
<i>Secondary Research is required, as is use of MLA or Chicago Style for bibliographic references.</i>	
Attendance and Participation	10%
<i>You are expected to post 2 (two) questions for discussion or 1 (one) paragraph of reflection on the assigned readings for each class meeting (Sept. 16-Dec. 2) to CULearn by 9am Friday and to come to class prepared to share those as a kick-off to discussion as needed. Other expectations are spelled out on the distributed list of expectations.</i>	

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.

PLAGIARISM

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or 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 or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings;
- 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 by 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. For more information please go to:

<http://www2.carleton.ca/studentaffairs/academic-integrity>

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.

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: 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. For more details see the [Student Guide](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf) (<http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>).

Religious obligation: 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. For more details see the [Student Guide](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf) (<http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled assignment requiring accommodation. **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

Please note: Student or professor materials created for this course (including hand-outs, lecture notes, assignments, essay drafts, question responses, seminar materials, etc.) remain the intellectual property

of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Schedule of Classes and Readings:

Check Class Location in Carleton Central. 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.

F. Sept. 9 Introduction to Course
 Historical Contexts

F. Sept. 16. Theoretical Pronouncements: Multilingualism, Translation, and the Vernacular

Primary Readings:

Benjamin, Walter. "The Task of the Translator," trans. Steven Rendall, in *TTR: Traduction, terminologie, redaction* 10.2 (1997): 151-65. **(RSV)**

Dante Alighieri, *Il convivio*, Treatise 1, chapters 5-13, pp. 42-66 in *Dante's Convivio*, trans. W. W. Jackson **(RSV)**

John of Trevisa, "Dialogue between the Lord and the Clerk on Translation; Epistle on Translation," pp. 131-8 in *Idea of the Vernacular* **(RSV)**

Spivak, Gayatri Chakravorty, "The Politics of Translation," pp. 179-200 in *Outside in the Teaching Machine* **(RSV)**

Recommended Secondary Reading:

Stein, Robert M. "Multilingualism," in *Middle English*, 23-37. **(RSV)**

F. Sept. 23 **NO CLASS**
(Professor has Administrative Duties at Ontario Universities Fair in Toronto)

F. Sept. 30 French and Welsh: Migration, Translation, Multilingualism

Primary Readings:

Chrétien de Troyes, *Story of the Grail (Perceval)* in *Arthurian Romances*
Peredur son of Efrog, in *The Mabinogion*

Recommended Secondary Readings:

Aronstein, Susan. "Becoming Welsh: Counter-Colonialism and the Negotiation of Native Identity in *Peredur vab Efracw*" *Exemplaria* 17.1 (2005): 135-68. **(RSV)**

Lloyd-Morgan, Ceridwen. "Migrating Narratives: Peredur, Owain, and Geraint."

In *A Companion to Arthurian Literature*, ed. Helen Fulton, pp. 128-141.
(RSV)

F. Oct. 7 Welsh and French: Migration, Translation, Multilingualism II

Primary Readings:

The Lady of the Well in *The Mabinogion*

Chrétien de Troyes, *Yvain (Le chevalier au lion)* in *Arthurian Romances*

Recommended Secondary Readings:

Fulton, Helen. "Individual and society in *Owain/Yvain* and *Gereint/Erec*," in *The Individual in Celtic Literatures*, ed. J. Nagy, pp. 15-50. (RSV)

Lindahl, Carl. "Yvain's Return to Wales," *Arthuriana* 10.3 (2000): 44-56. (RSV)

Black, Nancy B. "The language of the illustrations of Chrétien de Troyes's *Le Chevalier au Lion (Yvain)*," *Studies in Iconography* 15 (1993): 45-75.
(RSV)

F. Oct. 14 French and Middle English: Translation, Context, Literary Value

Primary Readings:

Sir Perceval of Galles (TEAMS)

Yvain and Gawain (TEAMS)

Recommended Secondary Readings:

Warren, Michelle. "Translation" in *Middle English*, 51-67. (RSV)

Matthews, David. "Translation and Ideology: The Case of Yvain and Gawain." *Neophilologus* 76.3 (1992): 452-63. (RSV)

Busby, Keith. "Chrétien de Troyes English'd." *Neophilologus* 71.4 (1987): 596-613. (RSV)

F. Oct. 21 **MANUSCRIPT ASSIGNMENT DUE**

The Multilingualism of Manuscripts and Lyrics: Revelations and Agendas

Primary Readings:

*All texts available online from the TEAMS website: <http://d.lib.rochester.edu/teams>. You will need to title search the specific volumes, then click on the "View All X items" link, then locate the number or title of the lyric.

Items 53, 54, 55, 69, and 114 in *The Complete Harley 2253 Manuscript*, ed. Susanna Fein, David Raybin and Jan Ziolkowski, vols. 2 and 3, TEAMS

Items 5, 57, 58, 82, 83 in *Middle English Marian Lyrics*, ed. Karen Saupe, TEAMS

John Gower, *Balades* 25, 35, 41-46 from the *Cinkante Balades* in *The French Balades*,

ed. R. F. Yeager, TEAMS
“Abuse of Women,” in *The Trials and Joys of Marriage*, ed. Eve Salisbury, TEAMS
“Thou that sellest the word of God” and “Freers, Freers, Wo Ye Be,” in *Medieval English Political Writings*, ed. James Dean, TEAMS

Recommended Secondary Readings:

Duncan, Thomas G., ed. *A Companion to the Middle English Lyric*, any article (RSV)
Scahill, John. “Trilingualism in Early Middle English Miscellanies: Languages and Literature.” *Yearbook of English Studies* 33 (2003), 18–52. (RSV)
Butterfield, Ardis. “*Lingua franca*: The International Language of Love,” in *The Familiar Enemy: Chaucer, Language, and Nation in the Hundred Years War*, pp. 234-68 (RSV)

F. Oct. 28

NO CLASS—READING WEEK

F. Nov. 4

Chaucer: French and Latin Worlds

Primary Readings:

Geoffrey Chaucer, *The Nun’s Priest’s Prologue and Tale*, in *The Canterbury Tales (CT)* —. *The Summoner’s Prologue and Tale*, in *CT*
French Sources of *NPT*, in *Sources and Analogues of the Canterbury Tales*, ed. Correale and Hamel, vol. 1, pp. 449-55 and 474-87 (RSV)

Recommended Secondary Readings:

Somerset, Fiona. “‘As just as is a squire’: The politics of ‘lewed translacion’ in Chaucer’s *Summoner’s Tale*,” *Studies in the Age of Chaucer* 21 (1999): 187-207. (RSV)
Travis, Peter W. “The Nun’s Priest’s Tale as Grammar-School Primer.” *Studies in the Age of Chaucer* (1985): 81-91. (RSV)

F. Nov. 11

Chaucer, Italian Multilingualism, and the Politics of Translation

Primary Readings:

Chaucer, *The Clerk’s Prologue and Tale*, in *CT*
Giovanni Boccaccio, *Decameron*, Day 10, Story 10 in any English translation (RSV)
Francesco Petrarco, *Epistolae Seniles XVII.3*, in *Sources and Analogues of the Canterbury Tales*, ed. Correale and Hamel, vol. 1, pp.108-29 (RSV)

Recommended Secondary Reading:

Wallace, David. “‘Whan she translated was’: Humanism, Tyranny, and the Petrarchan Academy,” in *Chaucerian Polity*, pp. 261-98. (RSV)

F. Nov. 18

Clerical Cultures I: Latin and English

Primary Readings:

William Langland, "Prologue" in *Piers Plowman* [B-version] (*PP*)
— . Passus XV in *PP*

Recommended Secondary Readings:

Somerset, Fiona. "'Al þe comonys with o voys atonys': Multilingual Latin and Vernacular Voice in *Piers Plowman*," *Yearbook of Langland Studies* 19 (2005): 107-36. **(RSV)**
Steiner, Emily. "Introduction (Prologue)," *Reading Piers Plowman* (Cambridge: Cambridge UP, 2013), pp. 1-20. **(RSV)**
Cannon, Christopher. "Vernacular Latin," *Speculum* 90.3 (2015): 641-53. **(RSV)**

F. Nov. 25

Clerical Cultures II: Translating Bodies

Primary Readings:

Osbern Bokenham, "Vita Sanctae Margarete Virginis et Martiris," in *Legendys of Hooly Wummen*, pp. 7-38. **(RSV)**
"Inventio crucis" in *Legends of the Holy Rood* . . . , pp. 18-47 (Vernon Manuscript version, right-hand side) and pp.154-60 (Caxton's version) **(RSV)**
"Exaltatio crucis" in *Legends of the Holy Rood* . . . , pp. 49-61 (Vernon MS, right-hand side) and pp. 161-69 (Caxton's Version) **(RSV)**

Recommended Secondary Readings:

Patrick Geary, *Furta Sacra: Thefts of Relics in the Central Middle Ages*, Preface and Chapter 1 (pp. xi-xiii and 3-27 in 1990 rev. ed) **(RSV)**
Florence Bourgne, "Translating Saints' Lives into the Vernacular: Translatio Studii and Furta Sacra (Translation as Theft)," *Traduire au Moyen Age. The Medieval Translator* 5, ed. Ellis and Tixier (Turnhout: Brepols, 1996), pp. 50-63 **(RSV)**

F. Dec. 2

Clerical Cultures III: Translating the Bible

Primary Readings:

Augustine, *On Christian Doctrine*, trans. D. W. Robertson. (N.B Any translation will do), Book 2, Chapters 4-6 and 10-16; Book 4, Chapter 20 (pp. 36-38, 43-53, 146-52 in Robertson). **(RSV)**
Prologue to the Wycliffite Bible, Chapter 15, pp. 67-72 in *Selections from English Wycliffite Writings*, ed. Anne Hudson **(RSV)**; text also available online in *Medieval English Political Writings*, ed. J. Dean, TEAMS
Margery Kempe, Book 1, Chapters 79-81, lines 4441-4696, in *The Book of Margery Kempe*, ed. Lynn Staley, TEAMS (available on-line)
Nicholas Watson, "Censorship and Cultural Change in Late-Medieval England:

Vernacular Theology, the Oxford Translation Debate, and Arundel's
Constitutions of 1409 *Speculum* 70. 4 (1995): 822-864. **(RSV)**

Recommended Secondary Reading:

Venuti, Lawrence. "Genealogies of Translation Theory: Jerome," in *The
Translation Studies Reader*, 3rd ed, pp. 483-502. **(RSV)**

DATE TBD Draft Paper Presentations/Discussions (and Medieval Potluck?)

*Please come with a 5-minute presentation from your paper, either an outline including
the thesis and line of argument or the first page or two of a draft. You will distribute
copies of these to the class along with your bibliography. You will then read/present
them orally. An informal discussion and advice session will follow.*

M. Dec. 12

**No Class
Papers Due**