

## ***INFO 6150: History of the Book***

Winter 2021

Synchronous lectures held Tuesdays, 2:35pm-3:25pm (recorded)

Synchronous discussion sessions TBD

*Instructor:* Jennifer M. Grek Martin *email:* jgrekmartin@dal.ca

*TA:* Kira Chalupa *email:* krchalupa@dal.ca

*Office hours:* Teams virtual meetings by appointment

*Course site:* Brightspace; chat and synchronous sessions available through Course Team

*Note: the syllabus may be subject to minor changes before and/or throughout the term.*

### ***Course Description:***

The History of the Book encompasses the study of book and print culture from Antiquity to the present, with emphasis on the Western world. This field is anything but stodgy; book and print history is a vibrant and fascinating discipline and this course will refract this intellectual excitement through reading and discussion of relevant research. Throughout the course, students will investigate shifts from orality to literacy, from writing to printing, and finally from analog to digital media. The creation, production, distribution, and reception of books, serials, and ephemera will be discussed, and aspects of humanities and scientific scholarship will be explored in relation to the development of the history of book and print culture.

*NOTE: Due to the Covid-19 pandemic this course will be taught online. Delivery will include **live, synchronous lectures that will be recorded and live discussion sections**. All other course material will be delivered asynchronously. These materials are for your educational use only. Do not distribute them outside this class.*

### **Course Pre-Requisites:**

none.

### **Course Objectives:**

To introduce students to the study of book and print culture and to survey the literature and scholarship of this field.

To discuss and evaluate the theoretical models for the study of both print and digital culture.

To provide intellectual and historical context for the history of books and print culture for information managers and professionals.

## Learning Objectives:

With successful completion of this course, students should be able to...

- I. Explain the processes of book creation, production, dissemination, and reception – through various media – through different cultural, social-economic, and political contexts over time.
- II. Describe, evaluate, and discuss theoretical models of book and print history, including the role of memory institutions (libraries, archives, and museums) and other information services in those models.
- III. Analyze, apply, and critique research on book and print history.
- IV. Examine the evolving nature of book and print history and implications for future resources and research in the field.
- V. Comprehend the study of book and print culture, and survey the literature and scholarship of this interdisciplinary field.
- VI. Assess the intellectual and historical context for the history – and future – of books and print culture for information managers and professionals

## Technology Used:

Books. And this thing called The Internet. I will post readings (when necessary), assignment parameters, and reminders on the course Brightspace site. Lectures and Discussion Sessions will take place through MS Teams.

## *Instructional Methods:*

The course was originally designed as a graduate seminar course that included short lectures, instructor- and student-led discussions, field trips, and guest speakers. This course has been reimagined as an online lecture-seminar course, including...

- ❖ **Synchronous Lectures.** Lectures will be delivered during scheduled class time, likely during the 2:35pm-3:25pm time slot. Lectures will be roughly 30-45 minutes and recorded through MS Teams. PDFs of lecture slides will also be provided on the course Brightspace page.
- ❖ **Synchronous Discussion Sessions.** This class is currently large for a seminar (~30), therefore at least two, likely three, Discussion Sessions will run per week. The Instructor and/or the TA will host at least one Discussion Session during scheduled class time (Tuesdays, 3:25pm-5:25pm) and another at a time that fits your schedule. Discussion Sessions will not be recorded.
- ❖ **Contact.** The Instructor and TA will be available to answer questions via email. Personal phone calls or MS Teams meetings can also be requested.
- ❖ **Course Sites.** An MS Team will be created for the class to facilitate delivery of Lectures and Discussion Sessions, and for personal communication (chat). Brightspace Discussion Boards will also be created and maintained by the Instructor and TA for general comments and questions. Students may form their own discussion groups (if they wish) on other platforms.
- ❖ **Assignments.** All assignments and weekly workshops will be handed in via Brightspace.  
*NOTE: It is acceptable for students to talk to each other about assignments, but I expect each student to submit their own work.*

The Brightspace course site will house all course materials and be maintained as a resource and vehicle for announcements and notifications. Do not distribute any materials posted to Brightspace or MS Teams outside this class.

### **Learning Materials:**

There are two required texts for this class, which will be used extensively throughout the course. There may still be copies at the Dalhousie University Bookstore, but they are available in print and e-books elsewhere.

Finkelstein, David and Alistair McCleery. *An Introduction to Book History*. 2nd ed. London and New York: Routledge, 2012. (available through Killam Library as e-book)

Howsam, Leslie. *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*. Toronto: University of Toronto Press, 2006. (Available as an e-book for purchase from University of Toronto Press)

Additional readings are provided for each class in the syllabus below; you should expect to read **~3 per class** and be prepared to discuss the readings in conjunction with class topics.

### **A few History of the Book resources...**

#### *Books:*

Eliot, Simon, and Jonathan Rose, ed. *A Companion to the History of the Book*. Malden, MA: Blackwell Publishing Ltd., 2007.

Gaskell, Philip. *A New Introduction to Bibliography*. New Castle, DE: Oak Knoll Press, 1995.

Glaiser, Geoffrey A. *Encyclopedia of the Book*. 2nd ed. New Castle, DE: Oak Knoll Press, 2001.

Suarez, Michael F., S.J. and H. R. Woudhuysen, ed. *The Oxford Companion to the Book*. Oxford: Oxford University Press, 2010. 2 vol.

#### *Journals:*

*Amphora*

*Book History*

*Devil's Artisan*

*Information & Culture: A Journal of History*

*Information & Library History*

*Mémoires du livre / Studies in Book Culture*

*Papers of the Bibliographical Society of America*

*Papers of the Bibliographical Society of Canada*

*The Library*

*The Library Quarterly*

*Logos: Journal of the World Publishing Community*

*Printing History*

*Publishing History*

*Quadrat*

*Studies in Bibliography*

*Textual Cultures*

*Victorian Periodicals Review*

### *Society Websites and Digital Resources:*

For Canadian book history topics, consult the suite of databases created by the History of the Book in Canada / Histoire du livre et de l'imprimé project:

<http://www.collectionscanada.gc.ca/databases/hbic/index-e.html>

The Society for the History of Authorship, Reading and Publishing (SHARP), established in 1990, is the leading international scholarly association for book history: <http://www.sharpweb.org/main/>

The Bibliographical Society of Canada / La Société bibliographique du Canada provides access to its journal (early volumes to 2013 accessible as pdfs; post 2013, table of contents only) [www.bsc-sbc.ca/index.html](http://www.bsc-sbc.ca/index.html)

The Bibliographical Society of America ([www.bibsocamer.org/](http://www.bibsocamer.org/)) provides information about the activities of the society, including its journal and other publications.

The Bibliographical Society ([www.bibsoc.org.uk/](http://www.bibsoc.org.uk/)) (UK) produces *The Library*, though online access to this journal seems to have changed recently.

The Bibliographical Society of the University of Virginia (<https://bsuva.org/>) provides online digital access to *Studies in Bibliography*.

*Additionally, you are encouraged to investigate other sources (books, articles, blogs, listservs, Twitter feeds, etc.) - be curious! If you find something awesome, tell me and the class about it.*

### *Methods of Evaluation:*

Each assignment will be graded by the instructor or the TA in accordance with posted School of Information Grading Policy (see below, or [here](#)).

### **Assignments & Participation**

	%
A01: Annotated Bibliography & Draft Outline ( <i>due 9 February</i> )	20
A02: Choose your own Adventure: Book Review or View a Book ( <i>due 9 March</i> )	20
A03: Major paper ( <i>due 9 April</i> )	40
Participation (continuous: 10% leading seminar; 10% discussion)	20

### **Participation**

History of the Book is a seminar class; therefore, students are expected to contribute to discussion. 10% of the Participation mark will be devoted to leading a seminar discussion one week within the term (given the size of the class, we may have to have teams of 2...). Other hallmarks of participation include consistent attendance, engagement, and preparation for class, with readings completed and related to each other and to other course material (discussions, lectures, guest

speakers, etc.). Comments and questions during discussion should be relevant and reflect understanding of readings and other course material.

### Assignment Guidelines:

- **Structure:** All assignments must include a title page that includes an original title, your name and student number, the name of the assignment, and due date.
- **Font:** All body text must be double-spaced in 11 or 12pt, legible typeface, (either serif or sans serif,) with reasonable margins and kerning/character spacing.
- **Citations and Reference Style:** The field of Book and Print Culture uses the **Chicago Style** (Notes and Bibliography) for bibliographic citation, and so shall you! **Use this style for all assignments**, as outlined in *Chicago Manual of Style 16th (or 17<sup>th</sup>) Edition*.
- **Back-up copies:** It is your responsibility to keep a digital or print copy of assignments you submit.
- **Grammar and expression:** Your writing style should befit the academic environment; pay attention to spelling, punctuation, and grammar and keep colloquialisms and slangs to a minimum (or be sure they are warranted!) You may write in the first person (“I”).
- **Submission:** Because of the virtual nature of the class, assignments must be handed in as digital files via Brightspace. MS Word files are preferred, but pdfs are also acceptable.

### Integration of MLIS Competencies

PROGRAM COMPETENCY	LEARNING OUTCOME	COURSE ASSESSMENT
1. Management of Information Technology	I., IV., VI.	Participation
2. Information Management Leadership	II., VI.	Annotated Bib, Major Paper; Participation
4. User-centred Information Services	I., II., IV., V., VI.	Participation
5. Research and Evaluation	I., II., III., IV., V., VI.	Annotated Bib, Major Paper; Book Review; Evaluation of Digital Resources; Participation
6a. Workplace Skills & Attributes: Collaborate and communicate	I., II., III.	Major Paper; Participation
6b. Workplace Skills & Attributes: Organize, Plan & Manage		
6c. Workplace Skills & Attributes: Develop Personally & Professionally	I., II., III., IV., V., VI.	Annotated Bib, Major Paper; Book Review; Participation

## *Class Policies:*

### **Attendance**

Even though the course is online, it is still a seminar course! Therefore, attendance is required in Discussion Sessions and will affect the participation mark. Attendance is not required for the lectures but is strongly recommended.

### **Citation Style**

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

**Note: In this course we will use Chicago Style (Notes and Bibliography), as that is the preferred style for a majority of History of the Book manuscripts.**

### **Late penalties for assignments**

The virtual environment does not mean that we are always available and infinitely flexible. Things come up, and if we are not used to working in the online environment, they may come up unexpectedly.

If you need more time with an assignment, email me. I can give extensions for extended illness, and for medical, or family emergencies (see below), but other reasons are subject to my assessment. Try to submit assignments on time, however; extensions have a way of piling up at the end of term...

Late assignments that do not have my prior permission will be assessed a penalty of five percent per day, including weekends. I will not accept an assignment (without prior permission) seven days or more after the due date. In such cases the student will receive a grade of zero for the assignment.

### **Missed or Late Academic Requirements due to Student Absence:**

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

## SIM Grading Policy

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit

[https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html) for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate. (We will not have a classroom this term!)

## ACADEMIC INTEGRITY

In general:

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### **Faculty of Management clarification on plagiarism versus collaboration:**

**There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.**

**Specific examples of plagiarism include, but are not limited to, the following:**

- **Copying a computer file from another student, and using it as a template for your own solution**
- **Copying text written by another student**
- **Submitting the work of someone else, including that of a tutor as your own**

*An example of acceptable collaboration includes the following: When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.*



## *University Statements*

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### [ACCESSIBILITY](#)

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

### [STUDENT CODE OF CONDUCT](#)

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner – perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### [DIVERSITY AND INCLUSION](#)

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

### [RECOGNITION OF MI'KMAQ TERRITORY](#)

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### [FAIR DEALING POLICY](#)

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

## Course Schedule

**Note! Readings Subject to Change! Confirm readings on Brightspace.**

\* denotes required readings,

\*\* denotes a choice of required readings.

### **Week 1 (11-15 January): Introduction to Book and Print History**

Introduction to the course, discussion of the course syllabus, and the general subject of book history as an international research subject.

*Websites to check out:*

\* The Future of the Book: <http://www.economist.com/node/21623373>

*Readings:*

\* Finkelstein, David and Alistair McCleery. "Theorizing the History of the Book." In David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 7-27. New York & London: Routledge, 2013.

\* Noorda, Rachel, and Stevie Marsden. "Twenty-First Century Book Studies: The State of the Discipline." *Book History* 22 (2019): 370-397.

### **Week 2 (18-22 January): Book and Print History Models**

Models of book and print history research and study, origins of writing. This class and associated readings will give you a foundation in book and print history scholarship, as well as how writing appeared in different cultures around the world.

*Websites to check out:*

SHARP (Society for the History of Authorship, Reading and Publishing) [www.sharpweb.org/main](http://www.sharpweb.org/main)  
The Evolution of Writing. <https://sites.utexas.edu/dsb/tokens/the-evolution-of-writing/>

*Readings:*

\* Adams, Thomas R. and Nicolas Barker. "A New Model for the Study of the Book." in *The Book History Reader*, ed. by David Finkelstein and Alistair McCleery, 2nd. ed., 47-65. London and New York: Routledge, 2006. (pdf on Brightspace)

\* Darnton, Robert. "'What is the History of Books?' Revisited" *Modern Intellectual History* 4, no. 3 (2007): 495–508. doi:10.1017/S1479244307001370.

\* Howsam, Leslie. *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*. Toronto: University of Toronto Press, 2006.

## **Week 3 (25-29 January): Book Culture in the Ancient World**

Antiquity: concepts of literacy and the early manuscript period.

*Websites to check out:*

*Readings:*

"Books and Readers in the Greek World." in *The Cambridge History of Classical Literature. I. Greek Literature*, ed. By P.E. Easterling and B.M.W. Knox. 1-41. Cambridge: Cambridge University Press, 1985. (pdf on Brightspace)

"Books in the Ancient World." in *The Cambridge History of the Bible. Volume 1. From the Beginnings to Jerome*, ed. by P.R. Ackroyd and C.F. Evans, 30-66. Cambridge: At the University Press, 1970. Section by D.J. Wiseman, "Books in the Ancient Near East and in the Old Testament" and section by C.H. Roberts, "Books in the Graeco-Roman World and in the New Testament." (pdf on Brightspace)

\* Manguel, Alberto. *A History of Reading*. New York: Viking. 1996. The chapter "The Shape of the Book": 124-47. (pdf on Brightspace)

\* McCutcheon, R. W. "Silent Reading in Antiquity and the Future History of the Book." *Book History* 18 (2015): 1-32.

\* Mroczek, Eva. "Thinking Digitally About the Dead Sea Scrolls: Book History Before and Beyond the Book." *Book History* 14 (2011): 241-69.

The Associated Press. "Ancient Scrolls Burned in Herculaneum Volcanic Eruption Made Readable." *CBC News*. Retrieved January 21, 2015 from <http://www.cbc.ca/news/technology/ancient-scrolls-burned-in-Herculaneum-eruption-made-readable-1.2921398>. (also, pdf on Brightspace)

## **Week 4 (1-4 February): Books in the Medieval Period: Part 1**

Books and their uses in the Medieval period, illuminated manuscripts. "Technologizing the word" (Ong, 1985)

*Websites to check out:*

Book of Kells, Trinity College Dublin <https://digitalcollections.tcd.ie/collections/ks65hc20t>

Lindisfarne Gospels, British Library: <http://www.bl.uk/onlinegallery/sacredtexts/lindisfarne.html> and <http://www.bl.uk/turning-the-pages/?id=fdbcc772-3e21-468d-8ca1-9c192f0f939c&type=book>

*Readings:*

\* Best, Stephen. "Walter J. Ong, *Orality and Literacy* (1982)." *Public Culture*; 32 (2020): 431–439. (Read with Ong (1985))

Ó Corráin, Donnchadh. "The Historical and Cultural Background of the Book of Kells." In *The Book of Kells. Proceedings of a Conference at Trinity College Dublin, 6-9 September 1992*, ed. by Felicity O'Mahony. 1-32. Aldershot, England: Published for Trinity College Library Dublin by Scholar Press, 1994. (pdf on Brightspace)

\* Ong, Walter J. "Writing and the Evolution of Consciousness." *Mosaic* 18, no. 1 (1985) (Read with Best (2020))

\* Peterson, Herman A. "The Genesis of Monastic Libraries." *Libraries and the Cultural Record* 45, no. 3 (2010): 320-32. doi: <https://doi.org/10.1353/lac.2010.0001>

## **Week 5 (8-12 February): Books in the Medieval Period: Part 2**

### **Gutenberg and the Beginning of Printing in Europe: Part 1**

**\*\* Annotated Bibliography and Draft Outline Due, 9 February, 2:30pm!\*\***

Literacy in the Medieval period; Gutenberg and books in the hand-press period (Europe); incunabula.

Websites to check out:

Gutenberg Bible, British Library: [www.bl.uk/treasures/gutenberg/homepage.html](http://www.bl.uk/treasures/gutenberg/homepage.html)

Voynich Manuscript, Beinecke Rare Book and Manuscript Library (Yale):

<http://beinecke.library.yale.edu/collections/highlights/voynich-manuscript>

Readings:

\* Briggs, Charles F. "Literacy, Reading, and Writing in the Medieval West." *Journal of Medieval History* 26, no. 4 (2000): 397-420. (pdf on Brightspace)

\*\* Green, Jonathan, Frank McIntyre, and Paul Needham. "The Shape of Incunable Survival and Statistical Estimation of Lost Editions." *The Papers of the Bibliographical Society of America* 105, no. 2 (June 2011): 141-75.

\* Finkelstein, David and Alistair McCleery. "From Orality to Literacy," in David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 28-43. New York & London: Routledge, 2013.

\*\* Koster, Josephine. "Masters and Commanders: Considering the Concept of the Edited Text." *Textual Cultures: Texts, Concepts, Interpretation* 9, no. 2 (Fall 2015): 19-26.

~ Study Break 15-19 February ~

### **Week 6 (22-26 February): Global Manuscripts and Early Printing**

Picking up from origins of writing and Antiquity, book and early print forms world-wide.

Guest Speaker: Jason Lee on Asian bookbinding!

*Websites to check out:*

*Readings:*

\*Chinnery, Colin. "Bookbinding." International Dunhuang Project. Updated 2007, accessed January 3, 2019. [www.idp.bl.uk/education/bookbinding/bookbinding.a4d](http://www.idp.bl.uk/education/bookbinding/bookbinding.a4d) (Broken Link, pdf on Brightspace)

\*Palermo, Elizabeth. "Who Invented the Printing Press?" LiveScience Updated February 25, 2014, <https://www.livescience.com/43639-who-invented-the-printing-press.html>

\*Rodán Vera, Eugenia. "The History of the Book in Latin America (including Incas and Aztecs)." In *The Book : A Global History*, edited by Suarez, Michael F. Suarez S. J. and H. R. Woudhuysen, 512-523. First ed. Oxford: Oxford University Press, 2013. (pdf available on Brightspace)

\*Van der Vlies, Andrew. "The History of the Book in Sub-Saharan Africa." In *The Book : A Global History*, edited by Suarez, Michael F. Suarez S. J. and H. R. Woudhuysen, 656-670. First ed. Oxford: Oxford University Press, 2013. (pdf available on Brightspace)

### **Week 7 (1-5 March): The Beginning of Print and Early Modern Print Culture**

The mechanics of printing and the creation and circulation of print in Britain and Europe in the early modern period.

Guest Speaker: Kira Chalupa! "Rare Book School, or What I did on my Summer Vacation"

*Websites to check out:*

The Atlas of Early Printing. <https://atlas.lib.uiowa.edu/>

*Readings:*

Chamberlain, Daven Christopher. "Paper." In *The Oxford Companion to the Book*, edited by Michael F. Suarez, S.J. and H. R. Woudhuysen. 79-87. Oxford: Oxford University Press, 2010. (pdf on Brightspace)

\* Finkelstein, David and Alistair McCleery. "The Coming of Print," in David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 45-66. New York & London: Routledge, 2013.

## **Week 8 (8-12 March): The Printing Press as an Agent of Change**

**\*\* A02: Choose Your Own Adventure Due, 9 March, 2:30pm! \*\***

The printing press as an agent of change; print culture in the seventeenth and eighteenth centuries; atlases.

*Websites to check out:*

Cultura Fonds Library. <http://culturafondslibrary.blogspot.com/2007/04/welcome-to-cultura-fonds-library.html>

*Readings:*

\* Potten, Edward. "Beyond Bibliophilia: Contextualizing Private Libraries in the Nineteenth Century." *Library & Information History* 31, no. 2 (2015): 73-94.

Scarborough King, Rachel. "Letters from the Highlands: Scribal Publication and Media Shift in Victorian Scotland." *Book History* 17 (2014): 298-320.

## **Week 9 (15-19 March): New Printing Technologies; Authors and Authorship**

The beginning of the machine press period, circulation of information in Europe and North America, and the rise of the author.

*Websites to check out:*

'Choose Your own Adventure Gets a iMakeover'. NPR.

<https://www.npr.org/templates/transcript/transcript.php?storyId=129233140>

*Readings:*

\* Finkelstein David and Alistair McCleery. "Authors, Authorship, and Authority," in David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 66-84. New York & London: Routledge, 2013.

\* Finkelstein, David and Alistair McCleery. "Printers, Booksellers, Publishers, Agents," in David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 85-99. New York & London: Routledge, 2013.

## **Week 10 (22-26 March): Readers and Reception; the Victorian Period**

Readers and reception in the nineteenth and early twentieth centuries, and popular culture and print culture, including cheap printing and periodicals.

Websites to check out:

“The New Preschool is Crushing Kids” The Atlantic.

<https://www.theatlantic.com/magazine/archive/2016/01/the-new-preschool-is-crushing-kids/419139/>

Readings:

Duggan, Lawrence J. and Bertrum H. MacDonald, “Reading Science: Evidence from the Career of Edwin Gilpin, Mining Engineer,” in Shafquat Towheed and W. R. Owens. *The History of Reading, Volume 1. International Perspectives, c. 1500-1990*, 117-132. London: Palgrave Macmillan, 2011. (pdf available on Brightspace).

\* Finkelstein, David and Alistair McCleery, “Readers and Reading,” in David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 100-117. New York & London: Routledge, 2013.

\* Ray Murray, Padmini, “Behind the Panel: Examining Invisible Labour in the Comics Publishing Industry,” *Publishing Research Quarterly* 29, (2013) 336-343.

## **Week 11 (29 March-2 April): Digital Humanities and Print Culture in the Digital Age**

Print culture in the twentieth century and the launch of the digital age.

Readings:

\* Burrows, Simon, Jason Ensor, Per Henningsgaard, and Vincent Hiribarren. “Mapping Print, Connecting Cultures.” *Library & Information History* 32, no. 4 (2016): 259-271.

\* Cooper, David and Ian N. Gregory. “Mapping the English Lake District: A Literary GIS,” *Transactions of the Institute of British Geographers*, n.s. 36: 89-108. (pdf on Brightspace)

\* Finkelstein, David and Alistair McCleery, “The Future of the Book,” in David Finkelstein and Alistair McCleery. *An Introduction to Book History*, 118-132. New York & London: Routledge, 2013.

Kirschenbaum, Matthew and Sarah Werner. “Digital Scholarship and Digital Studies: The State of the Discipline.” *Book History* 17 (2014): 406-458.

MacDonald, Bertrum, H. and Fiona A. Black. "Using GIS for Spatial and Temporal Analyses in Print Culture Studies: Some Opportunities and Challenges." *Social Science History* 24, no. 3 (2000): 505-536. (pdf available on Brightspace)

**Week 12 (5-8 April) TBD**

**Major Paper Due: 9 April, 11:59pm**