

# English 2033.X1 - Book History & Print Culture

A part of the *Material Culture* Minor

Room: Bac. 206

Time: T, W, F: 10:30 - 11:30 AM

Prof: Richard Cunningham

Office: BAC 431

Office Hours: T,W,Th - 11:30 - 12:30

## Acknowledgement of Traditional Territory

We are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

This territory is covered by the “Treaties of Peace and Friendship” which Wolastoqiyik (Maliseet) and Mi'kmaq peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

## Overview

Leslie Howsam opens an essay entitled “The study of book history” with the following statement: “The history of the book is a way of thinking about how people have given material form to knowledge and stories.”<sup>1</sup> For a course on book history Sarah Werner said that “The study of books and book history can be divided into three approaches . . . an exploration of books as physical objects . . . the role that books play. . . in . . . culture and the processes by which they were made . . . [and] books as vehicles for text.”<sup>2</sup> [2](#)

The important concepts to pick up from these two references are that the book is a material object that has and continues to mightily affect world culture by making possible the preservation and spread of knowledge and narrative. In ENGL2033 we will focus on the printed book, familiarize ourselves with the terminology of the book trades, learn how to accurately describe both a book and a text, and become more knowledgeable about the parts that make up the whole.

## Texts

*The Broadview Reader in Book History*. Michelle Levy & Tom Mole. Broadview Press, 2017.

Referred below as “Levy”.

*The Book in Society*. Solveig Robinson. Broadview Press, 2003.

Referred below as Robinson.

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<sup>1</sup> Howsam, *Cambridge Companion to the History of the Book*, p.1.

<sup>2</sup> <http://sarahwerner.net/FolgerBooks/index.php/course-description/>

## Accessible Learning Services

If you are a student with documentation for accommodations who anticipates needing supports or accommodations, please contact Marissa McIsaac, Accessibility Resource Facilitator at 902-585-1520, [disability.access@acadiu.ca](mailto:disability.access@acadiu.ca) or Emily Duffett, Accessibility Officer, 902-585-1823, [disability.access@acadiu.ca](mailto:disability.access@acadiu.ca). Accessible Learning Services is located in Rhodes Hall, rooms 111-115.

## Grading

Attendance and Participation	30%
Web Page	15%
Descriptive Bibliography	10%
Annotative Bibliography	25%
Final Exam	20%

Attendance:

Due: Every class

Attendance is required for you to participate, so plan to attend.

Participation:

Due: Every class

Each person brings a unique perspective to any text and to any topic, and you can't share yours if you're not in class. Please think about higher education as a community of which you are a part, not as a product you purchase. Then it becomes easier to understand that your attendance and participation are more for the sake of what you can offer others than for what you'll get from them.

Web page:

Due: Dec. 4

If Gutenberg's press were a new invention it *might* be useful for you to know how to print your own work. But knowing how to create your own webpage and how to troubleshoot it (even when you use some sort of automated or semi-automated text editor to create it) *is* undeniably useful, in addition to being the twenty-first century analogue to Gutenberg's fifteenth-century disruption. That's the goal and the rationale for this assignment.

To achieve the goal this assignment sets will require some instruction in html, and this will happen more or less regularly throughout the course. By the end of November you will have received about five hours of instruction in using html & css, and your work will be graded according to that standard.

For all such instruction you will need to have a powered, functioning computer with you. (It's worth noting that not all the electrical plug-ins work in the class room.)

### Descriptive Bibliography:

The following excerpt from a longer text by book historian Terry Belanger should enable you to understand what is expected of you for this assignment.

Descriptive Bibliography is "the close physical description of books. How is the book put together? What sort of type is used and what kind of paper? How are the illustrations incorporated into the book? How is it bound? . . . Descriptive bibliographies are books that give full physical descriptions of the books they list, enabling us to tell one edition from another and to identify significant variations within a single edition" < <https://bibsocamer.org/publications/bibliography-defined/> >.

On Friday Oct. 4 we will visit the Vaughan Memorial Libraries Special Collections and Kirkconnell Archives at which time you will be introduced by an archivist to working in the Archives and to some of the books in our Special Collections. Subsequent to that you will return to the Archives to choose a book of your own on which to perform a descriptive bibliography. After choosing but before proceeding in your work contact the professor who will confirm the appropriateness of your choice, or send you back to make another choice. For our purposes, choose a book printed before 1700, or hand-pressed book from after 1700.

### Annotated Bibliography:

Due: 8:00 the day the reading is to be discussed in class

For this term-long on-going assignment you are required to read the text assigned for a given day, then write an annotation that will enable you at some future time and anyone else at any time to get a good sense of what the text has to offer.

According to the University of Toronto's "Types of Writing" website's entry on [annotated bibliography](#) "an annotated bibliography gives an account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. Depending on your assignment, an annotated bibliography may be one stage in a larger research project, or it may be an independent project standing on its own."

Following from that, your topic for this assignment is something like "Print Culture and the History of the Book." To assemble your annotated bibliography you are required to submit an entry on every assigned reading for the course.

Each entry will be due via Acorn by 8 AM on the day for the which the text is assigned. Acorn will be set to not accept late submissions, and your grade for this assignment will suffer when you miss any of submission deadline.

## Final Exam:

Information about the where and the when of your final will be posted on the course webpage as soon as the professor gets access to it. At the end of the term the class will work together to compose the final exam.

## Schedule

Readings listed on a given day are to be done *prior* to the day on which they are listed. I.e. come to class having finished the readings for that day, and prepared to discuss them.

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Wednesday, Sept. 4: Course Introduction

Friday, Sept. 6: Robinson, pp. 21-2, 33-4, 39-40, 44-6.

Introduction to studying the book: what does "book" mean?

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Monday, Sept. 9: Robinson, 51 - 72.

Visit the [reference glossary](#) at the British Museum, scroll through it, and be prepared to discuss it in class.

Wednesday, Sept. 11: MS (pre-print) books: Kevin Whetter.

Friday, Sept. 13: Introduction to writing html. Bring your computer to class, charged and able to run for 50 minutes.

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Monday, Sept. 16: Video

Wednesday, Sept. 18: Videos

Friday, Sept. 20: html & css instruction

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Monday, Sept. 23: Febvre & Martin; Twyman, in Levy, pp. 15 - 36; 37 - 44.

Wednesday, Sept. 25: Robinson, pp. 82 – 100.

Friday, Sept. 27: html & css instruction

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Monday, Sept. 30: Eisenstein, in Levy pp. 215 – 30.

Wednesday, Oct. 2: Johns; Darnton, in Levy pp. 267-84, 231-47.

Friday, Oct. 4: Visit to Kirkconnell Archives

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Monday, Oct. 7: Robinson, pp. 145-73

Wednesday, Oct. 9:

Kastan in Levy, pp. 353-74

Friday, Oct. 11: html & css instruction

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Monday, Oct. 14: Thanksgiving - no class

Wednesday, Oct. 16: Laura Fedynyszyn  
Friday, Oct. 18: Chartier in Levy, pp. 251-63

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Monday, Oct. 21: Robinson, pp. 115-25  
Wednesday, Oct. 23: Robinson, pp. 245-68  
Friday, Oct. 25: Hillary Drummond  
Gaspereau Press Wayzgoose, Sat. Oct. 26

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Monday, Oct. 28: Fall break - no class  
Wednesday, Oct. 30: Fall break - no class  
Friday, Nov. 1: Fall break - no class

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Monday, Nov. 4: [John Milton's "Areopagitica"](#). See also the British Library's [Areopagitica by John Milton, 1644](#)  
Wednesday, Nov. 6: Robinson, pp. 177-207  
Friday, Nov. 8: html & css instruction

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Monday, Nov. 11: Remembrance Day - no class  
Wednesday, Nov. 13: Erin Patterson.  
Readings: [The Statute of Anne; April 10, 1710](#)  
Friday, Nov. 15: html & css instruction

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Monday, Nov. 18: Greg (x2) in Levy, pp. 3-12, 125-36  
Wednesday, Nov. 20: Tanselle in Levy, 139-54.  
D. F. McKenzie, "Bibliography and the Sociology of Texts"  
Friday, Nov. 22: html & css instruction

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Monday, Nov. 25: McGann in Levy, pp. 459-73  
Wednesday, Nov. 27: Hayles in Levy, pp. 491-508  
Friday, Nov. 29: Grafton in Levy, pp. 555-72

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Monday, Dec. 2: Loose ends, and Course evaluations  
Wednesday, Dec. 4: Webpage evaluations  
Friday, Dec. 6: Webpage evaluations

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Monday, Dec. 9: Exam preview