

# HENDRIX

## PROPOSED COURSE ADDITION OR REVISION

*Deadline for Area approval: 21 October 2011*

Proposer: Rebecca Resinski

Department/Program: Foreign Languages / Classics

Check appropriate boxes:

- New permanent course  
 Replaces existing course:  
 Change to existing course:

Date: 14 September 2011

Area: Humanities

- New temporary course  
 Make temporary course permanent  
 Eliminate a course

Proposal – one sentence summary:

This proposal would give a designated number to my Vulgate class (currently taught as a Topics course under the general LATI 390 course heading) and would allow it to receive permanent Odyssey SP coding (right now I have to apply for one-time coding each time I offer it).

Proposed subject code(s) (indicate both if cross-listing): LATI

Proposed course # or level: 395

Proposed course title: The Vulgate

Proposed course catalog copy:

A study of the Latin Bible involving the translation and interpretation of passages from the Vulgate. This course also incorporates engaged learning activities related to book history, paleography, and manuscript culture. Prerequisite: LATI 210 or permission of the instructor.

Prerequisites/co-requisites and/or recommended prior courses, as listed in catalog copy:

Prerequisite: LATI 210 or permission of the instructor

How will the proposed revision affect any catalog lists of options for majors or minors?

It won't.

Rationale for course within departmental and collegiate context and based on assessment results:

Students find this course very fulfilling, and it gives them an opportunity to place their study of Latin in some different contexts. Because I plan to keep offering the course every three years it makes sense to give it its own course number with permanent Odyssey coding. The last two times I've offered it I've had to apply for one-time Odyssey coding since it was taught as a Topics course that doesn't normally merit Odyssey credit. It saves everyone time if the Odyssey credit is approved once and for all.

Proposed general education code(s) (check all that apply):

- EA  HP  LS  NS  NS-L  SB  VA  QS  W1  FL [Curriculum Committee]  
 CW [CW Committee]  W2 [Writing Across the Curriculum Committee]

Proposed Odyssey code(s) (check all that apply):

- AC  GA  PL  SW  UR  SP [CEL Committee/Curriculum Committee]

For each of the checked general education or Odyssey codes, describe how the course fulfills the published criteria (see the Catalog, pages 18-23 or the Odyssey Program Guide, pages 10-16):

LS: This course is currently taught as one of the renditions of LATI 390, a Topics class that carries the LS code. The only thing that will change is the course number: reading and interpreting literature will remain central activities in the class.

SP: (What follows is the rationale I submitted for one-time Odyssey SP coding; it was approved in 2010-2011 by the CEL for my offering of the course this year under the LATI 390 umbrella.) In this class we will supplement our traditional translation of the Latin Bible with a number of engaged learning activities. The following course components are truly hands-on and constitute non-traditional approaches to the subject matter:

1) Students will receive a hands-on introduction to paleography (the study of handwriting from different historical periods), a subject usually broached only in graduate school. Students will transcribe and translate from actual leaves of Medieval and Renaissance Bibles (previously purchased with a grant from the Hendrix-Murphy Foundation and now housed in Bailey Library). Students will thus learn about the transmission of the Bible first-hand, by scrutinizing and training themselves to read particular scribal hands. This can be a challenging activity: special abbreviations abound, and leaves from certain periods contain up to 12 lines of writing per vertical inch. An introduction to paleography allows students to touch history and experience directly the intricate ways in which Latin literature has been passed through generations. Students will pair their hands-on work with Christopher De Hamel's history of the Bible as a book so that they can place their individual experiences in a larger historical context.

2) Students will learn the basics of Late Antique and Medieval book-binding through an in-class workshop, thus gaining insight into the technology of the book. (Indeed, most people are so used to books that they don't realize that books themselves count as a "technology.") It is appropriate to study the book as a technology in a Vulgate course because some scholars maintain that the book as we know it developed in tandem with Christianity and the need to present the text of the Bible in a new way. I like to think of the book-binding workshop as learning "from the inside out" instead of "from the outside in." Classics students often think of themselves as looking in on their subjects of inquiry from a distance of time and space, but something like the book-binding workshop collapses that distance somewhat: it asks students not to study historical book-making as a thing from which they can be detached but to experience it as a process in which they are participating.

3) In a similar experiential activity, students will transcribe a portion of the Vulgate themselves. They may choose to mimic Medieval or Renaissance styles, or they may choose to adopt or adapt any of the formats presented in De Hamel's book (mentioned above). As with the book-binding workshop, this project will ask students to experience first-hand some of the challenges and pleasures of manuscript transmission and textual production.

4) The miniscule and highly ligatured texts of the Bible from the Middle Ages and Renaissance relied on a culture in which people memorized large portions of the Bible. Reading the Bible was a different process when people had stores of passages mentally available. In the class, students will choose a passage from the Vulgate to memorize and recite, in Latin, in order to experience this aspect of manuscript culture and to help gauge the difference between past and present practices of reading.

5) Students will complete reflections on each of the engaged learning activities. I will often give students some questions to guide their reflection and ask them to consider how their learning was specifically enhanced by each activity. Not only do these reflections help the students to process their experiences, but they also help me to gain a clear sense of whether the activities achieved their hoped-for ends

These activities will be integral aspects of the course, and all students enrolled in the course will be completing them. The activities combined will involve more than the 30 hours of work which is the minimum for the SP category.

Justification for cross-listing: n/a

How often will the course be offered? every three years

Who will teach the course? R. Resinski

Equipment, supply, and bibliographic requirements (items and cost): Materials have already been purchased for earlier offerings of the class. Any new items needed will be purchased with the Classics portion of the Foreign Languages departmental budget or through Murphy grants (Murphy paid for the original set of manuscript leaves used in the course).

Will the above items be covered by a present budget?  Yes  No

Approval Chain (type name and date of approval)

Department chair:

Area chair:

QV-

10-11-11