

S681: The Book, 1450 to the Present (Spring 2009)

W 9:30 AM – 12:15 PM, Ellison Room, Lilly Library
Erika Dowell, Public Services Librarian, Lilly Library
855-2452, edowell@indiana.edu. Office hours by appointment.

Course description: This course is intended to be a survey of the book from 1450 to the present, with emphasis on the development of the book in the West. The course will focus on the physical aspects of the book from the mid-fifteenth through the twentieth centuries, and on some of the many roles of the book in society during this period. There is currently a high level of interest in the academic world in the related fields of “the history of the book,” “print culture”, and “material culture”, and one of the purposes of this course is to introduce students to current scholarly trends in the history of the book.

Course Objectives: At the end of this course students will demonstrate an understanding of:

- the elements of the physical book and how they have changed over time
- the physical, social, and economic aspects of book production and use over time
- the major scholarly trends in the history of the book and related fields

Lilly Library: Class meetings will be held at the Lilly Library, assignments will require use of its collections, and some reserve readings will be available only in the Lilly Library Reading Room. Students should acquaint themselves with the Lilly Library’s hours and use policies.

Oncourse: This syllabus, class assignments, and announcements will be made available on Oncourse (<https://oncourse.iu.edu/>). Updates to our class schedule or assignments will always be announced in class and posted on Oncourse.

Requirements: Students are expected to attend all class meetings, read all the required materials, actively engage in classroom discussions, and complete all assignments.

Required texts: Readings will be drawn from the required texts listed below and a variety of other books and articles. The required texts are available for purchase at the Friends of Art Bookshop in the Fine Arts Building Room 121.

Steinberg, S.H. *Five Hundred Years of Printing*. New Edition, revised by John Trevitt (London: The British Library, and New Castle, Delaware: Oak Knoll Press, 1996.)

Gaskell, Philip. *New Introduction to Bibliography* (first published in 1972; paperback edition, New Castle, Delaware: Oak Knoll Press, 1995). [one copy in Lilly Library Reading Room, Z1001 .G248]

Reserves: Most of the assigned articles will be available on e-reserve, and the assigned books will be available on physical reserve at either the Lilly Library or the Wells Library.

Assignments:

Participation (15% of final grade): Students will complete readings and prepare for class discussions. *Weekly:* Students will post to the course wiki two questions or comments relating to the assigned readings for each week. **Due each week by midnight Tuesday.** Other assignments in preparation for class discussion as assigned.

Book examination assignments (30% of final grade): In order to learn about the physical aspects of the printed book throughout history, it is necessary to examine actual books. There will be three Lilly Library assignments, each designed to allow students to apply concepts from course readings and class discussion to the interpretation of selected books from different periods and points of origin. The three assignments together will make up 30% of the final grade. In brief, the assignments will consist of written reports based on the following tasks:

Assignment 1: Examine one book selected by the instructor. **Due February 4.**

Assignment 2: Compare the book in Assignment 1 to another book selected by the instructor. **Due February 18.**

Assignment 3: Compare three or more books. Some books will be selected by the instructor, others chosen by the student. **Due March 4.**

Research paper: The research paper gives students the opportunity to explore in depth some aspect of the history of the book from 1450 to the present. Researching and writing the paper will be a semester-long project, consisting of several assignments that will allow you to receive feedback at several points during the semester. The assignments are outlined below:

Paper prospectus (5% of final grade): In the prospectus students will describe a plan for the research paper. This assignment will not be graded but thoughtful completion of the prospectus is required to receive full credit. **Due Wednesday, February 11.**

Annotated bibliography (15% of final grade): This assignment will serve as the basis for the research paper. In the bibliography students will list and evaluate sources on the aspect of the history of the book from 1450 to the present to be covered in the research paper. **Due Wednesday, March 25.**

Research paper (35% of final grade): Students turn in final version of research paper. **Due April 29.**

SCHEDULE

Session 1 – January 14

Introduction to the course; Introduction to the study of book history

Session 2 – January 21

Scholarly approaches to book history; Gutenberg; The early printed book

Required readings:

Gaskell, pp. 1-12

Robert Darnton, "What is the History of Books?" In *Books and Society in History*, edited by Kenneth E. Carpenter (New York: Bowker, 1983), pp. 3-26. [e-reserves; Lilly physical reserve, Z280 .B66 1983]

Nicolas Barker and Thomas Adams, "A New Model for the Study of the Book." In *A Potencie of Life*, edited by Barker and Adams (London: British Library, 1994), pp. 5-43. [e-reserves; Lilly physical reserve, Z4 .P86]

Christopher de Hamel. "The Gutenberg Bible." In *The Book: A History of the Bible*. (London: Phaidon, 2001.) , pp.190-215. [e-reserves; Lilly Reading Room, BS445 .D18 2001]

Blaise Agüera y Arcas. "Temporary Matrices and Elemental Punches in Gutenberg's DK type." In *Incunabula and Their Readers*, edited by Kristian Jensen. (London: The British Library, 2003.) pp. 1-12. [e-reserves; Lilly physical reserve, Z240 .I43 2003]

Session 3 – January 28

Examining selected early printed books; Type styles; Presswork demonstration

For class discussion:

Analyze an article, does it fit into one of the models of the history of the book from Session 2 readings?

Required readings:

Steinberg, pp. 1-73

Gaskell, pp. 13-56; 78-170

Session 4 – February 4

The early modern book

Assignments: Book examination assignment 1 due.

Required readings:

Steinberg, pp. 74-135

Eisenstein, Elizabeth. *The Printing Revolution in Early Modern Europe*. Cambridge UP, 1983, 2005. Chapter 3, "Some Features of Print Culture," pp. 46-101. [e-reserves]

Paul Needham, review of Eisenstein's *The Printing Press as an Agent of Change*. In *Fine Print* 6, no. 1 (January 1980): 23-25, 32-35. [e-reserves]

David McKitterick. *Print, Manuscript and the Search for Order, 1450-1830*. Cambridge UP, 2003. Chapter 2, "Dependent skills," pp. 22-52. [e-reserves; Lilly Library physical reserve, Z124 .M39 2003]

Session 5 – February 11

The book in the 18th century

Assignments: Paper prospectus due.

Required readings:

Gaskell, pp. 57-77

Stuart Bennett. *Trade Bookbinding in the British Isles, 1660-1800*. New Castle, DE: Oak Knoll Press; London: The British Library, 2004. Introduction and Chapter 1, "Bookbinders and Booksellers," pp. 7-26. [e-reserves]

Recommended reading:

D. F. McKenzie. "Printers of the Mind." *Studies in Bibliography* 22 (1969). [e-reserves]

Session 6 – February 18

The book in the 18th century (continued)

Assignments: Book examination assignment 2 due.

Required readings:

Adrian Johns. *The Nature of the Book: Print and Knowledge in the Making*. Chicago: University of Chicago Press, 1998. Introduction (pp. 1-20 only) and Chapter 2, "Literary Life: The Culture and Credibility of the Printed Book in Early Modern London," pp. 58-186. [e-reserves]

- W. B. Carnochan. "The 'Trade of Authorship' in Eighteenth-Century Britain." In *A Potencie of Life*, edited by Barker and Adams (London: British Library, 1994), pp. 127-143. [e-reserves; Lilly physical reserve, Z4 .P86]
- Richard B. Sher. "Corporatism and Consensus in the Late Eighteenth-Century Book Trade: The Edinburgh Booksellers' Society in Comparative Perspective." *Book History* 1, no. 1 (1998): 32-90. [e-reserves]

Session 7 – February 25
The American colonial book

Required readings:

- Thomas Starr. "Separated at Birth: Text and Context of the Declaration of Independence." *The Proceedings of the American Antiquarian Society* 110, no. 1 (2000): 153-199. [e-reserves]
- Patricia Crain. "Print and Everyday Life in the Eighteenth Century." In *Perspectives on American Book History*, edited by Casper, Chaison, and Groves (Amherst and Boston: University of Massachusetts Press, 2002), pp. 47-78. [e-reserves]

Session 8 – March 4
The Book in Asia

Assignments: Book examination assignment 3 due.

Session 9 – March 11
Printing Technologies of the 19th/20th centuries

Class visit to the Graphic Design Press, Fine Arts Building, 2nd floor

Required readings:

- Gaskell, pp. 189-310
Steinberg, pp. 170-175; 218-240

Session 10 – March 25
The Nineteenth Century

Assignments: Annotated bibliography due.

Required readings:

- Steinberg, pp. 136-169

Session 11 – April 1
Copyright and the Book Trade in the Nineteenth Century; Forgery

Required readings:

- William St Clair. "The Political Economy of Reading." The John Coffin Memorial Lecture in the History of the Book 2005. [e-reserves]
- Chris R. Vanden Bossche. "The Value of Literature: Representations of Print Culture in the Copyright Debate of 1837-1842." *Victorian Studies*, vol. 38, issue 1 (Autumn 1994): 41-68. [e-reserves]

Session 12 – April 8
Authorship & readership in the 19th/20th centuries

Required readings:

- Robert Darnton. *The Kiss of Lamourette: Reflections in Cultural History*. (New York: Norton, 1990.) Chapter 9, “First Steps Toward a History of Reading,” pp.154-187. [e-reserves]
Jane Austen Doe. The confessions of a semi-successful author. *Salon*. March 22, 2004. [e-reserves]
Jonathan Rose. “Rereading the English Common Reader: A Preface to a History of Audiences.” *Journal of the History of Ideas* 53, no. 1 (Jan. - Mar., 1992), pp. 47-70. [e-reserves, JSTOR]

Session 13 – April 15
The Twentieth Century

Required reading:

Steinberg, pp. 175-217; 241-249

Session 14 – April 22
The Twentieth Century (cont'd.)

Required readings:

- Brooke Allen. “Two—Make That Three—Cheers for the Chain Bookstores.” *Atlantic Monthly*, vol. 288, no. 1, July/August 2001: pp.148-152. [e-reserves]
Tom Engelhardt. “Gutenberg Unbound.” *The Nation*. March 17, 1997. Volume 264, Issue 10. [e-reserves]
William Miller. “The Book Markets.” In *The Book Industry* (New York: Columbia University Press, 1949), pp. 83-120. [e-reserves]
Thomas Whiteside. “Chain-Store Systems.” Chapter 3 of *The Blockbuster Complex: Conglomerates, Show Business, and Book Publishing*. (Middletown, CT: Wesleyan UP, 1980), pp. 39-48. [e-reserves]
Theodore Wilentz. “American Bookselling in the 1960’s.” in *The American Reading Public* (New York: R. R. Bowker, 1963), pp. 151-166. [e-reserves]

Session 15 – April 29
The Future of the Book

Assignments: Research paper due.

Required reading:

- Hillesund, Terje. “Reading *Books in the Digital Age* subsequent to Amazon, Google and the long tail.” *First Monday* 12, no. 9 (September 2007), URL: http://firstmonday.org/issues/issue12_9/hillesund/index.html [e-reserves]
Lynch, Clifford. “The Battle to Define the Future of the Book in the Digital World.” *First Monday* 6, no. 6 (June 2001), URL: http://firstmonday.org/issues/issue6_6/lynch/index.html [e-reserves]
Reading on copyright -- TBA

May 6 – EXAM WEEK

BOOK EXAMINATION ASSIGNMENTS

The three book examination assignments are designed to allow you to apply concepts from course readings and class discussion to the interpretation of selected books from different periods and points of origin. The purpose of the assignments is to help you learn about the basic elements of the physical book and how these elements differ over time, place, genre, etc.

Handling old books is an invaluable part of studying the history of the book. The more books you examine, the more you can begin to develop a feel for what books of different time periods, places, and genres look like. However, these assignments will not focus on examining great numbers of books. Instead the assignments will focus on making connections between course readings, class discussions, and real books.

Over the course of the three assignments you will build up a conceptual framework for the examination of printed books. This framework, embodied in a written checklist of sorts, will organize information about the history of the book in a way that will help you examine individual books in detail.

Book Examination Assignment 1

Due February 4

This assignment asks you to examine a book in the collections of the Lilly Library. I will provide you with the citation of the book assigned to you via Oncourse.

I will give you a basic checklist of four elements to be considered in examining the book, as well a list of other elements from which you should choose another two to examine. Listed under the first four elements are characteristics to check for or questions to ask yourself while examining the book. These are meant to be used as a guide for your observations. You do not need to address everything listed under an element, and you may wish to expand your observations beyond what I have listed.

For the elements of your own choosing, scan Steinberg and Gaskell to add some guiding questions of your own. Over the rest of the semester you will be building up this checklist to organize information about the history of the book in a way that will help you examine individual books in detail.

In examining the book, you should focus on what you can observe when looking at the book. Describe what you observe in your own words. Do not worry about using specialized vocabulary. You should use Steinberg and Gaskell as reference sources for this assignment, but no further research is required for this assignment.

You will turn in a copy of your checklist (six elements total) and your observations about the assigned book. You may combine these into one chart or keep the checklist separate from the list of observations. In either case, what you turn in should be in the form of a chart or bulleted list rather than a narrative description.

Book Examination Assignment 2

Due February 18

This assignment asks you to examine another book in the collections of the Lilly Library and to compare it to the book you examined in the first assignment. The citation of the book assigned to you will be provided separately.

You will use the checklist of six elements from the first assignment in the examination of the second book. In examining the book, you should focus on what you can observe when looking at the book. Describe what you observe in your own words. Do not worry about using specialized vocabulary.

You will turn in a copy of your checklist from assignment 1 (a photocopy is OK) and your checklist for the newly assigned book. You may combine these into one chart or keep the checklists separate.

This first part of the assignment should be in the form of a chart or bulleted list rather than a narrative description.

You will also turn in a short narrative comparison of the two books. Using your observations and information from readings and class discussion, try to provide some context for differences and similarities between the books. Are the differences indicative of different genres, different national traditions, or different time periods? Are similarities indicative of particular printer or genre? Are these books thought to be important for any reason? How does the significance of one book compare to the next?

If you find it helpful in providing context for your comparison, you may do some background research on your book. You should look at the information from the IUCAT record (long view) or catalog card. Some of your books will be described in *Printing and the Mind of Man*, Lilly Reading Room, Z121 .C3 1983. You may find other useful information about your book or its author in encyclopedias, biographical dictionaries, or *Literature Resource Center*. Please do only enough research to get a general idea of the importance of your books, if any.

The narrative comparison should consist of several short narrative paragraphs, addressing three to five points of interest between the two books. Imagine you are talking to a library patron or a friend. Describe how these books illustrate different aspects of the history of the book.

Book Examination Assignment 3

Due March 4

In this assignment, you will examine two to four books in the collections of the Lilly Library and write a short essay comparing and contrasting the works. In the essay, your focus should be on the physical characteristics of the books and how they illustrate particular aspects of the history of the book. The essay should be between 4-5 pages in length, double-spaced. Please include full bibliographic citations and call numbers for the books you write about in the essay.

You are free to select any books that interest you. You may use the books from the first two assignments and add one or two more books to the mix, or you may choose completely different books. In selecting books, you should think about what kind of comparisons and contrasts they present. I am available to help you select books if needed.

Grading rubric for Book Examination Assignment 2

- I. PARTS
 - A. Checklist for both books
 - B. Narrative

- II. NARRATIVE
 - A. Does narrative discuss/compare the two books?
 - B. Does narrative relate details of the two books to the broader “history of the book”?

Grading rubric for Book Examination Assignment 3

- I. NARRATIVE
 - A. Does narrative adequately discuss/compare the 2-4 books?
 - B. Does narrative relate details of the two books to the broader “history of the book”?

- II. FORM
 - A. Spelling
 - B. Grammar
 - C. Appropriate use of words
 - D. Are ideas presented in coherent order? Are they clearly expressed?
 - E. Footnotes and bibliography: Are borrowed ideas and statements given credit? Is the form of footnotes and bibliography understandable and consistent? Are quotations over used?

RESEARCH PAPER

This assignment gives you the opportunity to explore in depth a topic related to the history of the book that you find interesting. The topic should fall into the chronological scope of the course, from 1450 to the present, but there are few other restrictions to the topic you may choose. The topic can relate to the printed book in a particular time or place. It can focus on a specific genre or follow the history of a specific book that you find significant. Any aspect of the creation, production, or distribution of books is a possible subject for research.

You should look for a topic that is broad enough that you can find sufficient information on it, but focused enough to be appropriate for a paper of 10 to 12 pages in length. You may also need to consider the availability of existing research in languages with which you are comfortable.

Paper Prospectus Due February 11

The paper prospectus is a brief plan for your research paper designed to encourage early planning and focus in your research process.

Annotated Bibliography Due March 25

The annotated bibliography is a list of works you will use in researching your paper topic. You may include sources that you wanted to use, but were not (or not yet) available to you. The bibliography may include books, chapters in books or reference works, articles, electronic resources, and the like. Annotations for each work listed should summarize the use, importance, and reliability of the work you are describing. You may also wish to address the organization of the work in question or to briefly summarize its contents or conclusions. Annotations may range from a few sentences to two paragraphs. Your bibliography should have no more than 25 sources listed, with a minimum of 10 to 15 sources.

Research Paper Due April 29

The research paper is a narrative account of your chosen subject. It should be between 10 and 12 pages in length (longer if you find it necessary). The paper should be organized and written as if you intended it to be published in a reference work for the educated public, or for academics who are not specialists in the field. From this written account, your reader should be able to gain an overview of your subject, similar to that given in a good encyclopedia. Please note: Include a brief statement outlining areas of needed research related to your topic, based on materials encountered in the preparation of your annotated bibliography and narrative account. This section may also include works for which translations are needed.

Grading Rubric For Annotated Bibliography

- I. PARTS
 - A. Proper number of works included?
 - B. Text of proper length?

- II. BIBLIOGRAPHY
 - A. Are works included relevant? Is relevance stated if necessary?
 - B. Are works annotated so that reader is informed not just of the work's relationship to your own research, but to the work's general...
 - i. Scope
 - ii. Possible utility
 - iii. Authoritativeness
 - iv. Etc.
 - C. Are works annotated in way that allows the reader to discover differences between the works?

- III. FORM
 - A. Spelling
 - B. Grammar
 - C. Appropriate use of words
 - D. Are ideas presented in coherent order? Are they clearly expressed?
 - F. Footnotes and bibliography: Are borrowed ideas and statements given credit? Is the form of footnotes and bibliography understandable and consistent? Are quotations over used?

Grading Rubric For Research Paper

- I. PARTS
 - Are each of these parts included in the paper?*
 - A. Paper 10-12 pp.
 - B. Statement of research needs

- II. TOPIC
 - A. Is topic appropriate to book history?
 - B. Is topic focused enough to be adequately covered in a paper of this length?

- III. INTRODUCTION
 - A. Is there a clearly stated purpose, problem, or question to be considered?
 - B. Does author present a preview of how the purpose or problem will be handled?
 - C. Is there a statement of the significance of the problem? So what?

- IV. BODY
 - A. Suitability of paper's focus
 - i. Is chosen problem focused enough to be adequately handled in space of the paper?
 - ii. Is problem chosen too specific for sources of information?
 - B. Is presentation easy to follow and well organized?
 - C. How are statements made warranted? Assumptions logical?
 - D. Evidence
 - i. Contradictory evidence dealt with?
 - ii. Multiple sources considered if available?

- iii. Is evidence discussed relevant?
 - iv. Are statements plausible?
 - E. Background information
 - i. Is enough information given to familiarize the reader with the problem?
 - ii. Is unimportant background material included?
 - F. Does the author deal with the purpose or problem set up in the introduction?
- V. CONCLUSION
 - A. Does author summarize findings adequately?
 - B. Is conclusion related to questions asked/purpose stated in introduction?
- VI. FORM
 - A. Spelling
 - B. Grammar
 - C. Appropriate use of words?
 - D. Are ideas presented in coherent order? Are they clearly expressed?
 - E. Footnotes and bibliography: Are borrowed ideas and statements given credit? Is the form of footnotes and bibliography understandable and consistent? Are quotations over used?

Academic Dishonesty and Grades at SLIS: All SLIS instructors have been asked to include the following information in their syllabi. Please take note of it.

Academic dishonesty

There is extensive documentation and discussion of the issue of academic dishonesty in the Indiana University "Code of Student Rights, Responsibilities and Conduct". Of particular relevance is the section on plagiarism:

3. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

From: <http://www.dsa.indiana.edu/Code/index1.html>

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. As a rule of thumb, when in doubt, cite the source!

Grades at SLIS

The following definitions of letter grades have been defined by student and faculty members of the Committee on Improvement of Instruction and have been approved by the faculty (November 11, 1996) as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science:

GRADE	GPA	MEANING
A	4.0	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A-	3.7	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+	3.3	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B	3.0	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.
B-	2.7	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+	2.3	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.
C	2.0	
C-	1.7	Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.
D+	1.3	
D	1.0	
D-	.07	
F	0.0	Failing. Student may continue in program only with permission of the Dean.