Syllabus
ILS Z680
The Book to 1450

Fall 2015
Wednesday 2:00 PM--4:45PM
Lilly Library, Ellison Room

Instructor:

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Course Description

This seminar course is a survey of the evolution of writing and the production, distribution and use of manuscripts and the printed book from their beginnings to approximately the year 1450 CE. The predominant focus of the course will be on the history of the book or codex as it evolved in Western European cultures.

Course Objectives

At the end of this course, students will be able to demonstrate a general understanding of:

1. the principle historical phases, styles, social, and economic contexts of manuscript and book production from Antiquity into the Medieval period.

2. the development of written communication

3. the types of texts in circulation prior to 1450

4. the elements of the physical book and how they change over time

5. the variety of ways in which scholars use manuscripts
Course Materials

Textbooks: Readings will be drawn from the three required/recommended texts listed below and from your bibliography of Recommended Readings. The recommended texts are available for purchase from the Friends of Art Bookshop in the Fine Arts Building Room 120 as well as other sources.

Required texts:


Also available online at: http://www.bl.uk/catalogues/illuminatedmanuscripts/glossary.asp.


OR


Course Organization

All class meetings will be held in the Ellison Room at the Lilly Library, and class assignments will require the use of its collections. While an orientation to the Library and the Reading Room will be offered during the first class meeting, students also are expected to familiarize themselves with the Lilly Library’s policies and procedures regarding use of the collections and normal operating hours.

This syllabus, class assignments, some of the readings and announcements are available on Oncourse (https://oncourse/). Any course updates, assignments, announcements and changes to the schedule will also be posted on Oncourse. I recommend you routinely check the site on Tuesdays prior to class.

General Requirements

Since this class will be conducted as a seminar, you each share equal responsibility for the quality of discussion we can have in class. It is important that students come prepared to attend all class meetings, read all of the required materials, actively engage in classroom discussions and complete all assignments. The first 10-15 minutes of each class period will focus on discussion of the assigned readings for that week.
Written Assignments
(overview)

*Manuscript description* (10% of final grade): Write a brief 2-3 page description of a manuscript of your choice.

**Due Wednesday, September 16th at midnight**

*Paper prospectus* (10% of final grade): Describe a plan or outline for your research paper. Identify your topic or argument and the materials or manuscript(s) you will be using.

**Due Wednesday October 7th at midnight**

*Annotated bibliography* (20% of final grade): This assignment will serve as the basis for the research paper. You should list 10-25 items; briefly summarize the item’s content and usefulness on an aspect of the history of the book before 1450 to be addressed in your research paper.

**Due Wednesday October 28th at midnight**

*Research paper* (60% of final grade): Explore in depth a topic related to the history of the book before 1450 or a specific manuscript or codex. Researching and writing the paper, 12-15 pages, will be a semester long project.

**Due Friday December 17th at midnight**

Class Schedule

**August 26**  
Session 1: Introduction to the Course and the Lilly Library  
Introduction to the History of the Book

Readings for next week:

Brown: *Understanding Illuminated Manuscripts* (please read all by week 3)

Clemens & Graham: Chap. 9: *Manuscript Description*, pp. 129-134

Avrin, Leila. *Scribes, Script and Books*, Chapter 8, pp. 177-204. (Oncourse resources)

**September 2**  
Session 2: Introduction to paleography and Latin Scripts

Guest lecturer: Kristin Leaman
Readings for next week:

Avrin, Leila. *Scribes, Scripts and Books*. Chap 1, pp. 17-43 (Oncourse Resources)

Clanchy, Michael. *From Memory to Written Record*
Introduction and Chapter 4: *The Technology of Writing*

De Hamel: *Medieval Craftsmen—Scribes & Illuminators*
(please the read entire book by week 5)

September 9  Session 3  Orality & the beginnings of writing
   The Book in the Ancient World

Readings for next week:

De Hamel: Introduction and Chapter 1: *Books for Missionaries*

Clemens & Graham: Chap. 1: *Writing Supports* pp. 3-17

September 16  Session 4: From scroll to codex
   **Manuscript description due today at the end of class**

Readings for next week:

Clemens & Graham: Chap. 2: *Text and Decoration* pp. 18-34
   Chap. 4: *Assembling, Binding and Storing the Completed Manuscript*, pp. 49-64

September 23  Session 5: The Making of the Medieval Book

Readings for next week:

De Hamel: Chap. 3 *Books for Monks*


September 30  Session 6: The Monastery, the Scribe and the Scriptorium

Readings for next week:

De Hamel: Chapter 4: *Books for Students*
October 7  Session 7: The Rise of the University

**Paper prospectus due at the end of class**

Readings for next week:

Wieck, Roger. Time Sanctified: The Book of Hours in Medieval Art & Life, p. 159-167
Clemens: Chapter 13: Books of Hours
De Hamel: Chapter 6: Books for Everybody

October 14  Session 8: Books of Hours

Reading for next week:

De Hamel: Chapter 7: Books for Priests
Clemens & Graham: Chapter 11: The Bible and Related Texts
Chapter 12: Liturgical books and Their Calendars

October 21  Session 9: Important Liturgical Service Books and the Romanesque Bible

Readings for next week (all are on Oncourse Resources page):


October 28  Session 10: Writing and the Book in the Islamic World and the Far East

**Annotated bibliography due at the end of class**
November 4  Session 11: Introduction to paper & papermaking

Reading for next week: Clanchy: Chapter 2: *The Proliferation of Documents*

November 11  Session 12: Writings and Documents in Medieval England

English documents and record keeping

Readings for next week:

Clanchy: Part II: *The Literate Mentality*, pp. 187-225

De Hamel: Chapter 5: *Books for Aristocrats*


November 18  Session 13: Literature, Romance, Chivalry, & Epic Tales

Readings for next class:

De Hamel: Chapter 8: *Books for Collectors*


November 25  Session 14: NO CLASS: THANKSGIVING RECESS

December 2  Session 15: The Arrival of Humanism

Readings for next session:

Eisenstein, Elizabeth. *The Printing Press as an Agent of Change.* (Oncourse Resources)
Chap. 1: *The Unacknowledged Revolution*
Chap. 2: *Defining the Initial Shift*, 43-71 & *From a Hearing Public to a Reading Public*, 129-136

December 9  Session 16: Manuscripts in the age of printing

**Research paper due Friday, December 17 midnight**
Manuscript Description (10% of final grade)

Due Wednesday, September 16th at midnight

1. Examine 4-6 manuscripts from the Lilly Library manuscript collections, which date prior to 1450.

2. Write a 2-3 page narrative description of one manuscript of your choice. Please list the call numbers or shelf marks of all of the items you examined in your introduction along with a brief explanation of why you chose the manuscript you did to describe for this assignment. If you use any supporting documentation, such as the vertical file, please note. Be sure to include the following in your description:

   a. the identifying Lilly call number/LMC number

   b. the extent: leaves, pages

   c. type of manuscript support, i.e. papyrus, vellum/parchment, paper

   d. dimensions of the page, leaf, fragment or text block: height X width in millimeters, rounding to the nearest whole millimeter

   e. dimensions of the text on the leaf/page: height X width in millimeters, rounding to the nearest whole millimeter

   f. layout of the text on the page: number of lines of script, columns

   g. language

   h. script: don’t worry about identifying the hand; just tell me what it looks like to you—describe it: i.e. round, sharp, spiky, etc.

   i. decoration: is there any, what does it look like to you; colors used; gilt

   j. binding (if any): again as with the script, just describe it in your own words

   k. origin and dates: if known

   l. provenance
Paper Prospectus (10% of final grade)
Due Wednesday October 7th at midnight
The Prospectus is a tool or plan for you to use to begin to form an outline of your argument for your research paper and for you and I to communicate about your final project. In conjunction with the annotated bibliography, these two assignments should provide you with the basis for the final assignment.

The prospectus should include a proposed title for your paper, the major argument or question you plan to discuss, a rough outline of sections of the paper, and any questions or concerns you may have about your topic/argument.

Remember the prospectus is only a plan and you may change it as you begin to write or as you complete your annotated bibliography. Keep your answers concise and well thought out.

Again, the purpose of the research paper is to give you an opportunity to explore in depth, a topic related to the history of the book or a specific manuscript/codex housed at the Lilly Library, which you find interesting or significant. Any aspect of the creation, production, or distribution of books to and before 1450, is a potential subject for research. It may also focus on a specific genre. There are few other restrictions to the topic you may choose.

Annotated Bibliography (20% of final grade)
Due Wednesday October 28th at midnight
The annotated bibliography is a list of works which you will use in researching your paper topic. Please include the title of your project at the head of the bibliography, followed by one or two paragraphs introducing the topic of your paper. Your bibliography should have no more than 25 sources listed, and a minimum of 12 sources. Please check with me if more than one-third of your sources are web sites.

The bibliography may include books, chapters in books or reference works, articles, electronic resources, and the like. Annotations for each work listed should summarize the importance or usefulness of the work described for your research as well as the scholarly relevance of the work you are describing. If you are not familiar with how to create and annotated bibliography, please let me know asap so that I can refer you to one of several helpful Websites.

Grading rubric for Annotated Bibliography (100 points)

I. PARTS
A. Introductory text present?
B. Proper number of works included?

II. BIBLIOGRAPHY
A. Are works included relevant? Is relevance stated?
B. Are works annotated so that reader is informed of the work’s general
   1. Scope
   2. Utility
   3. Authoritativeness
C. Are works annotated in way that allows the reader to discover differences between the
   works?

III. FORM
A. Spelling
B. Grammar
C. Appropriate use of words
D. Paragraph form: are ideas presented in coherent order?

Research paper assignment (60% of the final grade)
Due Thursday, December 17th at midnight

Explore in depth a topic related to the History of the Book to 1450. The researching and
writing of the paper will be a semester long project. It should be a minimum of 12 pages
and a maximum of 15 pages in length. The paper should be organized and written as if
for publication or presentation to an intended audience of interested and educated
members of the non-academic public as well as academics who are not specialists in the
field. It should not be a book report or subject/genre report. If objects other than Lilly
Library materials are used, images of the objects must be included in the paper with
proper citation and credit given. Identification of areas where additional research is
indicated or needed, which may include translations of works cited or consulted, should
be included.

Grading rubric for Research Paper (100 points)

I. TOPIC (10 pts.)
   A. Is the topic appropriate to book history?
   B. Suitability of paper’s focus? Is the topic focused enough to be adequately
      covered in a paper of this length?

II. INTRODUCTION (10 pts.)
   A. Is there a clearly stated purpose, problem, or question to be considered?
   B. Does the author present a preview of how the problem will be handled?
   C. Is there a statement of the significance of the problem?

III. BODY (50 pts.)
   A. Evidence
      1. Is the argument plausible?
      2. Is the evidence discussed relevant?
      3. Is contradictory evidence dealt with and how?
      4. Are multiple sources considered if available?
B. Background information
   1. Is enough information given to familiarize the reader with the problem?
   2. Is unimportant background material included?
C. Is presentation easy to follow and well organized?
D. Does the author deal with the problem set up in the introduction?

IV. CONCLUSION (10 pts.)
   A. Does the author summarize findings adequately?
   B. Is the conclusion related to questions asked in introduction?
   C. Does author suggest where further work is needed?

V. FORM (20 pts.)
   A. Spelling
   B. Grammar
   C. Appropriate use of words
   D. Paragraph form: are ideas presented in coherent order?
   E. Quotations, footnotes and bibliography: Are borrowed ideas and statements given credit? Are quotations used judiciously or overused? Is the form of footnotes and bibliography understandable and consistent?

Academic dishonesty and Grades at SLIS

All SLIS instructors have been asked to include the following information in their syllabi:

Plagiarism—from: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

There is extensive documentation and discussion of the issue of academic dishonesty in the Indiana University "Code of Student Rights, Responsibilities and Conduct" (http://www.iu.edu/~code/). Of particular relevance is the section on plagiarism:

The following quote is taken directly from the: Code of Student Rights, Responsibilities, and Conduct (http://www.iu.edu/~code/):

Plagiarism: What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people’s ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own
writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.

**How Can Students Avoid Plagiarism?**

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- paraphrase of another person’s spoken or written words.

In addition, there are many other pamphlets at Writing Tutorial Services that you might find useful as you begin your graduate career which you will here:
http://www.indiana.edu/~wts/pamphlets.shtml

If in doubt, ASK and quote your source!!