



**University  
of Victoria**

Graduate Studies

# PROGRAMME

The Final Oral Examination  
for the Degree of

DOCTOR OF PHILOSOPHY  
(Department of Art History and Visual Studies)

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2007	UBC	MA
2005	McMaster U.	BA

“The Mind’s Eye: Visualizing Encyclopedic  
Knowledge in the Later Middle Ages”

Friday, Dec. 5, 2014  
10:00 AM  
FIA 109

Supervisory Committee:

Dr. Erin Campbell, Department of Art History and Visual Studies,  
UVic (Supervisor)

Dr. Catherine Harding, Department of Art History and Visual  
Studies, UVic (Member)

Dr. Ian Higgins, Department of English, UVic (Outside Member)

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Dr. Sian Echard, Department of English, UBC

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Dr. Eike-Henner Kluge, Department of Philosophy, UVic

## **Abstract**

This dissertation critiques and updates the theoretical frameworks for understanding encyclopedic and diagrammatic images as presented in the scholarship of Lucy Freeman Sandler, Barbara Maria Stafford, John Bender, and Michael Marrinan. It offers a new model for examining the cognitive role of images by studying an important medieval encyclopedia, *On the Properties of Things*, originally written in Latin by Bartholomaeus Anglicus in the thirteenth century.

Bartholomaeus' text was the most popular encyclopedia of the later middle ages and four vernacular translations were produced and circulated between the fourteenth and sixteenth centuries. Significantly, the French translation of the compendium, coming out of the vernacularization movement of King Charles V but radiating out to other production centres, involved the design of an elaborate and novel illustrative program. The present project examines two exceptional fifteenth-century French copies of this encyclopedia (BnF fr. 9141 and BnF fr. 135/6), and interprets them in light of the shifting intellectual culture and evolving reading practices of late-medieval lay audiences.

The information-rich and highly aestheticized miniatures found in such encyclopedic manuscripts have traditionally been defined, by Sandler and others, as having an explanatory function and the capacity to elevate the content of the text through displays of material luxury. My model expands the significance of such images by highlighting their capacity to promote thought. I argue that images in didactic compendia can (i) encourage the reader to actively engage with the text through representations of aristocratic readers performing their understanding of the book socially, and (ii) facilitate visual thinking by aesthetically reflecting the structure of the encyclopedic text through the diagrammatic strategies of the collection, compression, and division of fragmented information. Though the images in my two manuscript case studies take distinct approaches to reader engagement and the mediation of knowledge, in both cases the power of these visualizations rests in the cognitive acts and range of mental associations they provoke. This dissertation demonstrates that

epistemically-dense images, in addition to merely reflecting a text, could shape knowledge as it was being formed in the minds of active viewers, readers, writers, and artists, in an intellectually rich period in late-medieval France.

## **Awards, Scholarships, Fellowships**

2014 M.A. & D.E. Breckenridge Graduate Award  
2014 Andy Farquharson Teaching Excellence  
2010-2011 SSHRC of Canada Doctoral Fellowship  
2007-2010 University of Victoria Doctoral Fellowship  
2008 Petch Research Scholarship  
2007 Flora Hamilton Burns Fellowship  
2007-Present Fellow of Green College, UBC  
2005-2007 Junior Fellow of Green College  
2003 Comparative Literature Prize  
2003 McMaster University Senate Scholarship  
2002 Dr. Harry Lyman Hooker Scholarship  
2001 McMaster Scholar's Award

## **Presentations**

1. Kemp, J.: "*Medieval Treasures at UVic*" Fresh Minds Symposium, Victoria, British Columbia, Canada. Feb. 2014. (oral)
2. Kemp, J.: "'What the Dog Saw' When She Looked at the Mona Lisa" Visual Impetus Symposium, Victoria, British Columbia, Canada. Jan. 2013. (oral)
3. Kemp, J.: "*Heads in the Cloud*" TedXVictoria, Victoria, British Columbia, Canada. Nov. 2012. (oral)
4. Kemp, J.: "*Old Problems, New Solutions: The Place of Online Video in Contemporary Education*" Association of Learning Technology Conference, Manchester, UK. Sept. 2012. (oral)
5. Kemp, J.: "*Creating Thoughts, Creating Worlds: Picturing the Inventive Reader in Late Medieval Collections of Knowledge*" History in Art Faculty Symposium, Victoria, British Columbia, Canada. Nov. 2011. (oral)

6. Kemp, J.: "*Private Reading, Public Knowledge: Images of Intentionality and the Later Life of Bartholomaeus' Encyclopedia*" Universities Art Association of Canada Conference, Ottawa, Ontario, Canada. Oct. 2011. (oral)
7. Kemp, J.: "Score & Structure: The Notational Form in Sarum Processional Manuscripts." Universities Art Association of Canada Conference, Guelph, Ontario, Canada. Oct. 2010. (oral)
8. Kemp, J.: "*Encircling Elegance: The Computational Frame of the 'Zodiac Man' Miniature in Les Très Riches Heures du Duke de Berry*" Canadian Conference Medieval Art Historians, Victoria, British Columbia, Canada. March 2010. (oral)
9. Kemp, J.: "*Encircling Elegance: The Computational Frame of the 'Zodiac Man' Miniature in Les Très Riches Heures du Duke de Berry*" Universities Art Association of Canada Conference, Edmonton, Alberta, Canada. Oct. 2009. (oral)
10. Kemp, J.: "*Score and Structure in Ritual Representation: The Notational Form in Sarum Processional Images*" Visual Impetus Symposium, Victoria, British Columbia, Canada. Jan. 2008. (oral)