

ENG 9148 “Editing Pre-Modern Texts”

Thursdays, 12:30-3:30

- Thur. Sept. 23           Getting into it.  
Read: Kelemen, "Text Technologies," 29-72.  
To do: What are the editing projects?  
Suggested projects will be listed in OWL. Look through them, discuss with your class mates. Some are better suited to group work.
- Thur. Sept. 30           Editing.  
Read: Kelemen, "Textual Criticism," 73-120.  
The text you'll be working on.  
To do: What kind of edition will we do? Not everyone will be the same.  
Begin transcribing the text.
- Thur. Oct. 7            Application of Thought.  
Read: Housman, "The Application of Thought," 123-134.  
Greg, "Rationale of Copy-Text," 135-153.  
Tanselle, "Editing Without a Copy-Text," 253-280.  
To do: Complete transcription.
- Thur. Oct. 14           Application of Thought.  
Read: Thorpe, "Aesthetics of Textual Criticism," 154-193.  
Material for seminars 1 & 2.  
To do: Seminars 1 & 2.  
These seminars will be introductions to the work you are editing.  
The class will read the complete work to be discussed using either EEBO or your initial transcription.  
Begin researching notes for your section.
- Thur. Oct. 21           Read: Grigely, "The Textual Event," 194-225.  
Material for seminars 3 & 4.  
To do: Seminars 3 & 4.  
Proofed transcription (if working in a team, proof another member's section).
- Thur. Oct. 28           Read: Hanna, "Producing Manuscripts and Editions," 333-362.  
Material for seminars 5 & 6.  
To do: Seminars 5 & 6.  
Begin collating multiple witnesses.
- Thur. Nov. 4            Fall Reading Week
- Thur. Nov. 11           Read: Marcus, "The Shakespearean Editor," 226-252.  
Blayney, *The First Folio*, 281-286.  
Material for seminars 7 & 8.

- To do: Seminar 7 & 8.
- Thur. Nov. 18      Read: “William Shakespeare, from *King Lear* and *Othello*,” 418-41.  
Material for seminars 9 & 10.  
To do: Seminars 9 & 10.
- Thur. Nov. 25      Read: TBD. We’ll look at some of the practical examples of editing  
challenges at the back of Keleman’s book. We’ll pick which based  
on class interests.  
To do: Complete collation of witnesses.
- Thur. Dec. 2      Read: The explanatory notes to any critical edition.  
Bring an edition with you that has explanatory notes. Photocopy  
one page of notes (i.e. verso and recto) that can be distributed to  
the class. This need not be an early modern text (i.e. you can bring  
something from another class), but it should be reasonably well  
known.  
To do: Begin writing / thinking about explanatory notes.
- [Winter Break]
- Thur. Jan. 6      Read: The introduction to a critical edition and bring it to class. This  
could be the same text as we ended with in December, but if not  
try to make it an early modern text.  
To do: Think about Introductions. What goes in them? What is their  
purpose? For whom are they written?  
Continue writing explanatory notes.
- Thur. Jan. 13      Read: TBD. Readings will be assigned based on the issues participants  
have encountered.  
To do: Seminars 1 & 2.  
Finish explanatory notes: start outlining an introduction.
- Thur. Jan. 20      Read: TBD practical examples.  
To do: Seminars 3 & 4.  
Discussion of possible publication outlets.  
Start drafting the introduction.
- Thur. Jan. 27      Read: TBD. Readings will be assigned based on the issues participants  
have encountered.  
To do: Seminars 5 & 6
- Thur. Feb. 3      Read: Publishers’ submission forms (TBD).  
To do: Seminars 7 & 8  
Writing a publication prospectus.

Continue with introduction.  
Revise explanatory notes.

Thur. Feb. 10      Read: TBD practical examples.  
To do: Seminars 9 & 10

Thur. Feb. 19      Read: The glossary and index of a critical edition (same terms apply as  
above).  
To do: Continue with introduction.  
Revise explanatory notes.

The Seminar write-up: One week after the seminar please submit a brief written account of your topic and the discussion which followed.

The Edition: The edition will be assessed based on the care taken, the thoroughness of the introduction and apparatus and the clarity of the notes.

The Paper: You will complete a short research essay (8-10 pp) on some aspect of one of the texts we work on in class. This may be related to the text you have edited, with someone else's text or with the theory or practice of editing. The paper might develop from your seminar (or another participant's seminar) but it must be substantially different from that work. The topic of the paper is of your choosing, but I encourage everyone to speak with me about the project they take on.

\*It is not always possible to judge how much work will be necessary on an edition before you begin. Additional witnesses could be found, the source text might present unforeseen complexities, etc. If you feel that the weighting of the edition and the paper do not reflect the work that goes into the edition, please speak with me about shifting the weighting by 5%.

Participation: Participants will be expected to have read course material and to be prepared to discuss it in an informed manner. Participation grades will be based on the on the clarity and usefulness of class contributions, not merely on showing up.

### **Academic Integrity:**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

### **Wellness:**