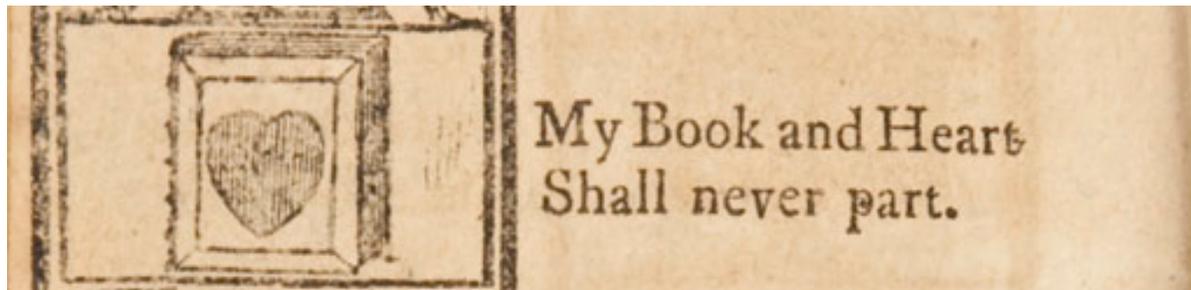


Library and Information Studies 650/950: History of Books and Print Culture

University of Wisconsin, Madison - Fall 2014
4191F/Bunge Room, Helen C. White Hall
Thursday 1:30-4:00pm
Prof. Jonathan Senchyne

Office: 4255 Helen C. White Hall
Office Hours: Wednesdays 3-5:30.
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Entry on the letter “H,” from *The New-England Primer*
Boston, 1727.

Course Description

History of Books and Print Culture is a graduate course introducing students to the methods, questions, and practices of two interrelated fields of academic inquiry: “print culture” and “the history of the book.” From their roots in textual scholarship, librarianship, and bibliography, book history and print culture studies have developed into rich and diverse scholarly discourses across nearly all periods, national literatures/histories, and humanities disciplines. This course provides an introduction to foundational texts and questions, immersion in scholarship focusing on the history of the book in early and nineteenth-century America, and graduate-level practice using book historical research methods on American literary and historical texts. Throughout the course we will revisit Robert Darnton’s foundational question, “What is the history of books?” as we immerse ourselves in literary and historical texts from early and nineteenth century America. Scholarship in the field will help us think through book history’s relation to visual, material, literary, and contemporary digital cultures. This course is reading, writing, and discussion intensive.

Book List and Course Materials

We will be reading several books in their entirety so you will need a copy of those listed below. In the interest of facilitating class discussion, please, when possible, order the editions listed below. Books are available on two-hour reserve in the SLIS library. Articles and excerpts will be provided in PDF or through the University libraries. When we read an article or excerpt in PDF, please either print it on paper or, if you choose to read on an electronic device, please, in the interest of facilitating class discussion, have a system for annotating and marking important passages.

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- William Wells Brown, *Clotel; or, The President's Daughter*, Bedford Cultural Editions, ISBN 0312621078
- Julia C. Collins, *The Curse of Caste*, Oxford UP
- Hannah W. Foster, *The Coquette*, Oxford Paperbacks, ISBN 0-19-504239-5
- Benjamin Franklin, *Benjamin Franklin's Autobiography*, Norton Critical Edition ISBN 978-0-393-93561-5
- Lisa Gitelman, *Paper Knowledge: Toward a Media History of Documents*, Duke UP
- Barbara Hochman, *Uncle Tom's Cabin and the Reading Revolution*, UMass Press
- Jill Lepore, *Book of Ages: The Life and Opinions of Jane Franklin*, Knopf
- Alexandra Socarides, *Dickinson Unbound: Paper, Process, Poetics*, Oxford UP (newly in paperback!)
- Harriet Beecher Stowe, *Uncle Tom's Cabin*, Norton Critical Edition, ISBN 978-0393933994
- Michael Warner, *The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America*, Harvard UP

Assignments

There are three to five components to the final grade in this course, depending on whether you are taking the course at the MA (650) or PhD (950) enrollment. class preparation and participation, the short paper, and the seminar paper. Of the final grade, preparation and participation make up 20%, the short paper another 20% and the seminar paper 60%. More specific information about assignments will be forthcoming, but the following gives a general idea about expected work:

Assignments Everyone Does

Preparation and participation: This course relies on the contributions of its members for its success. Attendance and readiness to participate in discussions (which requires having done the reading) are critically important. You will also be asked to make a short presentation once during the semester. Presentations are meant to jumpstart discussions by identifying key points in a reading that we should focus on. This does not mean merely summarizing the reading, but rather opening avenues for critical discussion during the class session. Why is this interesting for us? What of it makes sense and what seems confusing and might be addressed in our discussion? What are some relevant connections to other readings we have done? These should be about five to ten minutes long. During our final meeting, you will also have 10-15 minutes to present on your seminar paper research.

Short Paper: Due October 16th. 6-7 pages. For this paper, you should engage in primary source research at the Wisconsin Historical Society or the Rare Books library in Memorial. Find a text (this could be a book, a pamphlet, a broadside, a manuscript, a periodical, etc) that interests you and that has never been reprinted in a scholarly or popular edition. In your paper you should introduce the chosen text by providing information on the following: a bibliographical description of its material text, its publication history, relevant information contextualizing the text, and a brief argument about its significance. You can model this piece on other critical

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introductions you might encounter in reprints of texts for scholarly purposes. Your brief essay should introduce the piece, contextualize it, and suggest why readers and scholars will find interest in it. Please use Chicago or MLA for citations.

Seminar Paper: Proposal Due: November 6 (1 page), Seminar Paper Due December 19 (20-25 pages). The seminar paper should be on a topic of your choosing that is demonstrably relevant to the topic of the course. You may choose to write on a text that was on the syllabus or you may choose not to. You may build on the work you did for your short paper if you choose to. The paper should, in the end, demonstrate your critical engagement with the methods, questions, and practices of the fields of book history and print culture, preferably on some aspect of the history of the book in America before 1900. For an introduction to the seminar paper as a genre, see Gregory Colon Semenza, "The Seminar Paper" *Graduate Study in the Humanities for the 21st Century* (New York: Palgrave Macmillan, 2005) 82-101. In order to help develop the project in consultation with me, you will submit a 1-page proposal outlining the essay's proposed thesis, essential questions, and primary and secondary texts that you will focus on. Please use Chicago or MLA for citations.

Assignments the PhD 950 Section Does:

Mock Fellowship Application: Due November 27. Create a mock fellowship application to support archival research for your seminar paper. You may mock apply for short term fellowships at the American Antiquarian Society, The Library Company of America, The John Carter Brown Library, or the Huntington Library. Consult their websites for application procedures.

Text Over Time Presentations: Folks in the PhD section will, as an extra part of their in-class presentation, research and present the history of one of our primary texts (a novel, a text from the 19th century, etc). You will show us the how the book/text has been published/represented in various ways over time, give us images of that process, and venture a brief argument about what this history tells us.

Calendar of Readings and Assignments

Readings should be completed before class on the day for which they are listed. You are expected to do all of the required reading for this course. You are not, however, expected to fully master everything that you are reading at first. I expect that you will make a good faith effort at understanding by doing the reading; looking up words, terms, allusions, and references you may not know; and coming to class meetings with things to say about what you understood and questions about what you haven't yet grasped. In this way, you will become increasingly familiar and confident in the field, and capable of making your own contributions to the practice and scholarship of book history and print culture.

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Week 1, September 4: Key Terms: Bibliography, Book History, and Print Culture

- Robert Darnton, “What is the History of Books?” *Daedalus* (Summer 1982): 65-83.
- Elizabeth Eisenstein, “Defining the Initial Shift: Some Features of Print Culture” (abridged version) *Book History Reader* eds. David Finkelstein and Alistair McCleery (New York: Routledge, 2002) 151-173
- Carl Spadoni, “How to Make a Soufflé; or, What Historians of the Book Need to Know about Bibliography” *History of Intellectual Culture* 7.1 (2007) 1-9.

Week 2, September 11: Getting Technical

- Joseph Dane, *What Is A Book? The Study of Early Printed Books*

Week 3, September 18: Print, Public, Nation

- Jurgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois*, 1-51.
- Michael Warner, *The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America*, ix-72.
- Benedict Anderson, “Introduction” and “Cultural Roots” *Imagined Communities: Reflections on the Origin and Spread of Nationalism* New Edition (New York: Verso, 2006) 1-38.
- Sandra Gustafson, “American Literature and the Public Sphere” *American Literary History* 20.3 (2012) 465-478.

Week 4, September 25: Benjamin Franklin, A Life in and of Print

- Benjamin Franklin, *Autobiography*
- Michael Warner, *The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America*, 73-96.
- James Green and Peter Stallybrass, “Making and Remaking Benjamin Franklin, The ‘Autobiography’” *Benjamin Franklin, Writer and Printer*, 145-172.

Week 5, October 2: Jane Franklin Mecom, A Life out of Print, Gender and the Book Part I

- Jill Lepore, *Book of Ages: The Life and Opinions of Jane Franklin*

Week 6, October 9: Gender and the Book Part II

- Anne Bradstreet, *Tenth Muse Lately Sprung Up In America*, paratextual material and “Prologue” (read pages represented on Images 1-10 in Early English Books Online)
- Hannah Webster Foster, *The Coquette or, The History of Eliza Wharton*

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- Elizabeth Maddock Dillon, *The Gender of Freedom: Fictions of Liberalism and the Literary Public Sphere*, 1-48.
- Cathy N. Davidson, *Revolution and the Word: The Rise of the Novel in America*, 110-150

Short Paper Due

Week 7, October 16: Week 9, October 30: Print and Colonialism

- David Hall, “The Europeans’ Encounters with Native Americans” *A History of the Book in America Volume 1: The Colonial Book in the Atlantic World*. (Chapel Hill: UNC Press, 2007) 13-25.
- Matt Cohen, “Introduction” *The Networked Wilderness: Communicating in Early New England* (Minneapolis: University of Minnesota Press, 2010) 1-28
- Hugh Amory, “The Trout and the Milk: An Ethnobiographical Essay,” *Bibliography and the Book Trades*, Ed. David D. Hall, (Philadelphia: University of Pennsylvania Press, 2007) 11-33.
- Increase Allen Lapham, *The Antiquities of Wisconsin* (1855)
<http://digicoll.library.wisc.edu/Antiquities/>

Week 8, October 23: The Everyday, Print Culture and Document Culture

- Lisa Gitelman, *Paper Knowledge: Toward a Media History of Documents*

Week 9, October 30: Early African American Print Culture I

- William Wells Brown, *Clotel; or, The President’s Daughter* (1853)
- *Clotel* by William Wells Brown: An Electronic Scholarly Edition, University of Virginia Press Rotunda Edition.
- Meredith McGill, “Introduction: The Matter of the Text” *American Literature and the Culture of Reprinting, 1834-1853* (Philadelphia: University of Pennsylvania Press, 2003) 1-44.
- Joanna Brooks, “The Unfortunates: What the Life Spans of Early Black Books Tell Us About Book History” *Early African American Print Culture* eds Lara Langer Cohen and Jordan A. Stein (Philadelphia: University of Pennsylvania Press, 2012) 40-52.

Week 10, November 6: Early African American Print Culture II

- Julia C. Collins, *The Curse of Caste*
- Eric Gardner, *Unexpected Places: Relocating Nineteenth-Century African American Literature*, 3-21.
- Newspaper archive work with *The Christian Recorder* and *Accessible Archives*

Seminar Paper Proposal Due

Week 11, November 13: Uncle Tom’s Cabin, Media Event 1

- Harriet Beecher Stowe, *Uncle Tom’s Cabin*

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- *Uncle Tom's Cabin and America Culture*, <http://utc.iath.virginia.edu/>
- *Uncle Tom's Cabin in the National Era*, <http://nationalera.wordpress.com/>

Week 12, November 20: Uncle Tom's Cabin, Media Event 2

- Barbara Hochman, *Uncle Tom's Cabin and the Reading Revolution*

Week 13, November 27: No Class, Thanksgiving Break

PhD section Mock Fellowship Applications Due

Week 14, December 4: Emily Dickinson's Material Texts

- Alexandra Socarides, *Dickinson Unbound*
- Emily Dickinson, fascicle poems in various representations (will be circulated)

Week 15, December 11: Research Presentations

December 19: Seminar Paper Due

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Course Objectives, Program Level Learning Outcomes, and Assignments

| Course Learning Objective | Official Program-Level Learning Outcomes(s) | Evidence of Learning Outcomes | Assessing Mastery of Learning Outcome |
|---|---|---|--|
| Students have a critical grounding in theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS, and that inform their professional practices, including research. | 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information. | Preparation and Participation Short Paper Seminar Paper | Students effectively incorporate theoretical and/or historical concepts from course reading into three presentations to the class. Students apply theoretical and/or historical concepts to bibliographical and/or archival research practices. Students clearly and effectively synthesize theoretical and/or historical concepts from course reading, discussion, and individual research in an article-length written work. |
| | 1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use. | Short Paper | Students apply concepts of practice in information use while carrying out archival research. |
| Students are competent and knowledgeable in the core skills of the innovative information professional. | 3a. Students organize and describe print and digital information resources. | Short Paper | Students apply concepts of descriptive bibliography to describe a material text found through archival research. |
| Students develop critical thinking and writing abilities in order to become more reflective, creative, problem-solving leaders, able to communicate, collaborate, and instruct effectively. | 4a. Students participate effectively as team members to solve problems. | Preparation and participation (Gaskell Presentations) | Students work in groups to identify and summarize key concepts of bibliography in assigned sections of Gaskell and to present findings to the entire course. |
| | 4b. Students demonstrate good oral and written communication skills. | Short Paper and Seminar Paper | Written assignments are clear, concise, well-researched, well-articulated, and well-reasoned at the level of graduate work in the humanities. |
| | | Preparation and Participation (Presentation on Reading and Research Presentation) | Students articulate questions and criticisms of readings effectively and communicate results of research work clearly. |

Grading Policy

A: 94 - 100

Outstanding achievement. Student performance demonstrates full command of course materials and evinces a high degree of originality and/or creativity that far surpasses course expectations.

AB: 88 – 93

Very good achievement. Student performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all course requirements in a superior manner.

B: 82 - 87

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Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

BC: 77 - 81

Marginal work. Student performance demonstrates incomplete understanding of course materials.

C: 72-76

Unsatisfactory work and inadequate understanding of course materials. Course work at this level triggers probationary status unless balanced by an A earned in another course during the same semester.

Academic Integrity

Please see <http://students.wisc.edu/doso/acadintegrity.html> and <http://students.wisc.edu/doso/students.html> for the University's policies on academic integrity and misconduct, including plagiarism.

Accommodations

It is my intention to fully include persons with disabilities in this course. Please let me know immediately if you need any special accommodations to enable you to fully participate. I will try to maintain confidentiality of the information you share with me to the fullest extent possible, given that we may need to speak with your site supervisor. To request academic accommodations, you must register as soon as possible with McBurney Disability Resource Center (1305 Linden Drive; 263-2741; www.mcburney.wisc.edu.)

Late Assignments

Assignments are due on the dates listed in the Schedule. In fairness to your classmates, assignments will be marked down if turned in late. Only catastrophic emergencies will be considered justifiable exceptions to this policy. Late work will incur a penalty of one percentage point a day, unless you contact me on or before the due date, to negotiate an alternative reduction.

Absence Policy

Class attendance is mandatory. Attendance is defined as being present for the entire class meeting. Anything substantially less than that, e.g., leaving at break, will be considered an absence. If illness or an emergency prevents you from attending class, please notify me, and any team members for group projects, by email or telephone before class begins. You should also make arrangements with another student to get her or his notes. An absence will be excused only if the absent student notifies me in advance of the class, or if the absent student can clearly demonstrate that such notification was not possible. If a student does not notify me of an absence prior to the start of class, students should assume that the absence will be considered unexcused.