

M. Michèle Mulchahey
M-20: Seminar in Western Codicology
23–28 July 2017

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. They covered a lot that we covered again in class, so maybe more useful for someone beginning their study of medieval manuscripts.
 2. Yes.
 3. Yes, pre-reading assignments were helpful and applicable to the material in the course.
 4. They were helpful, especially as references I'll continue to access in the future.
 5. The assigned textbooks were helpful. I didn't need Latin nearly as much as I thought I would.
 6. Yes, very useful.

- 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. The workbook is helpful, especially one checklist of things to look out for while cataloging manuscripts!
 2. Course workbook was great, and will continue to be useful, although page numbers would have been helpful.
 3. Definitely a good resource going forward.
 4. Content was appropriate and a useful reference.
 5. More useful as a resource after class has ended, to look back on.
 6. It was very handy.

- 3) *If you've taken previous RBS courses, how did this one compare?*
 1. This one covered more material that I was already familiar with, but also encouraged a really broad range of approaches from students with different backgrounds. I think I still learned more this week than in my last course just because of hearing the perspectives of conservators, art historians, musicologists, &c..
 2. N/A
 3. N/A
 4. N/A
 5. N/A
 6. 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 found the lecture on medieval libraries really interesting.
 2. Getting a firm grounding both in the physical aspects of making and designing medieval manuscripts, and the disciplinary norms of codicology/manuscript studies. Yes, many!
 3. The practical experience of handling and describing a book of hours improved my familiarity with manuscript studies.
 4. The most useful aspects were elements that would be helpful in dating a specific manuscript or piecing together the order of its creation.
 5. I gained a well-rounded perspective on topics that I had previously only learned about tangentially, such as book history, culture, and use.
 6. Great contacts. Stimulating intellectually, practically (skills), and socially.
- 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. Yes, it was very thorough.
 2. Yes; Yes; I'd like to have spent a little more time on how to make sense out of the manuscript page/norms of different genres.
 3. Yes, 100% satisfied. Working with the book itself is very fruitful.
 4. The class was a great introduction to manuscript studies. I think some of the students were a bit overqualified for the course, so either a clearer description or some way of teaching students the history of the book first, or an advanced seminar instead might be useful.
 5. I had expected more practice of codicology rather than a study of all the things codicologists talked about, but I learned so much that I'm glad the course went the way it did.
 6. She did a super job in the time available. It was an intense course. I learned a lot.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. My second book will (hopefully) use a lot of manuscript evidence.
 2. They will be crucial to my research. They have also stimulated some new ideas for future projects.
 3. I plan to find a good sense of proportion in balancing my dissertation proposal's fields of research. Codicology is one of the ingredients to this recipe to be made.
 4. To increase my confidence in discussing manuscripts that carry repertory relevant to my research.
 5. In my work, better understanding books as physical objects.
 6. It's a great foundation for graduate medieval studies where practical, hands-on work with manuscripts is necessary.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. This would be great for a grad student with some manuscript experience to gain a deeper knowledge of manuscript production, &c..
 2. The intellectual level was high but all information was presented very

- straightforwardly. Anyone interested in medieval codicology, from any discipline.
3. Mainly for graduate students interested in manuscript studies.
 4. Interesting and quick-paced but not especially challenging. Suitable for grad students, librarians, conservators, &c., without extensive exposure to manuscripts.
 5. People who have spent a lot of time looking at old books and thinking about how they look.
 6. Graduate students or professionals working with manuscripts.
- 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. Getting to see the manuscripts!
 2. Learning about the difference between inks was fascinating. Also, this is less “aha” than a confession of former ignorance, but being able to read and understand manuscript catalog entries now is very cool.
 3. I noticed a catchword on a folio at home the night before my presentation on a book of hours that’s digitally available.
 4. {no response}
 5. Many small “aha!” moments.
 6. {no response}
- 9) *How could the course have been improved?*
1. I would have liked to spend more time with the manuscripts—it was frustrating to have a session with the manuscripts we did our project on, but not be allowed to touch them.
 2. Shorter presentations? I would have liked the last day to be more MM, less us.
 3. Overall, there is nothing I can think of.
 4. It could be improved with a bit more practical examination of case studies, &c., early on.
 5. A little more practical codicology would have been nice.
 6. More emphasis on paleography, and less emphasis on the pre-medieval history of the book and library.
- 10) *Do you feel that you got your money’s worth? Would you recommend the course to others?*
1. Yes!
 2. Yes, yes!!
 3. Yes.
 4. Yes, if they were at the appropriate level.
 5. Yes, and yes.
 6. Absolutely!
- 11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*
1. N/A (Unless SC counts, in which case, YES!)

2. Yes, although during one of the half afternoons of unstructured time in SC not being allowed to touch the manuscripts was not the best.
3. Yes, we went to SC. Very useful; it's where the "magic" happens.
4. Some of our time in SC, when we were not able to touch the manuscripts we studied, could have been better spent.
5. Time spent looking at books in SC was great.
6. Yes, but homework and research require time after class. Sometimes social activities had to give way to research and prep.

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. Yes, and I enjoyed them.
2. Meredith McGill lecture was fine. Ornament Night was great.
3. Enjoyed Booksellers' Night downtown.
4. All events were interesting, but not particularly relevant to my area of study—very print-focused events this week.
5. Movie Night was a lot of fun!
6. {no response}

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

1. {no response}
2. It is the BEST (but brush up on your Latin and paleography in advance!).
3. Not in particular.
4. Ask questions to determine the right "level" of course. Latin is probably not actually necessary for all students, and eliminating it might draw in more librarians and conservators.
5. You don't need that much Latin.
6. A roster of attendees in the course with contact information shared among attendees would be a great way for us to stay connected.

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

1. Very thorough and enjoyable.
2. EXPLICIT. THE BEST SPENT WEEK OF MY LIFE.
3. I would say that my superb experience will function as a springboard for my scholarly endeavors to come.
4. Nerd camp.
5. An experience worthy of a commemorative shot glass!
6. {no response}

Student Data

Number of respondents: 6 (of 7)

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

My institution/employer gave me professional leave time: 1 (16.67%)

I am self-employed, and can arrange my own schedule: 1 (16.67%)

I am a student or non-year-round employee, with a more flexible summer schedule:
4 (66.67%)

Who paid your RBS tuition costs?

I paid 100% myself: 1 (16.67%)

My institution/employer paid 100%: 1 (16.67%)

I used a scholarship/fellowship to pay/waive 100%: 3 (50%)

I had an RBS course tuition credit from a previous year: 1 (16.67%)

Who paid your RBS housing expenses?

I paid 100% myself: 4 (66.67%)

My institution/employer paid 100%: 2 (33.33%)

Who paid your RBS travel expenses?

I paid 100% myself: 4 (66.67%)

My institution/employer paid 100%: 2 (33.33%)

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

Library disciplines:

Conservator/binder/preservation librarian: 1 (16.67%)

Student working toward a/n:

M.A./M.S.: 1 (16.67%)

Ph.D./D.Phil: 1 (16.67%)

Professional educator:

K-12 teacher:

Lecturer/adjunct: 1 (16.67%)

Assistant professor: 2 (33.33%)