

Consuelo Dutschke  
M-10: Introduction to Paleography, 800–1500  
14–19 June 2015

**Narrative Course Evaluations**

1) *Were the pre-course reading assignments useful? Did you do any additional preparation for your course? Are there any books or articles that you would like to see included in future years? Any that you might suggest removing?*

1. It was my first paleography class, and all the materials from the reading list were very useful.
2. Terrific. I'd already read them all before, so perhaps I'm not the best person to answer this, but I heartily agreed with the choices.
3. Yes. They struck me as dead-on appropriate and useful.
4. I will keep *Paleography of Gothic Manuscripts* for future use. It is helpful to have most of the reading material come in the structure of the course.
5. The pre-course reading was useful in a general way, as groundwork for the course.
6. Yes, they were, and it was very useful to be introduced to further scholars of the paleographic "canon" with whom I wasn't yet acquainted.
7. Yes, it was useful, because we could ask questions about how CD felt about these authors' terminology, &c.
8. The chapter in Powell's book was probably more useful than Derolez; neither seems to have been necessary.
9. The pre-course reading assignments were very limited—a good thing, as we mostly did hands-on work in the course, and coming in with a lot of pre-programmed information is probably unnecessary.
10. Pre-readings were useful. Had taken a course in paleography, so was familiar with some material.
11. Pre-course readings were a great intro to the material presented, but I might also suggest a reading about basic codicology and/or art history—perhaps one about the *making* of manuscripts, i.e., the actual materials involved?
12. The reading list was very helpful and suitable. It provided a firm foundation for the course.

2) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. Yes, all the materials were very well organized, and I will continue using them in the future. She has made all the slides available to us, and I am very grateful for that effort.
2. Absolutely! Again, wouldn't change a thing.
3. The course workbook was expertly organized, and a perfect match for the class.
4. I will be keeping my material and taking it with me when I start Ph.D. studies this fall.
5. The workbook was perfectly adapted to the material. I'll refer back to it in the future.

6. The workbook was quite useful, and I may refer back to it in the future.
7. *Amazing*. I'm especially grateful for her willingness to share scans and her consistency in providing call numbers for all manuscripts that we looked at.
8. Yes to all.
9. Excellently designed, and will be a valuable point of reference for me in the future.
10. Course workbook and materials were useful. I wish that some of the black-and-white images were in color for better visibility. Also, appreciate the instructor emailing image files to class.
11. Very good. I see myself referring back to this material routinely for examples of the script we learned about. Having the digital images from class is hugely helpful too—and thank you for arranging by type of script and location.
12. I found the course workbook to be very helpful, and expect to be using it and consulting it for years to come.

3) *If you've taken previous RBS courses, how did this one compare?*

1. {no response}
2. N/A
3. They were both excellent. I would rate this one slightly higher, because I had a closer interest in the material, personally.
4. N/A
5. N/A
6. N/A
7. This was the best-paced course I'd taken. Tons of material, but with a steady pace with time for questions and discussion. CD's enthusiasm is contagious.
8. N/A
9. {no response}
10. N/A
11. N/A
12. N/A

4) *Which aspects of the course were most interesting and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. I have learned a lot in this class.
2. I have a buzzing brain of new ideas! I am particularly thrilled that this course did precisely what I wanted/needed: it gave me a larger picture for my specialized (autodidactic) skill subset. I feel like I get where French *bâtarde* and *Anglicana* fit in far better.
3. Working with the scripts in the manuscripts. Great stuff!
4. Extremely helpful to have a course in a difficult subject that yields immediate results—a rare experience in graduate school!
5. I have a better sense of liturgy books in particular—also, more generally, the importance of *mise-en-page* for getting *into* a manuscript.
6. I would say that I am walking away with new confidence when it comes to approaching the material. I enjoyed the process of deciphering the texts the most.
7. I hope to teach some of this material, and I now have the skills, worksheets, and examples to do so.
8. All of it was interesting and relevant; as a medievalist in English studies, I was

- glad to have some time with Anglicana.
9. I work on medieval religious literature, so looking at liturgical writing (breviaries, missals), Books of Hours, and bibles was fascinating. The last session provided fascinating insights into manuscript marginalia, notes, and insertions, useful for any graduate student/new teacher about to teach medieval literature.
  10. I feel like I was able to gain a better understanding of the nuances in scripts that help determine place and date. The information regarding decoration in initials and borders was also very helpful.
  11. I really appreciated learning about tangible signs that will help me date and place manuscripts (and give reasons for doing so). In addition to script, I loved learning more about decoration and materials.
  12. Every day was full of insights!
- 5) *Did the instructors help you to acquire all the skills and information promised in the course description? Was anything left out or undeveloped? Did you learn what you had hoped to learn?*
1. She is an outstanding instructor; I will take another class with her if possible.
  2. CD is *the best*. She's warm, kind, enthusiastic, charmingly in love with her subject, wonderfully happy that we're all hopeless nerds: more seriously now, she only hears the right answer, she challenges and pushes, yet encourages, and she's absolutely just *stellar*.
  3. Yes! No! Yes.
  4. Yes—I don't have sufficient expertise to judge otherwise, at least!
  5. Oh yes! CD was extraordinary—a master of the material, a warm and encouraging and patient teacher. She has the gift of only hearing the right answer to her questions.
  6. Yes. Nothing was left out, and I now know where to look in pursuing further inquiries.
  7. Yes! Couldn't be more pleased.
  8. Yes!
  9. Yes; I feel I can more or less recognize and/or read the scripts discussed, and we were given names of many useful resources for looking things up!
  10. Instructor provided a great learning environment, which allowed for class discussion. She had set up a schedule of materials that built upon each other rather than staying chronologically rigid. This schedule made materials feel approachable, and provided a better sense of how specific locations vary in scripts, yet how these same locations have characteristics that may be seen through different periods.
  11. This course exceeded my expectations. It fulfilled its description and then some—the week was full without being too overwhelming, and we covered a range of pertinent info.
  12. Yes.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. I will use what I have learned here all throughout my career.
  2. Well, I'm a manuscripts scholar, so I'll just continue practicing and building on my own sub-field with the grander picture afforded to me by this course.

3. Beginning 2015–16, I will introduce some of this material in both my appropriate European-history courses and Latin classes.
  4. In Ph.D. and professional study.
  5. Next year, I start manuscript study in earnest, so this paleography course will make that study possible and efficient.
  6. I plan to more actively incorporate the material aspect of written culture into research, and to work more with manuscripts than I have heretofore.
  7. Teaching and archival work.
  8. Research on unedited English manuscripts.
  9. In my own doctoral work on medieval literature; in teaching.
  10. I study medieval history with an interest in art history and manuscript. I hope to be able to further my research abilities and continue towards a Ph.D. program.
  11. They will be directly relevant to my current position. I will be dating, deciphering, and localizing medieval manuscript leaves, as well as determining what to buy in the future.
  12. In my own professional work and teaching.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. The level was high; it was a difficult class, but anyone, at any level, could benefit from it.
  2. Our group was mostly very advanced. I did worry about a couple of people who seemed a bit lost, and we were moving very quickly, but CD was very encouraging and patient with everyone. You should *definitely* do all the pre-assigned reading.
  3. My memory is that the level of student ability described in the materials in advance was dead on. Library people, manuscript people, college educators in pertinent fields.
  4. The group present in any session—Ph.D. students in medieval history and literature, and some beginning-/mid-career professionals.
  5. You need to have done *a bit* of manuscript work already to benefit most from this course. My sense is that the earlier grad students felt most discouraged. That's understandable, because the material is actually hard—like re-learning to read.
  6. The intellectual level of the course was high, and to benefit from it most fully, one should have a firm grounding in medieval European culture and good grasp of basic Latin (as advertised).
  7. I think that this course would be valuable especially for graduate students learning to read medieval materials and for booksellers/catalogers wanting to improve their abilities to date and place manuscripts.
  8. Somebody with good knowledge of Latin and interest in medieval Latin literary culture; not intended for somebody solely interested in vernacular languages.
  9. Graduate students, teachers who are not experts in paleography, advanced undergraduates, scholars of medieval literature/bibliography.
  10. Anyone with an interest or research that deals with medieval manuscripts. Course was engaging and challenging. I was one of two students who is not currently in a Ph.D. program or a professor.
  11. Ph.D. students, masters students, catalogers. Those with a B.A. might also benefit, but I think specialists would be able to get the most out of it.
  12. This was a demanding course, requiring concentration for long periods of time.

8) *If applicable, what were the most original, powerful, or otherwise noteworthy educational moments in the course? Were there any “aha!” moments you’d like to share?*

1. The class was full of “aha!” moments; it was like learning to read again.
2. They happened *all* the time. The very last day, when we looked at several forgeries, was especially amazing, because we were able to use our newly acquired knowledge to realize ourselves that we were looking at clever forgeries. An amazing way to put gained knowledge into action—and super fun, too!
3. All week long—whenever new specific words in the various scripts and with abbreviations became clear.
4. Learning how to at least make preliminary sense of difficult old texts was very gratifying! I look forward to future study.
5. I *loved* the final image with the quotation from Hugh of St. Victor—a perfect end.
6. It was inspiring to be able to read after a little while scripts that appeared indecipherable at first glance.
7. CD was able to articulate differences between manuscripts that are sometimes just considered gut feelings. It was invaluable to make note of her passing impressions. Pedagogically, I loved that we started with incunables/humanist, and caroline miniscule. I will certainly emulate this in my teaching.
8. {no response}
9. Not really any “aha” moments, but so many fascinating manuscripts/fragments to be seen—illuminations/illustrations that could easily be topics of scholarly articles. CD had a great deal of thematic information to give us on the subjects written about in the manuscripts, as well.
10. Had a moment where I realized I had a whole avenue I had not pursued in my research. I am looking forward to going back to my work!
11. Testing ourselves against actual examples was particularly good practice.
12. For me, every day was full of discoveries. Many questions with which I entered the course were answered, and many important issues clarified.

9) *How could the course have been improved?*

1. It is great as it is.
2. It’s perfect.
3. I’ve got nothing.
4. It was often heavy on merely sitting and looking at computer slides—this, however, may just be the nature of the beast.
5. I don’t think there’s *room* for this, but I feel the need to understand how the letters are written—as in pen and ink practice. Maybe this would make a good evening activity.
6. I personally enjoy transcription exercises, and would have been happy with more of them, but I realizes that the course serves as an introduction to lifelong transcription practice. So—*nullo modo*.
7. It was perfect. I’m thrilled.
8. I was never sure what I was supposed to be doing in the afternoon manuscript-viewing sessions. Was the point just to read, observe, &c.? Also—the instructor should make a better effort to learn names—there are only twelve students!

9. Slightly more organized information on identifying different hands, as we moved quickly through a number of them. Perhaps a table/chart of features for future reference.
10. Sometimes hard to read off screen. I would have on occasion preferred to either have images available on my computer or more print outs.
11. I thought it was excellent as is. No major improvements necessary!
12. It's great as it is!

10) *Do you feel that you got your money's worth? Would you recommend the course to others?*

1. Yes, it was worth taking, and I recommend it to everyone.
2. 100% No, I lie: 175% Take this.
3. Absolutely! Yes!
4. Very much so, and I am sad to be leaving.
5. Oh yes, my institution got its money's worth. I will definitely recommend to others.
6. Yes, and yes.
7. Yes!
8. Certainly; I think a week-long intensive course is the best way to learn an important skill.
9. Yes, and yes!
10. Yes, and yes.
11. Yes!
12. Yes—yes!

11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*

1. {no response}
2. Yes, SC was awesome.
3. Yes—it is always a four-star opportunity to take a tour of SC's holdings.
4. Only trip was to SC. A very fun afternoon—some more would have been welcome.
5. Yes, SC visit was great.
6. Yes (as SC).
7. We went to SC one day, which was great. On the other days, it was wonderful to use CD's own manuscripts in the classroom.
8. Yes—but like the manuscript-viewing sessions in the class, it was a bit unstructured.
9. SC—time very well spent, as looking at digital images precludes touching/weighing/feeling the books/leaves—also important to bibliographical assessment.
10. Spent some time in SC. It was time well spent.
11. SC was a treat—who doesn't love handling the real thing?
12. Yes.

12) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience? Any that you could have done without?*

1. {no response}
2. Full enjoyment, especially Ornament Night!
3. They are good experiences, but perhaps there should be two free evenings so folks can catch their breath. Thursday evening and one more.
4. I attended the Russell Maret lecture. Honestly, not particularly thrilling, but interesting enough.
5. I skipped the Chinese paper lecture, and was not sorry when I learned about it later. The printer's talk was interesting and provocative—I didn't need it, but am glad I went. The Ornament Night was also *fun*.
6. I attended the lecture on art printing, and it was interesting to see how antique/medieval artifacts continue to impact modern aesthetics.
7. {private response} Ornament Night was a blast.
8. {no response}
9. {no response}
10. Meeting so many brilliant people with similar interests was very inspiring. Went to some events, but primarily made connections through class.
11. {no response}
12. Evening events were all stimulating and a welcome change of pace.

13) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*

1. Do all the preliminary readings carefully, and take notes.
2. Do all the reading. Have all the fun. Learn all the things.
3. CD possessed the ideal temperament for creating an environment serious about the work, but at the same time an environment that put people at ease. It was a privilege to be a student in this class, working under CD.
4. Important training for aspiring medievalists—do it.
5. It is intense and totally worth it.
6. Thank you! (Both to CD and to RBS.)
7. Do it!
8. {no response}
9. Take the course prepared for an intense and immersive experience (but fun is also to be had!).
10. Nothing to add.
11. Should be noted that at least this year, almost all students either had a Ph.D., were working on one, or had a masters degree....
12. To get the most out of this course, some knowledge of Latin is definitely needed.

14) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*

1. It was fantastic.
2. RBS brevis. Ars longa.
3. RBS brevis, ars longa. Take CD's class!
4. Yes.
5. It's summer camp for book people!
6. RBS brevis, ars longa.

7. RBS brevis; ars longa! {private response}
8. Consuelo Dutschke:/brilliant paleographer/She says, "Pas de quoi."
9. Thank you, CD, and thank you RBS. I learned more than I probably even know I learned.
10. RBS brevis; ars longa.
11. {no response}
12. Onwards and upwards!

## **Student Data**

*Number of respondents:* 12 (of 12)

*How did you arrange for time off to attend this course?*

My institution/employer gave me professional leave time: 2 (16.67%)

My institution/employer did not give me professional leave; I used paid or vacation days: 2 (16.67%)

I am a student or non-year-round employee, with a more flexible summer schedule: 7 (58.33%)

My situation does not fit any of the options above: 1 (8.33%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 1 (8.33%)

My institution/employer paid 100%: 3 (25%)

My institution/employer paid part; I paid the rest: 2 (16.67%)

I used a scholarship/fellowship to pay/waive 100%: 4 (33.33%)

I used a scholarship/fellowship to pay/waive part; I paid the rest: 1 (8.33%)

My situation does not fit any of the options above: 1 (8.33%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 2 (16.67%)

My institution/employer paid 100%: 4 (33.33%)

I used a scholarship/fellowship to cover 100%: 3 (25%)

I stayed with friends/family, or stayed in my own home and commuted: 3 (25%)

*Who paid your RBS travel expenses?*

I paid 100% myself: 3 (25%)

My institution/employer paid 100%: 3 (25%)

I used a scholarship/fellowship to cover 100%: 3 (25%)

I live locally, and had no travel expenses: 3 (25%)

*Which of the following **best** describes your current occupation?*

**Student working toward a/n:**

M.A./M.S.: 1 (8.33%)

Ph.D./D.Phil: 6 (50%)

**Professional educator:**

Assistant professor: 2 (16.67%)

Associate professor: 1 (8.33%)

Full professor: 1 (8.33%)

**Book trades:**

Antiquarian bookseller: 1 (8.33%)