

## *ID7007 Multilingualism, Translation and Identity in Literature*

<b>Module type</b>	Option (programme module: Identities and Cultures of Europe; approved module: Comparative Literature, Literary Translation)
<b>Term / hours</b>	Hilary / 22
<b>ECTS</b>	10
<b>Coordinator</b>	Dr Alexandra Lukes ( <a href="mailto:lukesa@tcd.ie">lukesa@tcd.ie</a> )

### **Module description**

Samuel Beckett's use of French or Vladimir Nabokov's turn to English are not uncommon literary choices, much like T.S. Eliot's and James Joyce's inclusion of foreign languages in their works. But what is involved in these choices and how do we read such texts? What role do translation and self-translation play in these cases? This module explores the phenomenon of multilingualism in literature and its implications for notions of identity, literary form, and translation practice. Beginning with an analysis of Eva Hoffman's autobiographical reflection on living between languages, this module examines Hélène Cixous's multilingual reading of works by the Brazilian-Ukrainian writer Clarice Lispector, Antonin Artaud's unclassifiable texts full of invented words, and an experimental poem written in four languages – English, French, Italian, and Spanish – by poets Octavio Paz, Jacques Roubaud, Charles Tomlinson, and Edoardo Sanguineti.

### **Assessment**

The module is assessed through a 4,000-word essay (100%).

### **Indicative bibliography**

Artaud, Antonin, *Antonin Artaud, Selected Writings* (University of California Press, 1976).

Cixous, Hélène, *Vivre l'orange (Des Femmes)*, 1979).

Hoffman, Eva, *Lost in Translation: A Life in a New Language* (Vintage, 1989).

Paz, Octavio, Roubaud, Jacques, Tomlinson, Charles, and Sanguineti, Edoardo, *Renga: A Chain of Poems* (Penguin, 1979).

### **Learning outcomes**

Upon successful completion of this module, students should be able to:

- LO1 Identify and describe literary multilingualism in literature.
- LO2 Analyse and reflect on the relationship between languages and translation practices in literature.
- LO3 Accurately and critically deploy key concepts pertaining to literary form and language both in abstract and systematic reflection and in close readings of select passages.
- LO4 Reflect on key methodological issues: in particular, negotiate the interplay between textual analysis and theoretical inquiry.
- LO5 Develop academic written and oral skills through essay writing and in-class presentations.