2014

Info 668 - History of the Book

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Drexel University

College of Information Science & Technology

INFO668 History of the Book

Syllabus—Winter 2014

Instructor—Shawn Martin

Instructor Contact Information:

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Appointments: Individual appointments are available upon request.

Course Description

Examines the history of written knowledge representation through manuscripts, books, digital media, and other forms in western culture, from the classical age to the present day. Topics include cultures of reading, social impact of texts, methods of production, distribution, and classification, and historical influences like the church, state, and economy.

Course Outcomes (taken from the Expanded Course Description)

Upon successful completion of this course, a student will be able to:

- Recognize the continuities and discontinuities in written knowledge representations from the classical age to the present day
- Trace the development of reading cultures, publishing, censorship, and protection of intellectual property in western civilization from the 16th century to the present day
- Understand the nature of 20th and 21st century innovation in the reproduction of text and graphics, including technological, intellectual, social, and economic issues
- Identify the social impact of texts and the transmission of knowledge in an historical context

Course Materials

Required:

- Robert Darnton, The Case for Books (New York: Public Affairs, 2009) (Recommended)

- Nicole Howard, The Book: The Life Story of a Technology (Westport, Connecticut: Greenwood Press, 2005) (Recommended)

- Martyn Lyons A History of Reading and Writing in the Western World (New York: Palgrave Macmillan, 2010) (Required)

- Simon Eliot and Jonathan Rose, eds Companion to the History of the Book (London: Blackwell, 2007) (Required)

Additional readings and useful resources will be assigned as appropriate.

Course Logistics

- It is important that you read all of the course information carefully, particularly my expectations for course activities and deliverables. When in doubt, ask questions.
- Core readings and assignments for each week are listed in the Course Schedule. Most of the core readings will be found in the textbooks for the course; those not from the textbooks are available in the Course Materials folder on Course reserves.
- Each class will start on Wednesday at 6:00 pm and close at 9:00 pm (unless otherwise noted). If for some reason you will be unavailable during a particular period, please let the me know as soon as possible
- Course activities and deliverables are due no later than 6:00 pm on Wednesday (class period) of the specified week unless otherwise noted; check the Course Schedule for details on where to post deliverables.
- When posting files as part of deliverables, please use Microsoft Office (Word, PowerPoint, or Excel) files and a file name that includes both your name and the name of the assignment, e.g., [yourname]_PaperAbstract. This will allow me to edit and comment directly on your files. Please note the new requirement for a statement regarding academic honesty to be appended to each deliverable.
- Students are encouraged to contribute items of general interest to the rest of the class throughout the term. These items may be posted in the "Stuff to Share" forum on the course Discussion Board. Items might include new websites or information or any other "stuff" that may be interesting to the class but that is not part of a specific assignment. This forum is also a place to post reactions to various course materials and/or readings. Posting to this forum is completely optional; however, if you do choose to share something with the class, I will include it in your final participation grade.

Course Activities and Deliverables

The course activities and deliverables consist of the following:

Participation	**10%**	**Graded at end of term**
Paper Proposal	**25%**	**Due January 29**
Class Presentation	**30%**	**Due in class beginning February 12**
Short Research Paper	**35%**	**Due March 21**

Each course activity and deliverable is summarized below.

The standard amount of work time expected for a Drexel graduate course is three hours of class time per week **plus** nine hours of reading and other coursework per week. This means that you should expect to spend an average of 12 hours per week working on this course. You are required to read each of the of items listed on the course schedule as well as the material posted in the Course Materials folder near the beginning of the week during which they are assigned. Completing the readings early will enable you to make better informed contributions to class discussions and class activities, which in turn will help you to learn more from the course.

General Participation: (10% of grade)

Students are expected to engage with each other as part of their learning experience. The general participation grade reflects *the interaction of students with each other* during class.

Paper Proposal: (25% of grade)

Working individually, students will be asked to write a brief proposal (2 – 3 pages double spaced, 1" margins, 12 pt. font) indicating your thesis question (what you would like to cover in the paper), a brief description of the argument, and probable sources you will use for your paper. This deliverable should be double spaced with 1" margins and no more than 12 pt. font and can be handed in during class. It is due January 29 in class.

This paper must include 3 things:

1. Tell me the topic you are interested in writing about. This can be anything that falls within the history of the book course's scope. Topics I know being considered have included Project Gutenberg (e-book resource), the History of Copyright, and the history of forgery, other examples are included in the syllabus at the top of page 5. You are welcome to write about whatever is of interest to you.

2. Give me an idea about the thesis and argument you intend on making. In other words, within that larger topic you're interested in investigating, narrow it down to a particular statement you'd like to say or question you'd like to answer. For instance an example might be "I'm interested in examining the impact of printing on the English Reformation. I believe that the printing allowed Protestants to get their message out more effectively than a pre-print world." or "I would like to understand why the Protestant

reformation in England happened differently than in the rest of Europe. I believe that England's more centralized censorship of printing had an impact on how the Reformation progressed."

3. Provide me with some of the sources you will be using and how you will be using them. You might want to look in the readings for initial ideas, but tell me something like "I want to use book A to give me an overview of the topic. I want to use book B to discuss Protestant history before print."

The more detail you give me on these three things, the more helpful I can be in trying to comment on what your interests are, some books that may be helpful to you, and other things that may help you with your research.

Class Presentation: (30% of grade)

Working individually, students will prepare a brief (10 – 15 minute) presentation to the class discussing the topic they are researching for the short research paper. You may utilize a computer presentation (e.g. Powerpoint) if you choose, but this is not required. These presentations will begin on February 12 and continue through March 12 (depending on number of presentations)

The Short Research Paper (35% of grade)

The purpose of the paper is to allow students to demonstrate your ability to execute a short piece of independent research and to allow you to explore an area of the history of the book in greater detail than is possible in the lectures. The formal deliverable will be an 8 – 10 page paper (double spaced with 1" margins and no more than 12 pt. font).

 Students will find that their undergraduate backgrounds and other academic experience will probably suggest plausible topics. Before you begin serious work on the paper, you must discuss the proposed topic with me. This discussion can take place during a visit or via an exchange of emails.

Because the paper is short, your first goal should be the definition of a small carefully defined subject. You should also make certain that the works that you will need for research are in a language that you know.

Note also:
1. The text of the paper may not exceed ten pages nor should it be much shorter than eight pages. Notes and bibliography are not included in this limit.

2. Papers must have footnotes and a bibliography. For guidance with these and other mechanics, consult: Kate L. Turabian, *Student's Guide for Writing College Papers* (a recent edition). Most university book stores, trade book stores, and second-hand dealers have copies.

3. Papers must be typed with double spaces and have standard one-inch margins. Use a standard type size. Condensed type is not acceptable.

A few topics that earlier students have dealt with:
History of forgery
History of Copyright
Dadist poetry
Lindisfarne Gospels
Printed music in the Renaissance
Christine de Pisa (15lh-century writer and manuscript designer)
American antislavery pamphlet literature in the 1830s
16th-century versions of the Book of Common Prayer
Literacy in early New England
William Morris as a book designer
Henri Matisse, Jazz
The evolution of Dr. Suess
A history of pop-up & movable books: art, architecture & science

You might want to take a look at the Web site for the Society of Authorship, Reading & Publishing. http://www.sharpweb.org.

Grading Policy

All activities and deliverables are due by the date and time designated in the Course Schedule. Late submissions are subject to penalty of a lower grade. Formal deliverables submitted more than 24 hours past the due date without prior written approval of the instructor will result in automatic failure for that item.

Activities and deliverables should be completed by applying the knowledge, skills, and tools learned throughout the course. As graduate students, you are expected to dedicate an appropriate amount of time to produce quality submissions. For most activities and deliverables, average (fully acceptable, but not special) work will receive a B; outstanding work, demonstrating special effort, insights, etc., will receive a higher grade. A key difference between a B and an A is the degree to which the work submitted is original, creative, and shows mastery of the concepts. Doing what is expected and no more, however well executed, will earn a B+ at best. Feedback on activities and deliverables will be given online to the class and/or individually as appropriate.

Final grades are based on the sum of the grades received for each of the activities and deliverables described in the Course Syllabus. I use the following scale when assigning grades:

Course Grade	Letter Grade	Expectations
100 – 98	A+	Walks on water; highest caliber work; demonstrates originality and insight into material
97 – 93	A	Outstanding work; far surpasses expectations; demonstrates full command of material

92 – 90	A-	Excellent work; superior performance; exceeds course expectations for deliverables
89 – 87	B+	Very good work; above average performance; demonstrates thorough command of material
86 – 82	B	Fully acceptable work; meets course expectations; demonstrates solid command of material
81 – 79	B-	Below expectations; below average performance; demonstrates incomplete command of material
78 – 76	C+	Marginal work; demonstrates poor understanding of material and/or incomplete deliverables
75 – 71	C	Unsatisfactory work; demonstrates inadequate understanding of material; missing deliverables
70 – 68	C-	Lowest "passing" grade for graduate school; indicates that there is something definitely wrong
67 – 65	D+	Unacceptable work
64 – 60	D	Unacceptable work
59 – 57	D-	Unacceptable work
< 56	F	Failing; or forgot to withdraw from course in time

Students Needing Accommodations

Any student with a documented disability who needs accommodations should contact the Office of Disability Services (ODS) at 215-895-2506. Students must register with the ODS and receive an Accommodation Certification Form prior to receiving accommodations. This information will be strictly confidential.

Communication

Important class information will be communicated via the Announcements section on the course website, and all students are responsible for checking the website regularly for such information. From time to time I also send important information and feedback to you by email using the Drexel accounts associated with Course reserves. Please make sure that you monitor your Drexel email throughout the term or have it forwarded to your personal accounts.

When asking general course-related questions, please post to the "Faculty Office" forum on the course Discussion Board since other students may have the same question. Answering the question once simplifies the communication process and ensures that everybody has the same information.

I am usually available by email, so if you have an urgent (or a private) question that you need answered, please contact me directly at shawnmar@pobox.upenn.edu, and I will respond to your question as soon as possible. When sending an e-mail to me, please use 'INFO 668' in the subject line.

Academic Honesty and Plagiarism

All deliverables submitted must be the original work of the individual student, completed without unauthorized collaboration. Quoting or paraphrasing from the work of others without appropriate attribution is not acceptable. Deliverables may be checked for originality.

Please take time to review the following:

- Drexel University's academic honesty policy that can be found at http://www.drexel.edu/studentlife/judicial/honesty.html
- The Hagerty Library's description of plagiarism that is found at http://www.library.drexel.edu/resources/tutorials/plagiarism/plagiarism.html
- Drexel University Official Student Handbook found at http://www.drexel.edu/StudentLife/studenthandbook/Handbook05-06.pdf discusses academic honesty on page 50.

Student Statement Regarding Academic Honesty

In order to raise awareness about academic honesty and to reduce cases of plagiarism, the College of Information Science and Technology is directing faculty members to require students to append a statement to all formal deliverables (e.g., papers, projects, exams) indicating that the work submitted is their own. Deliverables will not be graded without this certification page.

To comply with this new requirement, please append the following statement to your formal deliverables.

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I certify that:

- This paper/project/exam is entirely my own work.
- I have not quoted the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation.
- I have not submitted this paper / project to satisfy the requirements of any other course.

Signature: _____

Date: _____

Course Schedule

Note: Class will meet in Van Pelt Library. Session 5 (Feb. 5) and Session 8 (February 26) will meet at the Van Pelt Library of the University of Pennsylvania. There will be no meetings at Drexel on those two Wednesday evenings.

1ˢᵗ session January 8

Topics: *Introductions and course overview:* Reading, writing, and literacy in the classical world

Core Readings:
- Nicole Howard "Ancestors: Books Before Print" in *The Book: The Life Story of a Technology* pp 1 – 25 (optional)
- Martyn Lyons "What is the History of Reading and Writing" *A History of Reading and Writing in the Western World* – pp 1 - 11
- Simon Eliot and Jonathan Rose, eds. *Companion to the History of the Book* – pp 21-32, 50-62, 63 – 94
- Gugliemo Cavallo "Between Volumen and Codex: Reading in the Roman World *A History of Reading in the West* pp 64 – 89 (Course reserves)

2nd session January 15

Topics: Medieval book production and it audience,

Core Readings:

- Simon Eliot and Jonathan Rose, eds. *Companion to the History of the Book* – pp 177 - 206
- Nicole Howard "Infancy: The Earliest Printed Books, 1450 – 1500" *The Book: The Life Story of a Technology* pp. 27 – 53 (optional)
- Martyn Lyons "Reading and Writing in the Ancient and Medieval World" *A History of Reading and Writing in the Western World* – pp 13 – 25

3rd session January 22

Topics: Transition from manuscript to printed book

Core Readings:

- Jan-Dirk Muller "The Body of the book: The Media Transition from Manuscript to Print" in David Finkelstein and Alistair McCleery eds. *The Book History Reader* pp. 143 – 150 (Course reserves)
- Simon Eliot and Jonathan Rose, eds. *Companion to the History of the Book* – pp 207 – 231
- Andrew Pettegree "The Book Before Print" *The Book in the Renaissance* pp 3 – 20. (Course reserves)
- Nicole Howard *The Book: The Life Story of a Technology* pp. 55 – 112 (optional)

4th session January 29

Topics: The 15th Century—Printing with movable type; the Eisenstein thesis and its critics

Core Readings:

- Elizabeth Eisenstein "The Unacknowledged Revolution" in *The Printing Press as an Agent of Change* pp 3 – 42 (Course reserves)
- Martyn Lyons *A History of Reading and Writing in the Western World* – pp 26 – 87

Paper Proposal Due

5th session February 5

Meeting in the Van Pelt Library of the University of Pennsylvania

Topics: Literacy, publishing, censorship, and the protection of intellectual property (pt. 1)

Core Readings:

- Martyn Lyons "The Rise of Literacy in the Early Modern West" *A History of Reading and Writing in the Western World* – pp 88 - 118
- Simon Eliot and Jonathan Rose, eds *Companion to the History of the Book* – pp 232 – 272
- Adrian Johns *Piracy: The Intellectual Property Wars from Gutenberg to Gates* pp 17 – 40 (Course reserves)

6th session February 12

Topics: Topics: Literacy, publishing, censorship, and the protection of intellectual property (pt. 2)

Core Readings:

- Simon Eliot and Jonathan Rose, eds. *Companion to the History of the Book* – pp 508 – 530
- Peter Decherney *Hollywood's Copyright Wars* – pp 59 – 107 (Course reserves)
- Lawrence Lessig *Free Culture* – Introduction pp 1 – 20 (Course reserves)
- Robert Spoo *Without Copyrights* – pp 13 – 64 (Course reserves)

Class Presentations Begin

7th session February 19

Topics: Reading and publishing in the modern period (18th and 19th centuries)

Core Readings:

- Simon Eliot and Jonathan Rose, eds *Companion to the History of the Book* – pp 231 - 272
- Nicole Howard *The Book: The Life Story of a Technology* pp. 113 – 138 (optional)
- Martyn Lyons *A History of Reading and Writing in the Western World* – pp 120 – 184

- Jacob Soll "An Enlightened Prince Reads Machiavelli" *Publishing the Prince* pp 115 – 127 (Course reserves)
- Alfred Chandler "The Information Age in Historical Perspective" *A Nation Transformed by Information* pp 3 – 37. (Course reserves)

8th session February 26

Meeting in the Van Pelt Library of the University of Pennsylvania

Topics: 20th and 21st century innovations: technological, intellectual, social, and economic (pt. 1)

Core Readings:

- Nicole Howard *The Book: The Life Story of a Technology* pp. 113 – 138 (optional)
- Martyn Lyons *A History of Reading and Writing in the Western World* – pp 185 – 200
- Simon Eliot and Jonathan Rose, eds *Companion to the History of the Book* – pp 380 - 418 451 – 463, 531 - 543

9th session March 5

Topics: 20th and 21st century innovations: technological, intellectual, social, and economic (pt. 2)

Core Readings:

- Nathan Ensmenger "Computer Revolutionaries" *The Computer Boys Take Over* pp 1 – 26.(Course reserves)
- Janet Abbate, *Inventing the Internet*, 43 – 81 (Course reserves)
- Susan Douglas *Inventing American Broadcasting*, 292 – 314 (Course reserves)

10th session March 12

Topics: Course Wrap-Up: Social impact of texts and the transmission of knowledge

Core Readings:

- Ann Blair "Information Management in Comparative Perspective" *Too Much to Know* pp 11 – 61. (Course reserves)
- Peter Burke *A Social History of Knowledge (vol. 2)* "Sociologies of Knowledge" pp 218 – 246. (Course reserves)
- Andrew Abbott "Library Research Infrastructure for Humanistic and Social Scientific Scholarship in the Twentieth Century" in *Social Knowledge in the Making*, 43 – 87.
- Robert Darnton *The Case for Books* 1 – 174 (optional)

March 21, 5PM: Short Research Paper due.

Books in the Drexel University Store:

Required:
- Martyn Lyons *A History of Reading and Writing in the Western World*
- Simon Eliot and Jonathan Rose, eds *Companion to the History of the Book*

Recommended
- Robert Darnton, *The Case for Books*
- Nicole Howard *The Book: The Life Story of a Technology*

All books are in paperback and several are available as used copies from Amazon.com and other vendors.

Office hours:

We can communicate in the following ways:
1. By appointment I can arrange to see students during the week. Call or email to make an appointment.
2. We can talk on the telephone.
3. We can exchange emails.

I urge students to be in touch with me to discuss paper topics and any other matters of interest or concern.
Email: shawnmar@upenn.edu
Phone: 215-573-4207

NOTE: In case of bad weather you can learn about University closings by telephoning 215-895-MELT.