

Chapter 1 : Oxford Medieval Texts - Oxford University Press

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Chapter 2 : John Leland (antiquary) - Wikipedia

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Chapter 3 : Trojan Itineraries and the Matter of Troy - Oxford Scholarship

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Chapter 4 : Ralph the Red of Pont-Echanfray - Wikipedia

Oxford Medieval Texts provide scholarly editions of important Latin texts pertinent to the cultural history of medieval Europe. In addition to critical texts, the editions include apparatus, full historical commentary, and precise, facing-page English translations.

He was born in London on 13 September, most probably in about 1430, and had an older brother, also named John. His original plan to study in Italy, too, never succeeded. He was appointed one of the chaplains to King Henry VIII, who gave him the rectory of Peuplingues Pepeling, in the marshes of Calais though he may never have visited the place. What he did do was to compile his lists of important volumes, and to take measures to encourage their preservation. For instance, he obtained official permission to avail himself of the library belonging to the defunct monastery of Bury St Edmunds. By about 1480, Leland had turned his attention to English and Welsh topography and antiquities, embarking on a series of journeys which lasted six years. His one firmly dated itinerary is that of 1480, which took him to the West Country. By that date he had been on a tour to the north-west, which went via the Welsh marches to Cheshire, Lancashire and Cumberland; while other itineraries took him to the west Midlands, the north-east reaching Yorkshire and County Durham, and the Bristol region. He is not known to have toured East Anglia, for which only a few fragmentary notes survive. Leland kept notebooks on his travels, in which he entered and assessed information from personal observation, and from books, charters and oral sources. In the 1910 edition, the Itinerary runs to five printed volumes. It comprises rough notes and very early drafts, the raw materials for a more digested description of England and Wales. Leland would not have envisaged publishing it in anything like its present form. The county on which he appears to have made greatest progress in organising his material was Kent. Kent is the key of al Englande. He noted four projects: *De uiris illustribus*, a biographical encyclopedia of British writers in four books, arranged chronologically. A detailed map of the realm engraved on a silver table, to be presented to the King inspired by a set of table-maps once possessed by the Emperor Charlemagne, accompanied by a written description, the *Liber de topographia Britanniae*, and a key to identifying the British place-names given in ancient texts. This work was to be divided into "so many bookes as there be shires yn England, and sheres and greate dominions yn Wales", i. *De nobilitate Britannica*, a catalogue of royalty, nobility, and "capitaines and rulers", divided chronologically into three books. Of these projects, *De uiris illustribus* was already largely complete it was written in two phases, in c. 1480. Polydore Vergil appears to have suggested that Leland had been unrealistically over-ambitious: He came across several Roman inscriptions, though he was unable to read most of them, complaining of one that it was made up of "letters for whole words, and 2. He was sometimes able to make astute and informed deductions from what he saw. At Lincoln, for example, he identified three phases of urban development, beginning with a British settlement at the top of the hill close to which "much Romaine mony is found", the Saxon and medieval town further south, and a more recent riverside development at Wigford. At the hillfort at Burrough Hill, Leicestershire, he pulled some stones from the gateway to establish whether it had been walled or not: He therefore took offence when the Italian scholar Polydore Vergil cast doubts on certain elements in the Arthurian legend in his *Anglica Historia* published in 1499. He followed this with a longer published work, the *Assertio inelytissimi Arturii regis Britannia*. In both texts, Leland drew on a wide range of literary, etymological, archaeological and oral sources to defend the historicity of Arthur. Although his central belief was flawed, his work preserved much evidence for the Arthurian tradition that might otherwise have been lost. At the very south end of the church of South-Cadbyri standeth Camallate, sumtyme a famose toun or castelle, upon a very torre or hille, wunderfully enstregthenid of nature The people can telle nothing ther but that they have hard say that Arture much resortid to Camalat. He was an absentee pluralist, with the income and leisure to pursue his interests. He retired with his collections to his house in the parish of St Michael-le-Querne, adjoining Cheapside, London, where he intended to work on his various projects. Leland was certified insane in March and died, still mentally deranged, on 18 April, aged about 50. Leland was buried in the church of St Michael-le-Querne near his home. John Bale consulted some of them at this time. Cheke fell from favour on the accession of Queen Mary, and

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departed for mainland Europe in Burton subsequently managed to recover several of the items given to Hales, and in 1833 donated most of the collection comprising the Collectanea, De scriptoribus and several of the Itinerary notebooks to the Bodleian Library, Oxford, where the volumes remain.

Chapter 5 : Medieval English Travel - Anthony Bale; Sebastian Sobiecki - Oxford University Press

*Itineraries (Oxford Medieval Texts) (English and Latin Edition) [William Worcestre, John H. Harvey] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

Etymologically the term derives from the French *romanz*, which initially designated the narrative works composed in that vernacular that first appeared in 12th-century France. There are also various subgenres that fall under the heading of medieval romance such as the Breton lay and Arthurian romance. Romance arrives in England definitively with the Norman settlers, though a single romance in Old English, *Apollonius of Tyre*, survives from the years immediately prior to the Norman Conquest. Many of the earliest romances are written in the Anglo-Norman dialect of French, and some of these are translated into Middle English at a later point. The definition cannot be limited to romance in the English language because so many of the early texts from England are Anglo-Norman productions. Some texts that could readily be characterized as romance were also written in Latin. However, English romance also presents certain features or emphases that could be described as distinctive. The interest in romantic love is generally less pronounced than in French texts. Political concerns are to the forefront, and Arthurian material has a particular tendency to explore disputes and tensions over political boundaries and territories. English romance is usually written in verse not in prose with over eighty verse romances surviving in Middle English. Vernacular prose romance arrives late in England, only flourishing in the second half of the 15th century. This bibliography focuses on medieval romances in various languages written in England or translated into English. It takes the year as its chronological terminus, but it is worth noting that many of these texts were still being printed, copied, and performed well after this date.

General Overviews Although most Middle English romances were edited at an early stage, the seemingly low literary quality of many of the texts and the obscurity of the editions they appeared in led to their relative critical neglect. However, by the s scholars had begun to reassess the significance of the Middle English romance tradition, culminating in the influential study *Barron*. Work on the area has burgeoned since, and romance from medieval England is an increasingly well-served field. New Historicist trends have proved particularly fertile ground for study of English romance and have enabled more fruitful and more frequent engagement with a wide variety of texts in the romance mode. The social background, manuscript contexts, politics, and cultural impact of a range of romances have been studied extensively. *Crane* stresses the shared concerns of romances in the two linguistic traditions of England: Anglo-Norman and Middle English. *Crane* illustrates how these works were shaped by distinctive social and political factors. Political concerns are also at the forefront in *Heng*, which explores proto-national identities articulated in English romance and in *Knight*, which analyzes how romance ideologies relate to their social context. The rise of feminist scholarship also encouraged the study of Middle English romance, which often seems designed to appeal to female audiences and female interests. *Cooper* is perhaps the most comprehensive and influential account of romance in England; its introduction articulates a convincing redefinition of the genre. Increased attention to romance in undergraduate courses has also prompted and been facilitated by a number of useful companion volumes, including *Krueger and Saunders*, the latter of which ranges well beyond the medieval period. The most user-friendly reference work for romances in Middle English is *MacDonald*. London and New York: *The English Romance in Time*: Oxford University Press, This book is not arranged chronologically but by particular motifs. There is a valuable appendix listing romance texts that still circulated after University of California Press, *Medieval Romance and the Politics of Cultural Fantasy*. Columbia University Press, Also deals with the thorny question of medieval attitudes to ethnicity and nationality. *Criticism, Ideology, and History*. Edited by David Aers, 99â€” Analyzes the political and historical background to Middle English romance. The Cambridge Companion to Medieval Romance. Cambridge University Press,

Chapter 6 : English Language and Literature | University of Oxford

Itineraries [of] William Worcestre Oxford medieval texts Volume 19, Issue 1 of Papers of the Peabody Museum of Archaeology and Ethnology, Harvard University.

All candidates must follow the application procedure as shown in applying to Oxford. The information below gives specific details for students applying for this course. Candidates must make sure they are available to take the test at this time. Separate registration for this test is required and the final deadline for entries is Monday 15 October. It is the responsibility of the candidate to ensure that they are registered for this test. We strongly recommend making the arrangements in plenty of time before the deadline. For everything you need to know, including guidance on how to prepare, see the ELAT page. Written work Candidates are required to submit one recent example of writing, by Saturday 10 November. This should be a marked essay produced in the normal course of your school or college work and should not have been rewritten after marking. Preferably it should be an analytical discussion of a topic or topics in the field of English literature, though an English language topic is permissible. It should not be a short timed essay, a critical commentary on particular passages of text, practical criticism exercises, or a piece of creative writing. What are tutors looking for? Successful candidates will tend to be those who can give evidence of wide, enthusiastic and thoughtful reading. Tutors appreciate that you may be nervous in interview. You should not be afraid to defend your views or to suggest authors whose work you would particularly like to discuss. Shortlisted candidates may be asked to discuss a piece of prose or verse supplied before or in the interview. Suggested reading We recommend that you read as widely as possible, and think critically about all the texts – literary or not – that you read. Read more about this in our examples of interview questions. You can find literary resources on our Great Writers Inspire site. Being guided through all the different ages of English literature means you explore periods and styles you may otherwise have rejected out of hand, discover brand new tastes, and even more levels to your love of literature! The ability to sit and read some of the greatest works of prose, poetry and performance in a city steeped in its own near-mythological wealth of history and beautiful architecture gives you a sense of being lost in your own fantasy, your own realm of turrets, tutors and texts. The course was a completely different learning experience from school because I was given the freedom to really work out what I thought about texts without having to worry about meeting assessment objectives or covering key themes. I chose a college at Oxford, St. From my experience here, I think it is really important to pick a place to study where you think you will be happy, not just a place which will impress other people. The best thing that Oxford did for me: To trust my own opinions, to learn where I could push them further, to take risks in academics, social situations, societies, friendships and to feel like if I tried hard enough I could really achieve something of note. Oxford has been the best experience of my entire life. I never really felt school spirit, but at my college I feel like I am part of one big team where people really cared about me as a person, not just as a statistic on a piece of paper. Oxford gave me the confidence to believe in myself and the tools to understand my own biases and failings. You are given so much freedom to develop your own ideas and you are able to discuss them in one-on-one sessions with leading academics who take you seriously and care about you as a person and a thinker. If this sounds like an environment you would enjoy, no matter what school you come from or how good you think you are, then I urge you to give it a go and apply. It is totally legitimate to spend a day in bed reading a novel. I was terrified that it was going to be like Ibiza, only colder. Also, buy a printer before you arrive. The tutorial system is one of the most distinctive features of an Oxford education: A typical tutorial is a one-hour meeting between a tutor and one, two, or three students to discuss reading and written work that the students have prepared in advance. It gives students the chance to interact directly with tutors, to engage with them in debate, to exchange ideas and argue, to ask questions, and of course to learn through the discussion of the prepared work. Many tutors are world-leaders in their fields of research, and Oxford undergraduates frequently learn of new discoveries before they are published. Each student also receives teaching in a variety of other ways, depending on the course. This will include lectures and classes, and may include laboratory work and fieldwork. But the tutorial is the place where all the elements of the course come

together and make sense. It helps students to grow in confidence, to develop their skills in analysis and persuasive argument, and to flourish as independent learners and thinkers. More information about tutorials

The benefits of the college system Every Oxford student is a member of a college. The college system is at the heart of the Oxford experience, giving students the benefits of belonging to both a large and internationally renowned university and a much smaller, interdisciplinary, college community. Each college brings together academics, undergraduate and postgraduate students, and college staff. The college gives its members the chance to be part of a close and friendly community made up of both leading academics and students from different subjects, year groups, cultures and countries. The relatively small size of each college means that it is easy to make friends and contribute to college life. There is a sense of belonging, which can be harder to achieve in a larger setting, and a supportive environment for study and all sorts of other activities. It is the norm that undergraduates live in college accommodation in their first year, and in many cases they will continue to be accommodated by their college for the majority or the entire duration of their course. Colleges invest heavily in providing an extensive range of services for their students, and as well as accommodation colleges provide food, library and IT resources, sports facilities and clubs, drama and music, social spaces and societies, access to travel or project grants, and extensive welfare support. For students the college often becomes the hub of their social, sporting and cultural life.

Chapter 7 : The Cloud of Unknowing and Related Texts - Medieval Studies - Oxford Bibliographies

Today is Michaelmas, the golden autumn feast of St Michael and All Angels. It falls at perhaps the most beautiful time of the year, on the cusp between the last glow of fiery summer and the yellow-gold 'falling' leaves of autumn; the wings of Michael and his angels seem to flutter in harmony with the unleaving of the trees.

Chapter 8 : Internet History Sourcebooks

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Chapter 9 : Medieval Romance, English - British and Irish Literature - Oxford Bibliographies

Texts usually described as "romance" typically concern chivalry, questing, romantic love, and magic. There are also various subgenres that fall under the heading of medieval romance such as the Breton lay and Arthurian romance.