

**Huron University College**  
**ENG 2731F 550: A History of the Book**  
**Fall, 2022**

Class Meetings: Wed. 9:30-11:30am; Fri. 10:30-11:30am

Location: HC-A1

Instructor: Dr. Scott Schofield

E-mail: [sschofi4@uwo.ca](mailto:sschofi4@uwo.ca)

Office: HUC-V129

Office Hours: M 12:30-2:30

**Prerequisite(s):** at least 60% in 1.0 English 1020-1999 or permission of the Department.

### **Course Description**

This foundational course offers students a survey of the core concepts, backgrounds and theories relating to the study of the History of the Book. Through the close consideration of a wide range of media, including manuscripts, printed texts and digital resources, students will gain knowledge of how books and related textual artifacts are produced and disseminated in different geographic and temporal settings by studying assigned readings and interacting with physical media. This course will focus on a wide range of topics, including the making of texts in manuscript and print; the history of readers and reading; the publishing, selling and circulation of books; the history of collectors and collecting; editors and editing; book illustration, digitization, and more.

### **Course Texts**

Michelle Levy and Tom Mole, *The Broadview Introduction to Book History*. Peterborough: Broadview, 2017.

Michelle Levy and Tom Mole, eds. *The Broadview Reader in Book History*. Peterborough: Broadview, 2015.

**NOTA:** The two required course texts have been ordered as a bundle and can be purchased at the Western Bookstore. All additional readings take the form of digital links.

### **Attendance, Participation and Workshops: Regular Weekly Exercises (20%)**

Students are expected to attend and participate regularly throughout the course. All readings should be completed before class on the assigned date. In addition, students can also participate through in-class workshops and by coming to office hours.

A note on workshops: In some classes, one hour will be reserved for group exercises and workshops. It is expected that you take these moments seriously and that your contribution is both thoughtful and considerate.

### **Course Objectives:**

- to understand key concepts and theories relating to the history of the book.

- to understand and be able to define the terminology relating to manuscripts, printed books, and digital media.
- to understand how books have been produced, circulated, and read in different communities and at different time periods.
- to experience how books are made through first-hand observation (i.e. through examining rare books and manuscripts) and through making (i.e. by visiting the Huron Letterpress Studio).
- to design strong thesis statements and structured arguments in persuasive essays, assignments, and presentations using MLA format.
- to integrate outside research materials and references for assignments through use of quotations and paraphrases.

### Assignments and Participation

Assignment	Due Date	Word Count	Weight
My Book Assignment	October 7th	1000	15%
Book Review	November 11th	1500	20%
Presentation	Staggered	12-15 minutes	15%
Final Research Paper	December 7th	2000	30%
Participation	Ongoing	N/A	20%

More detailed descriptions of writing assignments will be provided in class and posted on OWL.

### Late Essays and Assignments

All essays and assignments are due on OWL, by midnight on the specified date (see above). Essays submitted after the due date will receive a penalty of 2% per day (including weekends). No essay will be accepted later than seven days after the original due date unless prior, special arrangements have been made with the instructor. **Essays are to be submitted in electronic form, as Word or PDF files, on OWL. Late essays will probably not receive extended commentary.**

### Class Schedule and Readings

#### September 9

#### Introduction

Levy and Mole, *Introduction to Book History*, pp.xiii-xx

Levy and Mole, *Broadview Reader in Book History*, pp. ix-xxvii

Howsam, From *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*, University of Toronto Press. 2006, pp. 3-45.

<https://books.scholarsportal.info/en/read?id=/ebooks/ebooks2/utpress/2013-08-26/1/9781442688728#page=13>

### September 14/16

#### Material Matters: Part 1 – Defining and Redefining Bibliography

Levy and Mole, *Introduction to Book History*, Ch. 1, pp.1-27.

Greg, “What is Bibliography?” in Levy and Mole, *Broadview Reader in Book History*, pp. 3-13.

McKenzie, “The Dialectics of Bibliography Now,” *Broadview Reader in Book History*, pp. 231-45.

Ozment, “Rationale for a Feminist Bibliography,” *Textual Cultures* 13.1 (2020): 149–178.  
<https://muse.jhu.edu/article/763166/pdf>

**NOTA: Our class on September 16<sup>th</sup> will be held in Western Archives and will be shared over two hours (i.e. 10:30-12:30) with students from Dr. Reid Maroney’s *Women Making Waves* course. If available, I encourage you to stay the two hours.**

### September 21/23

#### Material Matters: Part 2 – Manuscript

**Presenters: TBA**

Doyle and Lovett, “How to Make a Medieval Manuscript” From The British Library’s *Medieval England and France, 700-1200*. <https://www.bl.uk/medieval-english-french-manuscripts/articles/how-to-make-a-medieval-manuscript>

Ezell, “The Social Author: Manuscript Culture, Writers, and Readers” in in Levy and Mole, *Broadview Reader in Book History*, pp. 375-394.

Pulter Project: Poet in the Making - <https://pulterproject.northwestern.edu/>

**NOTA: Visit to Western Archives for Wednesday’s class 10-11:30**

### September 28/30

#### Material Matters: Part 3 – Early Print

**Presenters: TBA**

Kastan, “From Playhouse to Printing House; or, Making a Good Impression” in Levy and Mole, *Broadview Reader in Book History*, pp. 353-376.

Tyman, What is Printing? in Levy and Mole, *Broadview Reader in Book History*, pp. 37-44.

Werner, *Studying Early Printed Books 1450-1800: A Practical Guide*, (Wiley-Blackwell, 2019) pp. 8-25.

<https://ebookcentral.proquest.com/lib/west/reader.action?docID=5625915&ppg=38>

**NOTA: Visit to Western Archives for Wednesday's class 10-11:30**

**October 5/7**

**Textual Differences: Part 1 – Origins and Intentions**

**My Book Assignment Due – Friday, October 7<sup>th</sup>**

Levy and Mole, *Introduction to Book History*, Ch. 2, pp. 31-61.

Greg, "Rationale of Copy-Text" [1950-51] in Levy and Mole, *Broadview Reader in Book History*, pp. 125-137.

Tanselle, "The Editorial Problem of Final Authorial Intention" in Levy and Mole, *Broadview Reader in Book History*, pp. 139-156.

**NOTA: Visit to Huron Letterpress Studio on Wednesday October 7<sup>th</sup>.**

**October 12/14**

**Textual Differences: Part 2 – Pluralism**

**Presenters: TBA**

Stillinger, "A Practical theory of Versions" in Levy and Mole, *Broadview Reader in Book History*, pp. 165-181.

Silver, "Textual Theory as Feminist Practice: Or Who's Afraid of Virginia Woolf Part II?" in Levy and Mole, *Broadview Reader in Book History*, pp. 181-198.

**October 19/21**

**Readers and Reading Practices: Part 1 – Marginalia**

**Presenters: TBA**

Gray, Nicole. "Walt Whitman's Marginalia as Occasional Practice" *Papers of the Bibliographical Society of America* 107:4 (2013): 467-494.

<https://www.journals.uchicago.edu/doi/epdf/10.1086/680830>

Sherman, From *Used Books: Marking Readers in Renaissance England* (University of Pennsylvania Press, 2008), pp. 25-67.

<https://www.degruyter.com/document/doi/10.9783/9780812203448/html>

**NOTA: Visit to Huron Library on Wednesday, October 19<sup>th</sup>.**

**NOTA: Bookbinding Session by Dr. Ariele Vanderschans on Friday, October 21<sup>st</sup>.**

**October 26/28**

**Readers and Reading Practices: Part 2 – Reading Communities**

**Presenters: TBA**

Watson, “Shared Reading at a Distance: The Commonplace Books of the Stockton Family 1812-1840” *Book History*, Volume 18, 2015, pp. 103-133.

<https://muse.jhu.edu/article/597281/pdf>

Rose, “The Welsh Miners’ Libraries” in Levy and Mole, *Broadview Reader in Book History*, pp. 313-332.

**November 2/4 – No classes - Reading Week**

**November 9/11**

**Readers and Reading Practices: Part 3 - Navigating Pages and Screens**

**Book Review Due Friday, November 11**

Hayles, “How We Read: Close, Hyper, Machine” in *Broadview Reader in Book History*, pp. 491-510

Piper, “Turning the Page: Roaming, Zooming, Streaming” in *Broadview Reader in Book History*, pp. 511-524.

**November 16/18**

**Which Edition, Which Version? – Special Topics Part 1**

**Presenters: TBA**

Johns, “Introduction: The Book of Nature and the Nature of the Book” in *Broadview Reader in Book History*, pp. 267-288.

Galey, “The Enkindling Reciter: E-books in the Bibliographical Imagination” *Book History*, 15, (2012): 210-247. <https://muse.jhu.edu/article/488258/pdf>

Roy, “The Vanishing Slave: Publishing the Narrative of Charles Ball, from Slavery in the United States (1836) to *Fifty Years in Chains* (1858),” *Publications of the Bibliographical Society of America* 111:4 (2017): 513-545.

<https://www.journals.uchicago.edu/doi/epdf/10.1086/694304>

**November 23/25**

**Indigeneity and the Book -- Special Topics Part 2**

**Presenters: TBA**

Cohen, “Native Audiences” in *Broadview Reader in Book History* pp. 417-438.

Warkentin "In Search of the Word of the Other": Aboriginal Sign Systems and the History of the Book in Canada," *Book History*, 2, (1999): 1-27. <https://muse.jhu.edu/article/3593><sup>7</sup>

**November 30/December 2**

**Black History and the Book - Special Topics Part 3**

**Presenters: TBA**

Goddu, From *Selling Antislavery: Abolition and Mass Media in Antebellum America*. University of Pennsylvania Press, 2020. pp. 1-28. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991044515468505163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044515468505163)

McHenry, "Out of the business established could grow various enterprises: W.E.B. Dubois and the Ed. L. Simon and Co. Printers" *Book History*, 24.2, (2021): 405-450. <https://muse.jhu.edu/article/839032/pdf>

**NOTA: Visit to Western Archives for Wednesday's class 10-11:30**

**December 7**

**Local Collections - Special Topics 4**

**Final Research Paper Due Wednesday, December 7<sup>th</sup>**

Survey of the Barnett, Milton, Eliot, Wordsworth and Comic Book Collections at Western

"John Davis Barnett"

<https://verne.lib.uwo.ca/s/wl-digitized-collections/page/about-barnett>

Stauffer, "Twilight of the Libraries: What Gets Lost when Books go Offsite and Online" *The Walrus*, 8, July, 2022.

<https://thewalrus.ca/library-digitization/?fs=e&s=cl&fbclid=IwAR39w-b7r2Y0c7lF1KQhUatxBHURct9z3qtvRehNUNPq1vDR8qtwcckwe68&fs=e&s=cl>

## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022**

### **Pandemic Contingency**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academic-support.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**



When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)