

Request for Funding

Workshop on Editing Old English Texts, February 4-6, 2006

Roy M. Liuzza, Department of English

Support is requested to host a two-day workshop which will bring together scholars working on editions of Old English or Anglo-Latin texts for discussion of practical and theoretical issues surrounding their projects. The workshop will consist of a sequence of 90-minute sessions devoted to each project; during the sessions presenters will introduce their text, share their work in progress, request advice on specific issues, and discuss significant features of their edition; other participants will comment on the work and suggest avenues for further investigation.

Unlike a standard academic conference, participants will not be expected to present finished papers; instead each presenter will be given an extended session during which his or her work will be the focus of the entire group's discussion. Presenters will be encouraged to speculate, experiment, critique, comment, seek assistance and explore possibilities in a collegial and collaborative atmosphere. In this way I hope the workshop will offer the sort of detailed, informed, supportive exchange of ideas and specialized knowledge many of us remember from graduate school but which is not easy to find in the life of a professional literary scholar, where the normal mode of professional interaction is the presentation of ostensibly finished works in a 20-minute format with only a brief opportunity for questioning. Newer Ph.D.s and graduate students will be particularly encouraged to apply; the workshop will offer them an opportunity to learn from their peers, establish a network of professional contacts and engage in informal mentoring.

Each presenter will be asked to provide copies of work in progress in advance, prepare an overview of the project with suitable supporting materials (such as manuscript images and sample edited text), field questions and comments from other participants, and in turn offer commentary and advice on the other works presented. Because of the length of the presentations and the collaborative nature of the sessions, the workshop will be limited to eight presenters. Scholars and students who wish to attend but do not want to present work in progress may participate in the workshop as non-presenters; this will offer a valuable opportunity for graduate students especially to gain firsthand knowledge of editorial practice. It is hoped that presenters and non-presenters alike will benefit from an environment that combines teaching and collaborative learning in an informal but intensive way.

Rationale

Editing is such a fundamental activity in humanities scholarship that it is often invisible to many readers and critics, who too often take the edited text for granted. Virtually all works of medieval literature are read and studied in modern editions; editors are the indispensable mediators between early texts and later audiences. Editorial theory and practice have changed dramatically in the past generation, and are changing

still, but the fundamental problems of textual criticism they have raised are still largely unacknowledged by general readers. At the same time reiterated pleas for a return to the manuscript context of medieval works have called into question the very purpose of producing critical editions.

Far from being in a state of crisis or decline, however, the production of critical editions of medieval texts is thriving. In the past ten years a number of significant new editions have appeared, and many more are in preparation. Moreover, the growth of digital technology has created new possibilities for textual scholarship, encouraged bold new initiatives, and inspired new ways of thinking about the nature of an edition. And yet despite all this activity and energy, there are very few places where a scholar working on a critical edition can go to learn how to carry out such work, to find colleagues familiar with the specialized problems and practices of editing, or to seek advice on such mundane matters as writing a glossary, adding explanatory notes, or devising a page layout (such matters, it should be stressed, are far from trivial: the design of a page or the bias of a glossary can often influence, if not entirely predetermine, a reader's response to a text). This workshop is designed to be a venue where those engaged in editorial work—whether senior scholars, new Ph.D.s or graduate students—can meet, discuss their projects, ask and offer advice, and help build a community of scholarly practice that will not only provide individual support and learning but will improve the overall quality of critical editions of medieval texts.

Format and Schedule

The workshop will be announced in relatively inexpensive ways which are nevertheless targeted to those most likely to participate or attend. Calls for proposals will be made in online discussion lists for Medieval Studies such as ANSAXNET and MEDTEXT-L, and printed in the *Medieval Academy Newsletter* and the *Old English Newsletter*. Flyers will be distributed at major conferences such as the International Congress on Medieval Studies at Kalamazoo (May 2005) and the International Society of Anglo-Saxonists in Munich (August 2005), and a mailing will be sent out to members of the International Society of Anglo-Saxonists and individual subscribers to the *Old English Newsletter*. Those interested in the workshop will be asked to submit a current curriculum vitae and a two-page letter of application describing their work; the deadline for submissions will be September 1, 2005. Participants will be selected by a panel of three scholars: myself, Professor Katherine O'Brien O'Keeffe of Notre Dame University, and Professor Tom Hall of the University of Illinois at Chicago. Professors O'Brien O'Keeffe and Hall will each be offered a \$250 honorarium for their assistance in reviewing applications and selecting participants.

Participants will be informed of their selection by October 1, 2005, and asked to submit a packet of work in progress by November 1; this will then be copied and sent to other participants for review. The workshop itself will be held in the Marco Institute offices on the UT campus, where suitable meeting space and the necessary AV and computer equipment are available (the Marco Institute has agreed to offer logistical support and financial assistance for this workshop). The provisional schedule of events is as follows:

Friday	8:00 am	registration and welcome
	9:00 / 10:30	workshop sessions 1-2
	12:30	lunch
	2:00 / 3:30	afternoon sessions 3-4
	5:30	reception
	7:00	dinner
Saturday	9:00 / 10:30	morning sessions 5-6
	12:30	lunch
	2:00 / 3:30	afternoon session 7-8
	5:30	closing meeting

Outcomes

The primary aim of this workshop is to improve the scholarly practice of its participants; most of the people taking part will already be actively working on their own critical editions. For this reason no separate publication is proposed as a direct product of this meeting; the success of the workshop will be manifest in the quality of the books, essays, electronic media or dissertations published by its individual participants. More than this, however, it is hoped that the collaborative and collegial environment fostered by the workshop will inspire new directions in individual research and encourage cooperative ventures among its participants; the workshop will have demonstrable success if it provides an opportunity for two scholars working on adjacent subjects to pool their resources, or encourages two editors with similar problems to devise a shared solution. For attendees who are not presenting work, the workshop will offer an opportunity for hands-on learning and for professional advancement and exchange; since very few schools teach textual editing, this will be a rare opportunity for those interested in the subject to meet, teach, learn, and form professional partnerships. It is my hope that the workshop will be an important event in the careers of those who participate in it.

This event will also serve as a springboard to larger and longer-term ventures on campus. A successful workshop will make it more likely that UT will be able to secure NEH funding to host a Summer Seminar on Editing Anglo-Saxon texts in 2007-8. It is also my hope that the workshop will serve as the inaugural meeting for an annual series of events devoted to professional development and skills in Anglo-Saxon studies, ranging from similarly-structured workshops on various themes (e.g., defining Old English dialects, dating and describing manuscripts, issues in Old English pedagogy) to “master classes” in ancillary fields such as archaeology, history, liturgy, and art history, taught by visiting scholars. These meetings will be co-sponsored by a regional consortium of Anglo-Saxonists (preliminary discussions on the possibility of establishing such a consortium have already begun among colleagues at Florida State University, the University of Virginia, Emory, Furman University, and the University of North Carolina at Chapel Hill); members of the consortium will be able to pool their resources to host these meetings, expanding the benefits of

such events while distributing their cost. I believe UT should be instrumental in making this consortium a reality and can play a significant role in its success, serving as the hub of a regional network of scholarly activity.

Cost and Budget

The workshop will necessarily be labor-intensive for its participants, who will be expected to prepare a detailed presentation on their own work and to read and comment on a number of other works in progress; since the success of the workshop depends on the commitment of its participants, an honorarium of \$500 will be offered to each presenter. This figure is consistent with the National Endowment for the Humanities guidelines for participants and consultants in Summer Seminars. In addition to recognizing and supporting the work of the presenters, an honorarium will undoubtedly have the additional benefit of encouraging participation by younger scholars, faculty at smaller institutions, and graduate students, who do not always have access to the travel funding generally available to tenure-track faculty at larger institutions.

Funding is also requested for announcements and advertising; for a short-term student worker to assist with preparation, photocopying, equipment, and registration; for a conference dinner and welcoming reception; for coffee/tea breaks during the two day-long meetings; and for the expense of copying and mailing materials (this is expected to be relatively high, since individual works in progress may be substantial, and multiple copies of each set of materials will need to be mailed to participants). The workshop will be free for presenters; those who wish to attend but not present work in progress will be charged a \$20 registration fee to cover the cost of reproducing materials, and will be given the option of attending the conference dinner at cost. The projected budget for the workshop is as follows:

honoraria	\$4500	(\$500 x 8 participants + director)
evaluators honoraria	\$ 500	(\$250 x 2)
mailing and copying	\$1000	(announcements and materials)
conference dinner	\$ 600	(\$40 x 12, + 20%; additional dinners at cost)
coffee service	\$ 400	(\$100 x 4)
lunch Friday	\$ 200	(\$15 x 12, + 10%; additional meals at cost)
lunch Saturday	\$ 200	(\$15 x 12, + 10%; additional meals at cost)
Friday reception	\$ 300	(catered food service, setup, cleanup)
student worker	\$ 500	(\$10 x 50 hours)
total	\$8200	

The Marco Institute has agreed to underwrite \$1000 of the cost, in addition to supplying space, staff, and equipment. Requests for the balance of the funding are being submitted to the Humanities Initiative (\$2500), the Office of Research Small Grant Fund (\$2500) and the Hodges Better English Fund (\$2200).

Conclusion

The University of Tennessee has a long and distinguished record of faculty who have made significant contributions to the field of editing and textual criticism; this workshop recognizes and builds upon that tradition. The continuing success of the Marco Institute for Medieval and Renaissance Studies, moreover, makes this an auspicious time to host such a meeting, which will further enhance the Institute's reputation as a center of scholarly activity. I can think of no other venue in this country where this type of meeting has recently been held; in its focus on issues of professional practice and its encouragement of informal and collaborative exchange, the workshop may in fact be unique among current scholarly events in the humanities. While public lectures and symposia may enjoy a higher profile, a small, focused workshop of this nature has the potential to bring to campus distinguished senior faculty, younger academics with significant research interests, and those students most seriously engaged in the study of Medieval literature—scholars who are acutely aware of professional development and most active and influential in promoting research and academic excellence in the field of early medieval studies; it is an opportunity to introduce a wider scholarly community to the impressive faculty and resources at UT and to raise our profile as one of the premier research universities in the region.

Roy M. Liuzza
Professor of English
rluzza@utk.edu

ADDENDUM

I am aware that this proposal does not meet the requirements stipulated in the Request for Proposals that “a faculty workshop must include at least three UT faculty members.” While certainly no UT faculty member will be excluded from consideration, and I hope that several UT graduate students will participate in the workshop as non-presenting members, I do not know of three UT faculty members working in this field who might be involved in such an event. Editing is a specialized activity, and Anglo-Saxon a relatively specialized topic; this workshop will necessarily appeal to a relatively narrow community of scholars. I strongly believe, however, that it is no less valuable for that, and will have larger benefits for the university. I respectfully request that after proposals which do meet all the requirements have been considered, the committee might find time to discuss the merits of this request, and if possible make an exception for it.

Abbreviated Curriculum Vitae

Roy Michael Liuzza

Department of English
The University of Tennessee
301 McClung Tower
Knoxville, TN 37996-0430

Education

Ph.D. Medieval Studies, Yale University, 1988.
M.Phil. Yale University, May 1985.
M.A. Medieval Studies, Yale University, December 1979.
B.A. History, Northeast Louisiana University, May 1978.

Academic Appointments

The University of Tennessee, Knoxville: Professor of English, 2003-
Tulane University: Assistant Professor, 1990; Associate Professor, 1995; Professor, 2002
Ohio State University: Assistant Professor, 1988-90

Selected Publications

Beowulf: a new verse translation. Broadview Literary Texts (Peterborough, ON: Broadview Press, 2000)
The Old English Version of the Gospels, vol. I, *Text and Introduction*. EETS OS 304 (Oxford: OUP, 1994); vol. II, *Notes and Glossary*. EETS OS 314 (Oxford: OUP, 2000)
(ed.) *Old English Literature: Critical Essays* (New Haven: Yale UP, 2002)
(ed.) *The Poems of MS Junius 11: Basic Readings* (New York: Routledge, 2002)
“The Sphere of Life and Death: Time, Medicine and the Visual Imagination,” forthcoming in *Anglo-Saxon Literature: Papers for Michael Lapidge*, ed. Katherine O’Brien O’Keeffe and Andy Orchard (Toronto: U of Toronto Press, 2005).
“What the Thunder Said: Anglo-Saxon Brontologies and the Problem of Sources,” *Review of English Studies* 55 (2004), 1-23
“*Beowulf*: Monuments, Memory, History,” *Readings in Medieval Texts: Interpreting Old and Middle English Literature*, ed. Elaine Treharne and David Johnson (Oxford: OUP, 2004)
“*Beowulf* in Translation: Problems and Possibilities,” *Beowulf in our Time: Teaching Beowulf in Translation*. Old English Newsletter Subsidia 31 (Kalamazoo: Medieval Institute, Western Michigan U, 2002), 23-40
“The Tower of Babel: *The Wanderer* and the Ruins of History,” *Studies in the Literary Imagination* 36 (2003), 1-35
“Some Versions of *Beowulf* in the Nineteenth Century,” *English Studies* 83 (2002), 281-95
“Anglo-Saxon Prognostics in Context: a Survey and Handlist of Manuscripts,” *Anglo-Saxon England* 30 (2001), 181-230
“Old English Religious Prose,” *A Companion to Anglo-Saxon Literature and Culture*, ed. Phil Pulsiano and Elaine Treharne (Oxford: Basil Blackwell, 2001), 233-50
“Scribal Habit: The Evidence of the Old English Gospels,” *Rewriting Old English in the Twelfth Century*, ed. M. T. Swan and E. Treharne. Cambridge Studies in Anglo-Saxon England (Cambridge: Cambridge UP, 2000), 143-65

“Who Read the Gospels in Old English?” *Words and Works: Studies in Medieval English Language and Literature in Honour of Fred C. Robinson*, ed. Peter S. Baker and Nicholas Howe (Toronto: U of Toronto Press, 1998), 3-24

“On the Dating of *Beowulf*,” *Beowulf: Basic Readings*, ed. Peter S. Baker. Basic Readings on Anglo-Saxon England 1 (New York: Garland, 1995; rpt. Routledge, 2001), 281-302

“The Return of the Repressed: New and Old Theories in Old English Literary Criticism,” *Old English Shorter Poems: Basic Readings*, ed. Katherine O’Brien O’Keeffe. Basic Readings on Anglo-Saxon England 3 (New York: Garland, 1994), 103-147

Selected Papers and Presentations

“Editing Old English, in Theory and in Practice,” International Congress on Medieval Studies, May 2004

“Monuments, Memory, History, *Beowulf*,” Plenary Session, Philological Association of the Carolinas, Charlotte, NC, March 2004

“The Politics of Translation in Teaching and Research,” Plenary Round Table Session, Medieval Academy of America, April 2003

“Iron and Irony in *Beowulf*,” invited paper, Western Michigan University, November 2002

“Time, the Heavens, and the Body: Science and Sacred Knowledge in Anglo-Saxon England,” International Medieval Congress, Leeds, 2002

“Prayers and/or Charms Addressed to the Cross,” symposium, “Cross and Culture in Anglo-Saxon England,” Durham, England, August 2001

“Lost in Translation: Thirteen Ways of Looking at *Beowulf*,” invited talk, Randolph-Macon College, September 2000

“Putting the Old English Gospels in their Place,” International Society of Anglo-Saxonists, Oxford, August 1993

“Who Read the Gospels in Old English?” G. L. Brook Symposium, U of Manchester, England, April 1993

Selected Fellowships and Awards

American Philosophical Society grant, 2003-4

George Lurcy Fund for Faculty Research, Tulane University, 2001

Barbara Greenbaum Newcomb Fellow Stipend, 2000

National Endowment for the Humanities Fellowship, Fall 1996

Fulbright Fellowship, Exeter College, Oxford University, 1986-7

Selected Organizations and Service

Advisory Board, International Society of Anglo-Saxonists

OE Division Executive Committee, Modern Language Association

Editor, *Old English Newsletter*

Editorial Board, *Broadview Anthology of British Literature* (forthcoming)

Reader, Broadview Press, University of Toronto Press, Notre Dame Press, *Speculum*, *Exemplaria*, *JEGP*, and others.