

CENTER FOR THE HUMANITIES

GRANT PROPOSAL FORM

(Please print form and fill out completely)

Faculty Sponsor, Department: Joseph J. Walsh, Classics

Event Date: Fall 2007

Project Title: Aperio Series

SUMMARY BUDGET

	<i>Proposed</i>	<i>Spent</i>
Honoraria	<u>\$56,000</u>	_____
Travel	<u>1</u>	_____
Lodging	_____	_____
Advertising	<u>\$1200</u>	_____
Food	_____	_____
<u>printing</u>	<u>\$1600</u>	_____
<u>misc. expenses</u>	<u>\$1000</u>	_____

Requested from the Center: \$59,800

Funds from other Sources: _____

Total Budget: \$59,800

Have you consulted your chair? Yes No

FINAL REPORT DUE: _____ Budget #: _____

ABSTRACT: please see the next sheet for the abstract and an explanation of details of the budget

Proposal for the Aperio Series Abstract & Budgetary Details

Abstract

I am asking the Center for the Humanities to fund two Aperio Series texts and the courses that will produce them. The texts will be 1) a student edition of Shakespeare's *Measure for Measure* (in connection with a course taught by Bob Miola), and 2) an annotated translation of Pontanus' *Stratocles sive Bellum* (in connection with a course taught by Tom McCreight).

Budgetary Details

\$8000	Instructor/editors' summer stipends (\$4000 each)
\$48,000	Summer stipends for students (16 students, 8 per class, @ \$3000 each)
\$1600	Printing costs (200 copies of each text at approximately \$400 each; if <i>Measure for Measure</i> is selected to be spring's Symposium text, more will need to be printed, but some of the revenue from sales on campus could return to the Center)
\$1200	Publicity
<u>\$1000</u>	<u>Miscellaneous production and other expenses</u>
\$59,800	Total

Proposal for the Aperio Series

In a nutshell

I am asking Loyola College to consider making the Aperio Series: Loyola Human Texts one of its major institutional initiatives and thus provide the Series with the support required to make it a success. With this proposal, I am asking the Center for the Humanities to support next academic year's projects. The Series' mission statement declares: "Through 'Aperio Series: Loyola Humane Texts,' Loyola College in Maryland publishes important and illuminating texts in the Humanities that have been edited, annotated, and/or translated by the College's students in collaboration with faculty. Students also work with faculty to design and publish the texts. The texts are intended for all readers but should be of particular interest and use to college students and in undergraduate classes." If the College is willing to support the Aperio Series, some of our best students can participate in the creation and publication of original and important texts; the experience will enrich their academic, intellectual, and professional lives and prospects, spread the College's name and enhance its reputation beyond the campus, and provide important and useful texts to the broader educational community.

Some background

Last fall, eight students in an advanced Latin class wrote a new, thoroughly annotated translation of Perpetua's Passion, the partially autobiographical account of the martyrdom of a young Roman woman and her fellow Christians. They worked in the class under my guidance, but the students owned the project, and the text is theirs.¹ These students then consulted with students in the Department of Communication's publishing class on the layout and design of the text and its cover; the publishing students, under the guidance of Communication faculty, had the final say on the look of the book, but the consultation between the two classes helped determine the substance and the look of the text. The resulting book, What Would You Die For? Perpetua's Passion, was, then, the product of interdisciplinary student collaboration under the guidance of Loyola faculty in connection with Loyola courses, and it was published by Loyola's own in-house student publishing concern, Apprentice House. The project was, I am convinced, extremely important for all the students involved and for College. I urge the College and the Center for the Humanities to make this unique and important opportunity available to other students as well.

¹ I did write the introduction and some other sections of the book.

Benefits

Implementation and support of the Aperio Series would bring several significant benefits to our students and to the College:

•Pedagogical

The students who created Perpetua's Passion are, I believe, unanimous in their conviction that participation in the project has been one of the most important experiences of their lives at Loyola. They worked extremely hard (including working late into the night on more than one occasion), showed remarkable discipline in fulfilling their responsibilities, were deeply engaged and invested in the scholarly and intellectual issues they encountered, and they took control of the text and its creation to an extent and with a passion neither they nor I had encountered before at Loyola. Their intellectual and personal growth was remarkable. They also have a book to call their own, and the consequent pride in achievement, not to mention a significant and rare accomplishment to add to their resumés and cv's. Perpetua's Passion has helped them develop the tools to make a difference and succeed in life – intellectual seriousness and engagement, discipline, rigor, industry, responsibility – and a distinction that should help them gain admission to law or graduate school or employment. Other Loyola students should have the opportunity to accrue these benefits as well.

•Campus Climate

As part of the Humanities Symposium last spring, the students who created Perpetua's Passion appeared as a panel before an audience of about 120 (my estimate) students, faculty, and others, but mostly students. The vast majority of questions were posed by students in the audience, and I must confess that I have never been at a Loyola event where our students were so attentive, involved, and thoughtful. And the entire event was dedicated to discussing the process and product of student scholarship. One could almost sense a hunger in the audience, a hunger for something intellectually challenging and meaningful. Students were also aware of and impressed with the fact that last year's Symposium text was the creation of their own colleague's efforts. Many of our finest students are, I believe, eager to see more of this sort of activity, indeed, to participate in it. And we on the faculty are concerned about a tendency for some, rather, too many students to view Loyola as a year-round summer camp where the life of the mind is an afterthought. Aperio could be in the forefront of combating that perception and of engaging students hungry for a taste of the life of the mind. It would also signal to all students, both the serious and the Wednesday-night drinkers, that we care deeply about study, learning, and scholarship.

•Student Retention

Although Loyola's retention rate may be more or less average, many in our community are troubled by the fact that too often we lose precisely the kind of students we desire to keep and who can enhance the climate of learning and of serious reflection about and engagement with the world.¹ The option to participate in such an intense and serious intellectual venture, and the opportunity to meet like-minded students and to share the adventure with them, can help make our campus the kind of place that not only attracts but also keeps the finest students.

•Contribution to Scholarship

In addition to the benefits the Aperio Series will confer upon our students, it is also intended to advance scholarship and education in our country. What Would You Die For? Perpetua's Passion, for example, provides, in my opinion, the first truly accessible and engaging translation of the ancient martyr account, and the students' extensive (and extensively researched) notes are unparalleled in their ability to introduce non-scholars to the world of ancient Rome and the early Christians' vexed place in that world. A few colleagues from other institutions have already expressed an interest in using the text in their classes.² Further Aperio texts will also be intended to address unmet needs and to be of particular use in the education of the nation's college students.

•Contribution to Teaching

The excitement Perpetua's Passion has already stimulated among some of our faculty suggests that the Aperio Series can play a significant role in invigorating our faculty and helping them connect scholarship and instruction through a new and powerful mechanism. The fact that some of our most prestigious and productive faculty have already been putting together and supporting proposals suggests how important our most eminent scholars feel the Aperio Series can be and how inspired they too are by the prospect of serious student/faculty collaboration towards publication.³

¹ My own experience can provide nothing more than anecdotal evidence, but almost all students I have taught and/or advised who have left the College in the last seven years or so have been excellent and dedicated learners who have found it difficult to find a community of other students serious about learning; every other advisor with whom I have discussed this issue has had, essentially, the same experience.

² As I am doing in my Honors: Ancient World and my Multicultural Roman Empire (Perpetua was an African) courses.

³ Two of the four holders of endowed Chairs in the Humanities, Robert Miola (Gerard Manley Hopkins Professor of English) and Richard Blum (T. J. Higgins, S.J. Professor of Philosophy), are enthusiastic supporters and poised to participate; please see the "Projects of the immediate future" section of this proposal.

•Loyola as Leader

Loyola College has adopted many programs from other institutions, and many of them are thriving here. The Aperio Series, however, is, as far as I can (and Kevin Atticks of Communication assures me), unique. It is an opportunity for Loyola College to blaze a trail, to lead, to change, perhaps, the landscape in higher education.

•Recruiting

One of our Classics majors, an excellent student and just the sort of engaged, bright, lively person we wish and need to attract, has told us that the opportunity to participate in the Perpetua project was the factor that ultimately induced him to choose to come to Loyola.¹ I am convinced that an ongoing, well-supported Aperio Series that is part of the experience of a significant number of our best students can help attract outstanding high school students to Loyola.

•Public Relations

Development & College Relations should be able to use the Aperio Series to bring what is best in our students and in the College to the attention of the broader world.² I would imagine that Development should be eager to get behind an initial campaign and then periodic updates and reminders of the fact that our students have the intelligence, energy, engagement, and responsibility to engage successfully in serious scholarship and to produce original, meaningful publications, and that Loyola College supports and cares deeply about student scholarship. And, again, the fact that the Aperio Series is unique to Loyola College, that we are leading the way, should impart additional lift to the campaign.

¹ Another example whose outcome is still in doubt: I spoke this summer with a student who is considering coming to Loyola to study Classics. She was quite impressed with Perpetua's Passion and intrigued and excited by the possibility of participating in another publication of that sort. This summer she sent me an e-mail from which I quote: "I also want to thank you for all of the materials you gave me to ponder over. They're very informative, and I know they will be very helpful to me a few months down the road - when I won't remember many details about all of the colleges I'm visiting. I especially enjoyed reading the book that your students translated. That is so amazing! My meeting with you was invaluable; now I know exactly what I'm looking for in a Classics Department and what questions to ask! By the way, I'm happy to let you know that Loyola is currently ranked #1 (out of 9) on my list of colleges visited - with only 4 more to go."

² Perpetua's Passion has already garnered us attention. The Baltimore Sun ran a long article (with a photograph of the class) on the project, several colleagues in Classics at other institutions have sent me letters and e-mails praising the text and project, and the text appears on amazon.com.

What is needed in the long-term

Experience so far suggests, and the quality of work we aspire to urges, that the courses that result in texts for the Aperio Series will require an exceptional amount of work and support. The courses leading to texts will all be new preparations; the complications and responsibilities of creating a text for publication generate additional demands; students will be the author/editors, but the instructors will shoulder considerable burdens as editors and possibly co-authors of portions of the texts; the fact that the texts will go out with the College's and our students' names upon them makes it imperative that the instructors and students be doubly scrupulous – preparing and succeeding in an excellent new course is time-consuming enough; preparing a new book while teaching or taking a new course greatly increases the time and attention that must be dedicated to the project and to the publication of the text. Bringing them to the attention of the world beyond Loyola requires further effort and subvention. The Aperio Series and the classes connected to it cannot, then, continue unless the College is willing to support the project. Here are some thoughts on the complications/needs I foresee:

- a few courses that could create Aperio texts will correspond to standard types of major, core, or elective courses.¹ Most texts, however, will not be able to be produced through standard types of courses.

- some departments that could generate exciting and important texts have nothing in their curricula that can serve this purpose; they would have to invent a new course and, even a new type of course;

- in many cases, it will not be possible to use conventional upper-division seminars; my experience suggests that many of our students are not well-poised, intellectually or personally, to participate in this sort of project,² and so an upper-division seminar that is

¹ It was possible, for example, for an upper-division Latin class to produce What Would You Die For? Perpetua's Passion.

² The experience of What Would You Die For? Perpetua's Passion revealed that only our most mature, responsible, intelligent, passionate, and cooperative students can participate in creating an Aperio text. The class sinks or swims together, and even one participant not pulling her/his weight, not up to the intellectual and scholarly demands, not utterly scrupulous in meeting deadlines and fulfilling obligations, not deeply invested in the work, could undermine the entire project. Towards the end of the Perpetua project, I spoke with the students about the nature of our collaboration and how future collaborations leading to books could work; each student expressed the strong conviction that had even one student not been fully committed, it would have created serious problems for the whole endeavor (each of the Perpetua students was

designed and functions to serve all the majors in a given discipline will not work, since not all the majors in any of our departments should participate;

- the production of quality texts will, at times, require team-teaching; team-teaching tends to be more demanding than teaching one's own course, and at Loyola there is a tradition of faculty team-teaching winding up as an additional burden; the demands of teaching a course leading to a text and of overseeing the writing of the text are far greater than those of virtually any kind of teaching, and so to have faculty assume anything additional would be, I fear, fatal to the endeavor;¹

- since these are courses that often will have very few students and that often will be outside the normal curricular offerings of our departments, the College must be willing to allow these exceptional courses to run and to help departments teach these Aperio Series courses without compromising their curricular obligations to their other students and to the College;

- some of these courses will require faculty to research and/or train beyond their usual areas of expertise; some faculty undertaking those projects, then, will have to take considerable time away from their other professional activities; to maintain the Aperio Series, the College will need to be willing to offer financial subvention and/or release time in those cases;

- the actual publication of the texts through Loyola College's own Apprentice House entails expense;

- to make the most of our students' accomplishments through the Aperio Series, we must get the word out about each text as it is published but also publicize the Series and the unique student achievement it represents; vigorous support from Public Relations would be, then, extremely important; since these texts are intended to be of interest and use to the academy, though, it would be particularly important for the College to advertise the texts in the appropriate and most effective professional and other venues;²

invited to take part, based on Classics' knowledge of their performances up to that point, interviews and correspondence, and examination of their academic records).

¹ I was able to teach the course that produced Perpetua's Passion as a part of my normal teaching load, and it was the most fulfilling class of my career. The burdens of the course and the book threatened to drive me mad, however, and though I would be delighted to teach another Aperio course, I could only do so under different conditions.

² It had been my hope, for example (and a hope I have not yet abandoned) that Perpetua's Passion be advertised in the appropriate professional journals of Classics, Religious Studies/Theology, Gender Studies, History, and perhaps of others (the book is

Projects of the immediate future

Considerable thought, planning, and discussion has gone into two Aperio Series projects that are poised to commence next academic year. Upon completion, the students' labor, under the guidance of faculty, would yield volumes 2 and 3 in the series. I provide here a brief description of what the projects would entail and produce, and the support the planning so far has suggested they require.

•Student edition of Shakespeare's *Measure for Measure*

Bob Miola hopes to teach a course that will create a new, annotated edition of Shakespeare's Measure for Measure. Bob is ready to get started on the project this spring semester during his sabbatical. During the summer, he intends to get the students, too, started on the project. The course, and the lion's share of the work, would take place in the fall semester. Bob has already been discussing the project with Dan Schlapbach, in the hope that the student text serve as the Humanities Symposium text in the spring, and with Jim Bunzli, to coordinate a production of the play. It is possible, then, that the campus could experience an exciting synergy of original student scholarship (the text), academic conversation and celebration (the Symposium), and art (the performance). Kevin Atticks has, moreover, assured me that Apprentice House would be delighted to publish the text in the Aperio Series, and he is confident that the students writing the text and those overseeing the production of the book will be able to collaborate on the project.

I am requesting that Bob be given a summer stipend of \$4000 to prepare for the course, to lay the groundwork for the text, and to direct the students' work this summer. I would add that the labor will be extremely extensive, and working with a deadline will require him to dedicate his time to this project to the exclusion of other obligations. The course creating the text will be able to count as an English upper-division seminar; this course would, however, be by invitation and restricted to our best, most responsible and diligent students. Bob has suggested, moreover, and I concur, that if the students could be given a stipend over the summer, he would be in a position to require real work of them. I am thus asking for summer stipends of \$3000 per student. I should add that I am particularly excited by the fact that one of our most prolific and prestigious scholars, who has a backlog of important scholarly projects and requests that he might spend his

and will be of immense use in a variety of courses I teach; I am confident that faculty across the country would also be interested in employing the book in class), but also in publications like America and First Things, whose non-academic readers should find the book of great interest.

time on, is eager to postpone his own scholarship in order to aid our students in doing their own scholarship. I also take Bob's eagerness to participate as promise of just how great an impact Aperiio can have on the intellectual life of our students.

•Student edition of Jacobus Pontanus' *Stratocles sive Bellum*

The students in this advanced Latin class will produce the first English translation of Jacobus Pontanus' Latin play *Stratocles sive Bellum*. Jacobus Pontanus, S.J. (1542-1626), was an early Jesuit who wrote in a broad range of genres and who had a significant influence on the development of Jesuit and even Protestant education and on the development of European drama. Indeed, Pontanus was one of the first to introduce theater into the college curriculum. *Stratocles sive Bellum* ("Stratocles, or War") was his most popular play. The play functions as a mediation on war and education and as characters students, veterans, and women all find a voice, and more than one laugh. Recently, Ulrich Leinsle has discovered a new manuscript of the play. The student publication of the play with reference to the newly found source will make the planned book the standard edition for future reference as well as the only English translation of an important Jesuit work. (It is hardly necessary, I believe, to emphasize what a wonderful and important project this would be for our Jesuit, Catholic institution.)

Richard Blum and Tom McCreight have already engaged in a series of discussions to plan the text, the classes related to the text, and other elements of the project. An upper-division Latin seminar would write a thoroughly annotated translation of the play in a course offered fall of 2007. Richard Blum and Bob Miola would consult in the class (and thus in the translation and notes), and the introduction to the book would be a collaborative project involving Richard, Bob, and Tom. In the spring '08 semester, Richard and Tom will team teach a seminar on the philosophy of Jesuit education and theater that would use the new, student edition of *Stratocles* as its cornerstone; the course will also count as a Classical Civilization majors course and thus attract the students who worked on the book. It is also hoped that the play could be presented on campus, perhaps, appropriately enough, by our student theatrical troupe, the Poison Cup players, and it is further hoped that the translation will be performed at other institutions, including, of course, Jesuit institutions of education.

To make this remarkably interdisciplinary project of Jesuit student scholarship possible, the College would need, I would argue, to support its preparation and execution; in addition to challenges similar to those confronting Bob, Tom will need to acquaint himself with an entirely new world and field, Renaissance Jesuit education and theater.¹

¹ I am, I must confess, uncertain of the extent to which Richard (like Bob and Tom) will be putting his other professional tasks on hold to dedicate time and effort to the project.

He and his students will need to dedicate the lion's share of their coming summer to this project. I am asking, then, for a \$4000 summer stipend for Tom McCreight and \$3000 stipends for the students.