ARTh 4790 Manuscript Studies

Alexa Sand, FAV 112
Office Hours T 9-10 am, Th 1-3 pm, or by appointment
alexasand@usu.edu

Course Description:

This upper-level art history course with no prerequisite (though it is wise to consult with the professor prior to enrolling) provides a wide-ranging introduction to the interdisciplinary field of manuscript studies. Our primary focus will be on the history of the codex (bound) book from its advent in late Roman times up to the early print era (before about 1550). We will learn the vocabulary, methods, and technical skills of codicology, or the study of old books, while also investigating the literary, social, religious, economic, and political dimensions of books. Each student will select a manuscript or incunable (printed before 1500) book or fragment of a book in the Merrill Cazier Library Special Collections and research its origins, history, and significance in order to include it in a group-curated exhibition that will be displayed in the library. The seminar concludes with a one-day symposium featuring experts on manuscripts and incunables from around the country in which student researchers will play an active role as discussants and presenters.

Course Requirements:

 Attendance and Participation: All students are expected to attend each week’s meeting and to participate actively and in a well-informed way (i.e. having done the readings and brought notated copies of said readings to class) in discussions; attendance and participation is 25% of the overall grade. In addition, students will need to be adaptable about meeting outside of class time with one another to work on collaborative aspects of the curatorial project. There will be one all-day field trip to the University of Utah (date) which is required, so plan accordingly. The symposium will take place on [Friday, November 20 or Monday, November 23], so you’ll need to plan to attend a full day of events, meaning you will have to ask your other faculty to be excused from class on that day. If you need a letter from me, just ask.

 Individual Research, Writing, and Presentation: Forty-five percent (45%) of the overall grade comes from your individual research, writing, and presentation about your chosen manuscript, incunable, or fragment. The assignments are as follows:

- catalog entry I (5 points)
- catalog entry II (5 points)
- bibliography (10 points)
- interpretive text (20 points)
- catalog essay (30 points)
- poster, video short, or ten-minute talk (30 points)
Collaborative Curatorial Project: As a class, you will work together to determine the overall theme or thesis of the exhibition, identifying several thematic “strands” within that overarching theme that will become the responsibility of teams of 3-4 students. All aspects of the exhibition, from layout and display to publicity and the planning of the opening will be in your hands, and you will work with me and with Special Collections faculty and staff to be on hand as interpreters for the exhibition. Thirty percent (30%) of your grade will come from a combination of my assessment, your self-assessment and your peers’ assessment of your contributions to the success of the exhibition.

Required Texts:

- Readings as assigned on Canvas.

PLEASE NOTE: You MUST print out on paper and mark up all articles/web-pages assigned. I will spot-check occasionally, and failure to have the paper copy, with your handwritten notes, of any given assigned reading on the day it is to be discussed in class will result in loss of half your attendance points for that day. An abundance of data strongly indicates that students who take handwritten notes and who read paper, rather than electronic versions of texts retain more and have much better long-term learning outcomes. Furthermore, it is much easier to reference handwritten notes in class, making you a more active and valuable participant in discussions.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge (http://www.usu.edu/studentservices/studentcode/article5.cfm): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."
A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

**Withdrawal Policy and "I" Grade Policy**
Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: [http://www.usu.edu/drc/](http://www.usu.edu/drc/)

Disability related resources for current students:

- [DRC Student Handbook](http://www.usu.edu/drc/currentstudents/handbook/)
- [Deaf and Hard of Hearing Student Handbook](http://www.usu.edu/drc/currentstudents/DHHHandbook/)
- [Disability Related Scholarships](http://www.usu.edu/drc/currentstudents/scholarships/)
- [Campus Resources](http://www.usu.edu/drc/currentstudents/campusresources/)
- [Documentation Guidelines](http://www.usu.edu/drc/prospectivestudents/docguide/)
- [Online Resources for Students with Disabilities](http://www.usu.edu/drc/currentstudents/onlineresources/)

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: [http://www.usu.edu/studentservices/](http://www.usu.edu/studentservices/) (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: [http://www.usu.edu/ususa/legal/](http://www.usu.edu/ususa/legal/) (Links to an external site.), 435.797.2912, TSC 340,
- Access and Diversity: [http://www.usu.edu/accesscenter/](http://www.usu.edu/accesscenter/) (Links to an external site.), 435.797.1728, access@usu.edu; TSC 315
- Multicultural Programs: [http://www.usu.edu/accesscenter/multiculture/](http://www.usu.edu/accesscenter/multiculture/) (Links to an external site.), 435-797-1728, TSC 315
- LGBTQA Programs: [http://www.usu.edu/accesscenter/lgbtqa/](http://www.usu.edu/accesscenter/lgbtqa/) (Links to an external site.), 435-797-GAYS, TSC 314
• Provost’s Office Diversity Resources: http://www.usu.edu/provost/faculty/diversity/ (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University:
http://www.usu.edu/studentservices/studentcode/

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (http://www.usu.edu/studentservices/studentcode/article7.cfm).

Full details for USU Academic Policies and Procedures can be found at:

• Student Conduct (http://www.usu.edu/studentconduct)
• Student Code (http://www.usu.edu/studentservices/studentcode/)
• Academic Integrity (https://usu.instructure.com/courses/172956)
• USU Selected Academic Policies and Procedures (http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf)
• USU Academic Policies and Procedures (http://catalog.usu.edu/content.php?catoid=4&navoid=546)
• Academic Freedom and Professional Responsibility Policy (http://www.usu.edu/hr/files/uploads/Policies/403.pdf.)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Items</th>
</tr>
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<tbody>
<tr>
<td>9/1</td>
<td>Orientation</td>
<td>Introductions, range of collections, proper handling techniques</td>
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<tr>
<td></td>
<td></td>
<td>Handouts</td>
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<tr>
<td>9/8</td>
<td>Curatorial/archival (Rose Milovich)</td>
<td>Best practices, debates about handling, display</td>
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<td></td>
<td></td>
<td>Read Clemens and Graham, Chapter One, “Writing Supports,” and Chapter Two, “Text and Decoration”</td>
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<tr>
<td>9/15</td>
<td>Description</td>
<td>Codicological assessment, intro to paleography, bindings, measurements, etc.</td>
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<td>Read</td>
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<td>9/22</td>
<td>Description, cont.</td>
<td>More cataloging elements, history of codex format, printing. Start talking about themes and strands, identifying works to focus on</td>
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<td>9/29</td>
<td>Description, cont.</td>
<td>Iconography, types of books (audience, patronage). Work on strands</td>
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<tr>
<td>10/3</td>
<td>Field trip to U of U Book Arts</td>
<td>Details to be announced. This will be an all-day outing from Logan, so please plan accordingly. Unfortunately, family cannot be accommodated.</td>
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<td>10/6</td>
<td>Description, final</td>
<td>present catalog entries, peer review, question-and-answer</td>
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<td>10/13</td>
<td>Curatorial/archival, cont.</td>
<td>conservation issues, specific to objects we’ll be using</td>
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<td>10/20</td>
<td>Interpretation</td>
<td>Social history of books, provenance research</td>
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<td>10/27</td>
<td>Interpretation, cont.</td>
<td>patronage, audience, provenance</td>
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<td>11/3</td>
<td>Interpretation, cont.</td>
<td>iconography, text-image studies</td>
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<td>11/10</td>
<td>Interpretation, cont.</td>
<td>peer-review of presentations, essays, and wall text</td>
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<td>11/17</td>
<td>Installation of exhibit</td>
<td>All wall text, etc. must be ready to go</td>
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<td>[11/20]</td>
<td>Symposium</td>
<td>Present talk or poster</td>
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<td></td>
<td>Guests:</td>
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<td>Judith Oliver, professor emerita</td>
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<td>Colgate University</td>
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<td>11/24</td>
<td>Debriefing</td>
<td>Students take shifts as docents for exhibit and invite campus community for discussion</td>
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<td>12/1</td>
<td>Evaluation</td>
<td>Closing reception for friends and family</td>
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<td>Peer and self evaluations due</td>
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<tr>
<td>12/8</td>
<td>Wrap up</td>
<td>Final revisions to catalog entry due</td>
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