Collin County Community College District
APPLICATION FOR SABBATICAL LEAVE

Instructions
Please complete this application by responding to all items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Committee. Please submit the original and 10 copies.

Name: Dr. Carolyn Perry
Title: Humanities Dept. Chair, Spring Creek Campus    Division: Communications/Humanities

Have you ever been granted a sabbatical?  no    If yes: Date: __________________________________________
Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date January 2009    Ending Date May 2009
Length: [ x ] One semester    [ ] Two semesters    [ ] Other______________________________

Applicant’s Agreement

ABSTRACT
Please give a summary description of the project and its significance in a language that can be readily understood by persons in areas of expertise other than your own. PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.

My sabbatical plan to study Latin and its cultures involves a dual approach. First, I intend to take the first two courses of Latin language studies through the online Cambridge Latin program for independent learners (accredited through Cambridge University). In the Cambridge program, language coursework is carefully balanced with a rigorous overview of Roman civilization. The second aspect of this proposed sabbatical project entails reading a number of the more recently published scholarly works on the history of Latin and the continuing impact of Latin-language cultures.

This sabbatical project connects strongly to several areas of my scholarly interests. Some groundwork for this proposed study was laid in a paper on the history of higher education that I gave at Oxford University in July 2006. Further study in the subject led to my summer 2007 Study Grant. My research in this area has impressed me with the historical importance of Latin-language scholarship in higher education. My interest in Latin literature is rooted in my 2001 dissertation, which dealt in part with Augustine’s Confessions. Although I have read English translations of Latin literature, one of my goals for this project is to develop a better understanding of seminal Latin texts by approaching them in their original language. Finally, since Latin is a principal path to the study of Classical and Medieval Western cultures, this project would allow me to deepen the research I began with my fall 2000 study grant on the Classical-to-Medieval transition. I feel confident that my enhanced scholarship in these areas, particularly in my study of Augustine, would lead to conference papers and/or publications, thus contributing to the academic reputation of Collin.

There would be a number of pedagogical benefits to my proposed sabbatical studies. This sabbatical study would naturally reinforce the literary rigor of the Classical and Medieval units of the introductory humanities course that I supervise and teach. My proposed study of Latin would be also be helpful in developing a revised curriculum for HUMA 1301 if the department continues with its plan to split HUMA 1301 into two terms. Additionally, the sabbatical would serve as a springboard for developing a Latin cultures unit for my course.
C. Perry – Sabbatical Proposal for Spring 2009

Narrative

I propose to take a single-semester sabbatical to study Latin and its cultures. My intention is to study the Latin language itself at an advanced pace, moving through the equivalent of the first two semesters of language classes in a single term. I acknowledge that Latin is traditionally considered to be difficult to master and that one should not hurry precipitously through the study of a language. However, as Latin spelling is phonetically consistent and the Latin vocabulary relatively small, I am confident that my determination, language skills, and uninterrupted attention to the basics of Latin would allow me to progress through these two Latin language courses in fifteen weeks. The focused but paced language study will still leave time for readings in the history and significance of the Latin language and a rigorous review of its cultures.

After surveying the possibilities of learning Latin in the classroom and online at a number of institutions, the Cambridge Latin courses for independent learners have emerged as the best choice for my needs. Balancing a study of the Latin language with an in-depth survey of Roman civilization, the Cambridge courses offer print materials, online exercises, e-tutor direction and assessment via email, and webcam sessions. Accredited by Cambridge University, these are the most successful Latin courses in the United Kingdom and the means by which many British Latin teachers are certified. In addition to an impressive reputation, the Cambridge courses offer flexible starting dates, self-paced progress, well-established and reliable e-support, and a long tradition of excellence grounded in the tutorial system of higher education.

I wish to study Latin and its cultures for a number of reasons. My sabbatical research would have significant connections to the history of higher education, a subject that I addressed in a paper titled "Across a New Divide: Learning, Community Colleges, and the Marketplace" that I gave at Oxford University in July of 2006. Further study in this area led to my summer 2007 Study Grant, “The University and the Marketplace.” My research in this area has impressed upon me the historical importance of Latin scholarship in higher education. Beginning with the Roman Republic, Latin was established as an international language, particularly in scholarship, and Latin continues to shape the mind and culture of the West today. However, the study of Latin gradually began to lose favor after the first world war. Considered by some to be elitist and irrelevant, even seen as a dinosaur in a culture of increasingly democratized education, it was dropped from the curricula of many burgeoning programs (especially in engineering, computer, and business) in the second half of the twentieth century. Only in the last twenty years or so has Latin come to be more widely revalued for those scholars outside of medicine and law. While one hopes that claims such as those of the sixteenth-century Sanctius -- that Latin is logic itself, giving students the only right way to think -- have been permanently laid to rest, the importance of Latin studies has returned for many scholars and educators, especially those in the humanities.

There are, of course, rich rewards for the student of any great world language. Language is our clearest window into human thought. More than this, it is a way to delve into the essential core of human nature. (Charlemagne famously expressed this when he said, “To have another language is to possess a second soul.”) In addition to these general benefits, proponents of the study of Latin claim that its students enjoy particular advantages: acute attention to detail, finely tuned capacity for analysis, and overall mental toughness and discipline. Paradoxically, while
Latin is the original language of the soaring poetry of Virgil, the scathing satires of Juvenal, and the mystical yearnings of Hildegard, it has relatively simple sentence structure and light use of metaphor. Scholars of the language rightly admire Latin's elegant order and logical consistency equally with its capacity to express the great landscapes of human thought and feeling.

Further, Latin is a principal path to the study of Classical and Medieval Western cultures, a factor of vital interest to me as a professor of humanities. This interest has been sharpened by departmental discussions of splitting HUMA 1301, the introductory course that makes up the vast majority of humanities classes taught at Collin. Currently, the course covers Prehistory to Postmodernism in the standard 45 classroom hours. The consensus of humanities professors is that since splitting the class would offer a better coverage of the material, it will lead to greater student success. Our plans to cover the course in two terms would place Prehistory to the High Middle Ages in the first term of the course and Renaissance to Postmodernism in the second term. My proposed study of Latin would be particularly helpful in developing the revised and expanded curriculum of the new Prehistory-to-Medieval portion of the introductory course, deepening the research I began with my fall 2000 study grant on the Classical-to-Medieval transition. Whether the course is split or not, however, I plan use this sabbatical as a springboard to introduce a unit on Latin-language cultures into my HUMA 1301 preparation. I contend that the language will provide a unifying link throughout the first half of the course, strengthening the foundation upon which the modernity of the second half lies.

Reading seminal texts of the Classical and Medieval eras in the original Latin also provides a truer guide to the consciousness of the writers. When reading in translation, no matter how skillfully wrought, there is a limit to the reader's understanding of how the writer thinks. My 2001 dissertation dealt in part with Augustine's *Confessions*, and although I worked carefully from both British and U.S. English translations of Augustine's Latin, my understanding of this complex intellectual autobiography was limited by the language barrier. With this sabbatical, it is my intention to revise my work on Augustine's *Confessions* begun in my dissertation and publish the result in one or more scholarly journals. Further, as my readings of English translations of Ovid, Cicero, Heloise and Abelard, Aquinas, and so on have been similarly limited, I hope to invest in more transparent readings of them as well. While two terms of Latin language study cannot make me a fluent reader of Latin literature, even a halting approach to these texts in their original Latin should bring me closer -- and help me to bring my students closer -- to Latin writers' minds and the times and places that shaped them. Thus this sabbatical study would naturally reinforce the literary rigor of the Classical and Medieval units of the introductory humanities course.

Other benefits of my proposed sabbatical plan are no less significant although they are less central to my immediate goals. I have yet to take or teach an online class; I can expect a better understanding of the possibilities of the online learning environment after taking the Cambridge courses. I can expect an enriched understanding of my native English since over half of English vocabulary is derived from Latin. I can expect renewed and enhanced understanding of the Spanish I studied for my graduate degrees since Spanish is also strongly derived from Latin. In the main, however, my sabbatical is designed to help me trace the intertwining paths of the Latin language, Latin literature, the history of Latin, its cultures, and the early history of higher education. The benefits to Collin in terms of my enhanced pedagogy and scholarship will, I hope, be manifold.
C. Perry - Sabbatical Proposal for Spring 2009

Timetable
The reading load and schedule reflects that some books from the bibliography will be read in part, others in their entirety, and still others used only as references.

Week 1: Cambridge Latin Course Book I, Stages 1 & 2
The Blackwell History of the Latin Language

Week 2: Cambridge Latin Course Book I, Stages 3 & 4
Latin Language and Latin Culture: From Ancient to Modern Times

Week 3: Cambridge Latin Course Book I, Assessment 1
Ad Infinitum: A Biography of Latin

Week 4: Cambridge Latin Course Book I, Stages 5 & 6
A Natural History of Latin

Week 5: Cambridge Latin Course Book I, Stages 7 & 8
The Roman Triumph

Week 6: Cambridge Latin Course Book I, Assessment 2
Roman Eyes: Visuality and Subjectivity in Art and Text

Week 7: Cambridge Latin Course Book I, Stages 9 &10
Interpreting Late Antiquity: Essays on the Postclassical World

Week 8: Cambridge Latin Course Book I, Stages 11 & 12
Power and Persuasion in Late Antiquity: Towards a Christian Empire

Week 9: Cambridge Latin Course Book I, Assessment 3
The Evolution of the Late Antique World

Week 10: Cambridge Latin Course Book II, Stages 13 &14
Pagan and Christian in an Age of Anxiety: Some Aspects of Religious Experience from Marcus Aurelius to Constantine

Week 11: Cambridge Latin Course Book II, Stages 15 & 16
The Medieval World View: An Introduction

Week 12: Cambridge Latin Course Book II, Assessment 4
Medieval Culture and Society

Week 13: Cambridge Latin Course Book II, Stages 17 & 18
Medieval Mosaic: A Book of Medieval Latin Writings
Week 14:  Cambridge Latin Course Book II, Stages 19 & 20
          Body and Soul: Essays on Medieval Women and Mysticism

Week 15:  Cambridge Latin Course Book II, Assessment 5
          Metamorphosis and Identity
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Bibliography


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Resources

Cambridge School Classics Project – www.cambridgescp.com

Spring Creek Campus Learning Resource Center, Collin College (Interlibrary Loan)

Texas Classical Association – www.txcounsel.org