Editing the Medieval Text

Term:	Summer 2021	**Instructor:**	Dr P. S. Langeslag
Time:	Tuesdays 10:15–11:45am	**Office:**	SEP 2.306
Room:	BigBlueButton via Stud.IP	**Office hours:**	By appointment (online)
Credits:	see module description	**E-mail:**	planges@uni-goettingen.de
Prerequisites:	see module description	**Course website:**	langeslag.uni-goettingen.de/editing

This syllabus comprises an Overview (p. 1), a Schedule (p. 2), and an annotated Bibliography (p. 6).

Overview

Course Description

There is a whole discipline devoted to reconstructing the lost archetype of a text by inferring how all its surviving manuscript witnesses are related. Based on this discipline, there is an established practice of recording textual variance as part of a critical edition. And now, in the age of XML, there is a structured way of storing such information. This course is a practical introduction to all these aspects of the editing process. Students will learn basic palaeographical skills; they will familiarize themselves with the foundational principles of textual criticism; they will learn how to parse text-critical introductions and the critical apparatus, and how to produce their own; and they will gain experience transcribing manuscript texts into XML using TEI's `textcrit` module.

Students with prior experience in medieval English will be able to draw on their knowledge of the language to transcribe medieval English manuscripts, but they will acquire new skills on all fronts: manuscript transcription, textual criticism, and XML. Students with no prior knowledge of medieval English, with or without a prior knowledge of TEI, will likewise become acquainted with the principles of textual criticism, and they will learn to transcribe medieval manuscripts in an agreed-upon language, as well as gain experience with TEI's `textcrit` module.

Students with an enduring interest in XML are advised to invest in an academic licence of Oxygen XML Editor. Students unwilling or unable to make the one-time $99 investment will be able to work in a plaintext or programming editor of their choice and transform their documents online, but may lack live document validation and have limited automated feedback on transformation errors. Please note that if you would like to learn to work in Oxygen but do not expect to purchase it, your best course of action is to hold off on requesting a trial licence until we begin actively using XML in the course, so you have a full month's worth of use.

Please be advised that as this is an online course, some degree of independent problem-solving will be expected of you if you experience any technical difficulties with software installation and settings, accessing the project repository, document transformation, and the like.

Assessment

For students of B.EP.301 and (optionally) M.EP.02b(-L), a single online **exam (90 minutes, 20 July 2021 at 10:00 sharp)** covers both the seminar and the Medievalism lecture course. The part of the exam pertaining to the seminar will consist of questions on theory as well as a practical assignment. Practical homework assignments spanning the length of the term will serve alongside readings and active class participation to prepare you for the exam.

Students of B.EP.11b, M.EP.02b(-L), M.EP.05b, and M.EP.05c will do extra readings in the course of the term, present on these readings, and (optionally for M.EP.02b(-L)) write a **term paper (due 27 August)** on a topic related to manuscripts, editing, and/or textual criticism, such as an analysis of a medieval text's transmission or a study of the textual connections found in a compendium manuscript.

Students registered for modules outside the English Department are, in most cases, expected simply to keep up with the homework and will not be separately assessed by way of an exam or term paper, though students in graduate modules (M.*) will be asked to deliver a presentation; but please check your module description and/or ask the module convenor.

Diversity

This course is run with the understanding that students bring a variety of backgrounds into the classroom in such domains as socioeconomics, appearance, culture, religion, ability, gender, age, family situation, and sexual identity. With different backgrounds come different needs and sensitivities. If you feel your needs or those of a fellow student require special attention or are being compromised, please feel free to make this known to me by whatever channel seems most appropriate. (For more serious concerns, the Department and University each have their own points of contact as well.) I will treat all requests seriously and with confidentiality, and will seek to make accommodations within my abilities and reason. At the same time, you too owe it to your fellow students to treat them with respect regardless of their background and identity. Do not stand in the way of anyone's well-being.

Schedule

Please prepare the following readings, and watch the videos (available on Stud.IP under the Medien tab), *ahead* of the corresponding webinar session, and take notes for in-class discussion. Yes, that means your first homework precedes our first session! Please note that section references to Roelli imply that you read all subsections, not just the introductory paragraph appearing immediately below e.g. heading §2.2, unless otherwise specified.

Session 1 (13 April): Palaeography

Watch:

- **Palaeography** (45m)

Read:

- From **Brown,** *A Guide to Western Historical Scripts,* **pp. 48–71** (24 pp.)
  Takeaway: This part of the book describes and illustrates Insular scripts above all, but it also spends a few pages on caroline minuscule in both its Continental and Insular incarnations.
  Reading notes:
  1. A typical script display book, this volume prints colour plates with their descriptions on facing pages. Accordingly, you may find it helpful to set your PDF reader to display two pages at a time.
  2. The book's dating system works as follows: "*s.* v" is the 5th century (*s.* for *saeculum*); "*s.* x^{in}" is the first quarter of the 10th century; "*s.* viii^{med}" is the period 725–775; "*s.* vii^{ex}" is the last quarter of the 7th century; "*s.* ix^{1}" is the first half of the 9th.
  3. On p. 49 where it says Insular script used more abbreviations, please note that this concerns early Latin manuscripts and does not extend to Old English specimens, most of which are later and are comparatively sparing with abbreviations (excepting the nasal stroke and the tironian note "⁊").

  Study questions:
  1. What explains the differences between the earliest medieval Insular scripts and Continental scripts of the same period?
  2. What non-palaeographical differences exist between Insular and Continental manuscripts?
  3. What explains the impressive dissemination of the carolingian minuscule?

Session 2 (20 April): Textual Criticism

Watch:

- **Textual Criticism** (46m)

Read:

- **Roelli §§1.2.4, 2.2, 4.1** (32 pp.)
Takeaway: §1.2.4 sums up in under two pages current understandings of ancient and medieval transmission practices; §2.2 defines and describes the foundational genealogical model in 14 pages; §4.1 expends 16 pages explaining stemma and archetype.
Reading notes:

  1. The editors' choice to go with the spelling *mediaeval* is a little outmoded.
  2. Where §2.2.4 calls the stemma a "diachronic schema," keep in mind that there is a crucial distinction between the time a witness is produced and the *textual* distance from the archetype or original: a young copy may be based directly on an early witness and accordingly stand closer to the archetype than an early copy that stands at many removes from the archetype.
  3. §2.2.7 observes that the genealogical analogy is imperfect because a textual witness may have "two mothers." The more obvious mismatch may be the fact that sexual reproduction defaults to two parents, whereas the textual genealogical model normally assumes a single parent.

  Study questions:

  1. Why are correct readings irrelevant to the reconstruction of relationships between witnesses?
  2. Why is the majority reading not automatically the most authoritative reading?
  3. What is the difference between an original and an archetype?
  4. What is the difference between a lost witness and an archetype?
  5. What is the difference between an original and an autograph?
  6. What is the difference between bipartite and binary stemmata?

Session 3 (27 April): The Genealogical Method

Watch:

- **Working with Manuscript Images** (16m)

Read:

Maas §§A–D (12 pp. in German / 24 in English)
Takeaway: A concise handbook of the genealogical method.
Reading notes:

  1. Read Maas's guide in either English or the original German.
  2. The definitions of *recensio* and *examinatio* can be a little muddled; you will want to compare Maas's with those of the *Parvum lexicon stemmatologicum (PLS)*. It is important to understand that Lachmannian scholars considered *recensio* a mechanical and therefore scientific method, whereas *selectio* and *emendatio* rely on the editor's judgement and are therefore fraught with uncertainty.

Study questions:

  1. After comparing Maas's definitions with those of the *PLS*, sum up the meaning of *recensio*, *examinatio*, *selectio*, and *divinatio* in your own words.
  2. What can we conclude if two witnesses A and B share a substantial number of errors, but A has further errors?
  3. And what if P and Q both have errors in common, but each also has unique errors?
  4. Why does a tree with three branches at the root level pose less difficulty for (some) textual scholars than a tree with two?
  5. Which fact of manuscript transmission is singled out as the most difficult problem to tackle?

Session 4 (4 May): Editorial Approaches

Watch:

- **Editorial Approaches** (45m)

Read:

- **Roelli** **§§2.3.4 (but not the subsections), 6.1 (including subsections)** (24 pp.)
  Takeaway: §2.3.4 sums up Bédier's response to the Lachmannian method in two pages; §6.1 discusses different kinds of edition, with many examples from Old Norse scholarship, in 22 pages.
  Study questions:

    1. How would you sum up Bédier's criticism of the Lachmannian method concisely (§2.3.4)?
    2. What solution did Bédier propose instead (§2.3.4)?
    3. How many distinct uses can you think of which readers may have for a text edition (cf. §6.1)?
    4. How would you define a critical edition as most commonly understood? (§6.1.1; cf. also §6.3.2.2 from next week's readings)

Session 5 (11 May): Manual Collation and the Critical Apparatus

Watch:

- **The Critical Apparatus** (17m)

Read:

- **Roelli** **§6.3 down to and including 6.3.2.3** (10 pp.)
  Takeaway: A description of the logical structure and visual presentation of the critical edition.
  Reading note:

    1. Given this week's modest readings, you'll want to get started on next week's!

  Study question:

    1. How would you typeset (i.e. format) a critical apparatus in a typical word processor?

Session 6 (18 May): TEI

Watch:

- **TEI** (47m)

Read:

- From the *TEI Guidelines*:

    – **ch. 3** ("Elements Available in All TEI Documents")
    – **ch. 4** ("Default Text Structure")
    – **§11.3** ("Scope of Transcriptions") **down to and including §11.3.3.2**

  Takeaway: The manual on text encoding in TEI XML.
  Reading note:

    1. Ch. 3 in particular is lengthy, but it offers a comprehensive introduction to the principles and elements of TEI. Don't set out to memorize it; just try to understand everything you read.

Session 7 (25 May): The TEI Apparatus

Watch:

- **The TEI Apparatus** (18m)
- **Oxygen XML Editor** (23m)

Read:

- *Course Handbook*
  Takeaway: A brief manual guiding students through Oxygen XML Editor and the elements of the TEI framework that are relevant to our coursework.
- From the *TEI Guidelines*: **ch. 12** ("Critical Apparatus")
  Takeaway: The official chapter on producing a critical apparatus in TEI.
  Study question:

  1. What functionalities of the TEI critical apparatus can you discover that are not covered in the course handbook? In what circumstances would they be useful?

No session on 1 June (accreditation week). Please attend an accreditation meeting instead!

Session 8 (8 June): Collation Automation

Read:

- **"CollateX: Documentation"**
  Takeaway: CollateX is software that automates the process of collation.
  Reading notes:

  1. Also try the demo to get a sense for the software's functionality and capabilities. Don't worry if you don't understand every part of the documentation.
  2. Inexplicably, as of April 2021, the stylesheet for the code samples specifically appears to take a minute to load, leaving them initially illegible as black on black text. They will eventually become visible. If you are in a rush to get to the code, you can of course simply select the text to make it legible.

  Study questions:

  1. What are the limitations of CollateX as a tool of textual scholarship?
  2. What types of scholarly endeavour would be especially helped with a tool of this nature?
  3. Are there any editorial cases where it makes no sense to use it?
  4. Are there any clear drawbacks to using a tool like this for collation?
  5. What value, if any, does visualization as a variant graph add? Would you, as an editor, feel more helped by an aligment table or by a variant graph?

Session 9 (15 June): Digital Horizons

Watch:

- ECHOE (15m)

Read:

- Roelli **§§6.3.3 up to and including 6.4** (22 pp.)
  Takeaway: An overview of forms and methods used in digital editions.
  Reading notes:

  1. Errata: on p. 417, for "owning to" read "owing to." Also, ironically, the hyperlink to TUSTEP on p. 418 is dead due to the fact that the website has moved to a reliance on HTTPS without putting a redirect rule in place.

  Study questions:

  1. What are some of the fundamental differences between print and online editions (§6.3.3.2)?
  2. Was the TEI wrong to offer a `textcrit` module in the form that they have (§6.3.3.2)? Discuss.

3. How do the genealogical model and phylogenetic methods as used by evolutionary biologists compare (§6.3.3.3)?
4. What adverse effects on scholarly culture does the complexity of digital projects have (§6.3.4; §§6.4.3–6.4.4)?
5. Can you identify any *qualitative* benefits of digital editing techniques, or are they all *quantitative*?

Session 10 (22 June): Workshop and Presentations

Session 11 (29 June): Workshop and Presentations

Session 12 (6 July): Workshop and Presentations

Session 13 (13 July): Workshop and Presentations; Wrap-Up

Bibliography

§1: Homework

Brown, Michelle P. *A Guide to Western Historical Scripts from Antiquity to 1600*. London: British Library, 1990.
> *A practical guide, containing many plates.*

"CollateX: Documentation." Interedition Development Group. https://collatex.net/doc/.
> *A brief explanation of CollateX; for more detail see Dekker et al. under §4 below.*

Langeslag, P. S. "Course Handbook: Editing the Medieval Text." https://langeslag.uni-goettingen.de/editing.repo/handbook.pdf.
> *Our course manual for Oxygen XML Editor and TEI XML. Always make sure you are working with the current version.*

Maas, Paul. *Textkritik*. 4th ed. Leipzig: Teubner, 1960.
> *A concise, standard reference work. Also available in translation.*

———. *Textual Criticism*. Translated by Barbara Flower. Oxford: Clarendon, 1958.
> *Translates the third edition. Also available in the original German.*

Roelli, Philipp, ed. *Handbook of Stemmatology: History, Methodology, Digital Approaches*. Berlin: DeGruyter, 2020. https://www.degruyter.com/view/title/569065.
> *An obsessively detailed but accessible open-access introduction to the field.*

TEI Consortium. "TEI P5: Guidelines for Electronic Text Encoding and Interchange," August 19, 2020. https://www.tei-c.org/guidelines/P5/.
> *The official handbook of the TEI XML framework; essential reading for anyone working in a TEI paradigm.*

§2: Aids

Bischoff, Bernhard. *Latin Palaeography: Antiquity and the Middle Ages*. Translated by Dáibhí ó Cróinin and David Ganz. Cambridge: Cambridge University Press, 1993.
> *The standard textbook on Western palaeography. You may, of course, prefer to read it in the original German.*

Burghart, Marjorie. "TEI Critical Apparatus Toolbox." http://teicat.huma-num.fr.
> *A tool to validate and transform TEI-encoded critical editions.*

Cappelli, Adriano. *Dizionario di abbreviature latine ed italiane*. 6th ed. Milan: Ulrico Hoepli. http://hist.msu.ru/departments/8823/projects/Cappelli/.
> *The go-to handbook of Latin abbreviations.*

Hanna, Ralph. *Editing Medieval Texts: An Introduction.* Using exemplary materials derived from Richard Rolle, *Super canticum* 4. Liverpool: Liverpool University Press, 2015.

An accessible introduction, walking the reader through the editing of Rolle's commentary on the Song of Songs.

Haugen, Odd Einar, ed. "The Menota Handbook: Guidelines for the Electronic Encoding of Medieval Nordic Primary Sources," December 12, 2019. https://www.menota.org/handbook.xml.

A detailed manual to the encoding of medieval text.

Haugen, Odd Einar, Caroline Macé, and Philipp Roelli, eds. "Parvum lexicon stemmatologicum," November 13, 2015. http://wiki.helsinki.fi/display/stemmatology.

A detailed glossary of text-critical terminology.

Maurer, Karl. "Commonest Abbreviations, Signs, Etc. Used in the Apparatus to a Classical Text." Accessed April 7, 2021. http://udallasclassics.org/wp-content/uploads/maurer_files/APPARATUSABBREVIATIONS.pdf.

A helpful glossary of Latin terms and abbreviations used in apparatuses.

Piazzoni, Ambrogio, and Anna Berloco. "Latin Paleography: From Antiquity to the Renaissance." https://spotlight.vatlib.it/latin-paleography.

A resource teaching antique and medieval scripts.

Pluta, Olaf, ed. "Abbreviationes™ Online." https://abbreviationes.net.

A database of abbreviations, paid through a one-time fee.

§3: Resources

Birnbaum, David J. "Computer-Supported Collation with CollateX," June 30, 2015. http://collatex.obdurodon.org/.

The website for a workshop on CollateX, but with some documentation beyond that offered by CollateX itself.

"British Library: Digitised Manuscripts." Accessed April 7, 2021. https://www.bl.uk/manuscripts/.

Portal to the digitized manuscripts of the British Library.

Busch, Nathanael, Jürgen Wolf, et al. "Handschriftencensus: Eine Bestandsaufnahme der handschriftlichen Überlieferung deutschsprachiger Texte des Mittelalters." https://handschriftencensus.de/.

A database of mostly German-language manuscripts.

"CollateX." Interedition Development Group. https://collatex.net.

A collating and graphing tool.

"Digital Bodleian." Accessed April 7, 2021. https://digital.bodleian.ox.ac.uk.

Portal to the digitized manuscripts of Oxford's Bodleian Libraries.

Flüeler, Cristoph, et al., eds. "e-codices." Accessed April 7, 2021. https://e-codices.ch.

Portal to Switzerland's digitized manuscripts.

Fox, Peter, John Hatcher, John Haeger, et al., eds. "Parker Library on the Web: Manuscripts in the Parker Library at Corpus Christi College, Cambridge." Accessed April 7, 2021. https://parker.stanford.edu.

Digital home of a large library, including many Old English manuscripts.

"handrit.is." Accessed April 7, 2021. https://handrit.is.

Index of online and offline Scandinavian manuscripts.

Huskey, Samuel J., and Hugh Cayless. "Guidelines for Encoding Critical Editions for the Library of Digital Latin Texts," March 4, 2020. https://digitallatin.github.io/guidelines.

A manual for TEI-encoding works for LDLT.

"Juxta." https://www.juxtasoftware.org.

A collating tool.

"Medieval Nordic Text Archive." https://menota.org.

A database of XML transcriptions of Old Norse texts.

O'Donnell, Daniel Paul, ed. "Cædmon's Hymn: A Multimedia Study, Edition and Archive," 2005. https://caedmon.seenet.org.
An edition with many witnesses in TEI P4 SGML.

"Oxygen XML Editor." Accessed April 10, 2021. https://www.oxygenxml.com.
The only currently viable XML editor for text encoding.

Rudolf, Winfried, et al. "Electronic Corpus of Anonymous Homilies in Old English: Public Alpha." Accessed April 7, 2021. https://echoe.uni-goettingen.de.
A text corpus consisting of single-witness transcriptions interlinked on the sentence level in the XML.

"SEENET: Society for Early English & Norse Electronic Texts." https://www.seenet.org/.
A modest archive of mostly Middle English online editions.

§4: Additional Literature for Presentations, Term Papers, and Further Reading

Andrews, Tara, and Caroline Macé, eds. *Analysis of Ancient and Medieval Texts and Manuscripts: Digital Approaches*. Turnhout: Brepols, 2014.
A volume of essays offering current perspectives.

Apollon, Daniel, Claire Bélisle, and Philippe Régnier, eds. *Digital Critical Editions*. Topics in the Digital Humanities. Urbana, IL: University of Illinois Press, 2014.
A useful look at the digital turn in textual scholarship with a focus on digital editions.

Bishop, T. A. M. *English Caroline Minuscule*. Oxford: Clarendon, 1971.
A book of plates illustrating the script that dominated Anglo-Latin manuscripts after the 10th-century Benedictine Reform.

Burghart, Marjorie. "The TEI Critical Apparatus Toolbox: Empowering Textual Scholars Through Display, Control, and Comparison Features." *Journal of the Text Encoding Initiative* 10 (December 2016–July 2019). https://doi.org/10.4000/jtei.1520.
Introduces the TEI Critical Apparatus Toolbox to an audience of TEI users.

Coulson, Frank T., and Robert G. Babcock, eds. *The Oxford Handbook of Latin Palaeography*. Oxford: Oxford University Press, 2020.
The definitive guide to Latin script and book history, in 1072 pp. and with greyscale plates (some colour in the ebook edition).

Dekker, Ronald Haentjes, Dirk van Hulle, Gregor Middell, Vincent Neyt, and Joris van Zundert. "Computer-Supported Collation of Modern Manuscripts: CollateX and the Beckett Digital Manuscript Project." *Digital Scholarship in the Humanities* 30, no. 3 (2015).
A more detailed introduction of the principles underlying CollateX.

Dunning, Andrew. "Reledmac: Typesetting Technology-Independent Critical Editions With LaTeX." *RIDE* 11 (2020). https://doi.org/10.18716/ride.a.11.1.
A review summing up the current state of critical editions in LaTeX.

Echard, Siân, and Stephen Partridge, eds. *The Book Unbound: Editing and Reading Medieval Manuscripts and Texts*. Toronto: University of Toronto Press, 2004.
Essays on the editing mostly of specific medieval texts; of little use as a student introduction.

Eggert, Paul. "Apparatus, Text, Interface: How to Read a Printed Critical Edition." In *The Cambridge Companion to Textual Scholarship*, edited by Neil Fraistat and Julia Flanders, 97–118. Cambridge: Cambridge University Press, 2013. http://han.sub.uni-goettingen.de/han/cambridge-companions-online/dx.doi.org/10.1017/CCO9781139044073.
A discussion of editorial and layout approaches, though without graphical illustration and focused rather exclusively on the reception of texts first published in Modern print.

Fraistat, Neil, and Julia Flanders, eds. *The Cambridge Companion to Textual Scholarship*. Cambridge: Cambridge University Press, 2013. http://han.sub.uni-goettingen.de/han/cambridge-companions-online/dx.doi.org/10.1017/CCO9781139044073.
A rich selection of approaches, each offering a different introductory angle on the field of textual scholarship.

Kleinhenz, Christopher, ed. *Medieval Manuscripts and Textual Criticism*. North Carolina Studies in the Romance Languages and Literatures: Symposia 4. Chapel Hill, NC: University of North Carolina Department of Romance Languages, 1976.

A volume of essays, some on general principles and others on text-critical questions encountered when working with specific Romance texts. Predates the digital turn.

Lapidge, Michael. "Textual Criticism and the Literature of Anglo-Saxon England." *Bulletin of the John Rylands University Library of Manchester* 73, no. 1 (1991): 17–45.

Offers a historical account of editorial approaches in the field and argues that even speculative emendation is to be preferred over letting faulty readings stand.

Machan, Tim William. *Textual Criticism and Middle English Texts*. Charlottesville, VA: University Press of Virginia, 1994.

A theoretical reflection sprinkled with examples from the editing of Middle English.

Parker, David C. *Textual Scholarship and the Making of the New Testament*. Oxford: Oxford University Press, 2014.

An accessible textbook, and the only specimen included on this list of many works discussing textual scholarship in the specific context of biblical studies (i.e. with Greek or Hebrew examples).

Trovato, Paolo. *Everything You Always Wanted to Know About Lachmann's Method: A Non-Standard Handbook of Genealogical Textual Criticism in the Age of Post-Structuralism, Cladistics, and Copy-Text*. Revised edition. With a foreword by Michael D. Reeve. LibreriaUniversitaria.it, 2017.

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