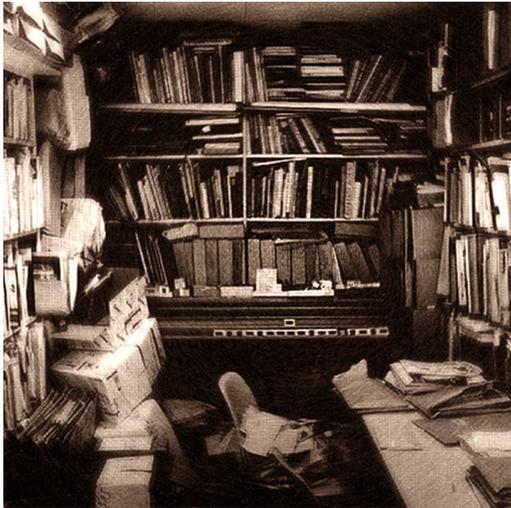


COURSE DESCRIPTION

Reading Across Literatures:

Multilingualism, Translation and Comparison (TYA709), 7,5 ECTS.



What happens when an author switches language or decides to combine multiple tongues in his or her works? Can we appreciate poems written in a language that we do not understand? This course examines the relationship between literature and multilingualism, introducing current theories on literary multilingualism and translation. In addition to the theoretical focus, a selection of literary works in different languages (read in original or in translation depending on the students' specializations) will be studied in detail.

The comparative focus of the course aims to highlight the crucial role of multilingualism

and translation in the production and reception of literature of the 20th and early-21st century

Intended Learning Outcomes:

To pass the course, the student should be able to:

- characterize and discuss central concepts and issues in literary multilingualism
- analyze and critically reflect on literary multilingualism and translation in different linguistic contexts
- independently and critically analyze fictional texts using the course's theoretical framework

Teaching

The teaching consists of 5 seminars: A first introductory lecture/seminar (1,5 h) followed by three three-hour seminars. The course will conclude with a final seminar/summary seminar (1,5 h). The language of instruction will be English. Seminars are intended to be active, hands-on opportunities for students to practice the skills they will learn throughout the course; for this reason, the students should bring the assigned text(s) with them to every seminar.

Requirements

Before each seminar (including the first), students are expected to finish the assigned reading and do any accompanying tasks. Students should be prepared to discuss the reading and tasks at the seminar.

Attendance is compulsory. Missed seminars requires the completion of additional assignments.

Examination

Students are required to complete the following assignments in order to receive a grade:

- *One oral presentation:* a presentation (in English) of a secondary source text (summary of argument, empirical examples, theoretical framework), approx. 10 minutes, as an introduction to the joint seminar discussion.
- *A written assignment:* an essay (in English, Swedish or German) of approx. 3000 words, which must make reference to at least two primary sources and at least three secondary sources.

Grading

The course adopts the 7-grade SU scale.

To receive a passing grade (A to E), students must complete the written assignment, the oral presentation/introduction of a secondary source text and demonstrate that they achieved all the learning outcomes at least at the minimum level (as described at the end of this document).

Required reading: primary sources

The four literary texts (three novels, one collection of poetry) to be read and discussed in the course all employ multilingual elements in some way or another, displaying a rich variety of forms and functions of multilingualism in literature:

Bergvall, Caroline, *Meddle English: new and selected texts*, Nightboat Books, Callicoon, NY, 2011 (167 p)

Sebald, W. G., *Austerlitz*, Carl Hanser, München, 2001 (416 p)
English translation: *Austerlitz*, transl. Anthea Bell, Random House, New York, 2001 (414 p)

Pascual Söderbaum, Caterina, *Den skeva platsen: roman*, Bonnier, Stockholm, 2016 (407 p)

English translation: *The oblique place*, transl. Frank Perry, Macle hose Press, London, 2018 (425 p)

Cole, Teju: *Open city: a novel*, Random House, New York, 2011 (259 p)

List of secondary sources/theory:

Bachtin, Michail, "Discourse in the Novel, *The dialogic imagination: four essays*, Univ. of Texas P., Austin, 1981 (excerpts)

Helgesson, Stefan, "Translation: Duration and Cosmopolitan Reading", *Literature and the World*, Stefan Helgesson & Mads Rosendahl Thomsen, Routledge 2020, pp. 131–151.

Kauranen, Ralf; Huss, Markus & Grönstrand, Heidi, "Introduction: The Processes and Practices of Multilingualism in Literature", *The Aesthetics and Politics of Linguistic Borders*, Routledge, pp. 3–23.

Pratt, Marie-Louise, "Comparative Literature and the Global Linguascape", *A Companion to Comparative Literature*, eds. Ali Behdad, & Dominic Richard David Thomas, Wiley-Blackwell, 2011, pp. 273–295.

Taylor-Batty, Juliette, *Multilingualism in Modernist Fiction*, Palgrave Macmillan Limited, 2013, pp. 16–38.

Yildiz, Yasemin, "Beyond the Mother Tongue? Multilingual Practices and the Monolingual Paradigm", *Beyond the Mother Tongue: The Postmonolingual Condition*, Fordham University Press, 2011, pp. 1–29.

Walkowitz, Rebecca L., *Born Translated: the Contemporary Novel in an Age of World Literature*, Columbia University Press, 2015, pp. 1–48.

Wirth-Nesher, Hana, "Encountering English", *The Cambridge History of Jewish American Literature*, 2015, pp. 41–61.

Further, non-required reading (non-exhaustive):

Anokhina, Olga, Till Dembeck och Dirk Weissman, red. 2019. *Mapping Multilingualism in 19th Century European Literatures. Le plurilinguisme dans les littératures européennes du XIX^e siècle*. Berlin: LIT Verlag.

Bodin, H., Helgesson, S., & Huss, M, "Inscriptions of worldliness : linguistic materiality and the poetics of the vernacular", *Textual Practice*, 34(5), 713–719. <https://doi.org/10.1080/0950236X.2020.1749377>

Dembeck, Till, "Für eine Philologie der Mehrsprachigkeit. Zur Einführung", *Philologie und Mehrsprachigkeit*, eds. Till Dembeck & Georg Mein, 9–38. Heidelberg: Winter. 2014

Dembeck, Till & Parr, Rolf, *Literatur und Mehrsprachigkeit. Ein Handbuch*. Tübingen: Narr Francke Attempto Verlag, 2017.

Gramling, David, *The Invention of Monolingualism*. New York: Bloomsbury Academic, 2016.

Kellman, Steven G., *The Translingual Imagination*, University of Nebraska Press, 2000

Tidigs, Julia & Markus Huss, "The Noise of Multilingualism: Reader Diversity, Linguistic Borders and Literary Multimodality". *Critical Multilingualism Studies* 5 (1): 208–235, 2017. <https://cms.arizona.edu/index.php/multilingual/article/view/110>.

Tidigs, Julia, *Att skriva sig över språkgränserna. Flerspråkighet i Jac. Ahrenbergs och Elmer Diktonius prosa*. Diss. Åbo: Åbo Akademis förlag, 2014

Sommer, Doris, *Bilingual Aesthetics: A New Sentimental Education*, Duke University Press, 2004

Wirth-Nesher, Hana, *Call it English: the languages of Jewish American literature*, Princeton University Press, Princeton, 2006

Wischmann, Antje & Reinhardt, Michaela (Eds), *Multilingualität und Mehrsprachlichkeit in der Gegenwartsliteratur*, 1. Auflage, Rombach Verlag, Freiburg, 2019

Assessment and Assessment Criteria

Excellent

For a grade of **A** the student should ...

- Show the ability to critically analyze theoretical arguments and literary works in a manner that is innovative and illuminating, and where appropriate, deploying critical concepts in a nuanced manner.
- Show the ability to critically reflect on the relationship between art, life, reality and society.
- Show the ability to independently formulate a research question which is arguable and of scholarly significance.
- Show the ability to explain and motivate one's own theoretical standpoints and interpretations, while also showing the ability to respect the views of others.

Very good

For a grade of **B** the student should ...

- Show the ability to critically analyze theoretical arguments and literary works in a manner that is illuminating, and where appropriate, deploying critical concepts in a nuanced manner.
- Show the ability to critically reflect on the relationship between art, life, reality and society.
- Show the ability to independently formulate a research question which is arguable and of scholarly significance.
- Show the ability to explain and motivate one's own theoretical standpoints and interpretations, while also showing the ability to respect the views of others.

Good

For a grade of **C** the student should ...

- Show the ability to analyze theoretical arguments and literary works in a manner that is illuminating, and where appropriate, deploying relevant critical concepts.
- Show the ability to critically reflect on the relationship between art, life, reality and society.
- Show the ability to independently formulate a research question which is arguable.
- Show the ability to explain and motivate one's own interpretations, while also showing the ability to respect the views of others.

Adequate

For a grade of **D** the student should ...

- Display basic knowledge of most of the themes and concepts covered by the course material as well as a familiarity with the texts we have read.
- Show some ability to analyze theoretical arguments and literary works, and where appropriate, show a basic use of relevant critical concepts.
- Show the ability to reflect on the relationship between art, life, reality and society.
- Show the ability to independently formulate a research question which is arguable.
- Show the ability to explain and motivate one's own interpretations, while also showing the ability to re- spect the views of others.

Satisfactory

For a grade of **E** the student should ...

- Show some ability to analyze theoretical arguments and literary works, and where appropriate, with at least a minimal employment of technical terms.
- Show the ability to reflect on the relationship between art, life, reality and society.
- Show the ability to formulate a suitable research question.
- Show the ability to explain one's own interpretations, while also showing the ability to respect the views of others.

Inadequate

A grade of **F** will be set if the student

- Shows scant or no knowledge of the themes and concepts covered by the course material and little or no familiarity with the texts we have read.
- Fails to reach a satisfactory level of critical analysis in written assignments.

Incomplete

The **Fx** grade is set if the student has displayed some, but not all, of the skills of the level of the criteria for E.