

LIS 650: History of Books and Print Culture
University of Wisconsin-Madison
Mondays, 1:30 - 4pm
3 Credits, Face to Face Course
Office: 4255 Helen C. White

Fall 2018
Professor Jonathan Senchyne
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Office Hours: Tuesdays, 11:30-1, by appointment.



Image courtesy of the Missouri History Museum

A PRINTING PRESS DEMOLISHED AT SLAVERY'S BIDDING.

The people of the free states have attacked "the tyrant's foe, and the people's friend,"—Oct. 1835, at Utica, July 1836, at Cincinnati, O., Aug. 1837 at Alton, Ill. and finally shot E. P. Lovejoy, because he would not basely surrender "THE LIBERTY OF THE PRESS, THE PALLADIUM OF ALL OUR LIBERTIES."

Image Credit: from the *American Anti-Slavery Almanac For 1839*, page 11. Samuel J. May Anti-Slavery Collection, Cornell University Library.

Course Catalog Description: "The purpose of this course is to introduce students to the history of books and print culture in the West from ancient times to the present with a focus on how reading and writing have influenced social, cultural, and intellectual life. The course will also emphasize how historians of books and print culture work, including the methodologies, theories, and sources for the study of the history of books and printing."

Professor's 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, specialized 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. Graduate students preparing for dissertations in the humanities, pursuing the UW-Madison Ph.D. minor in print culture studies, working on the MA in Library and Information studies with emphases in archives, special or academic libraries, museums, or digital humanities should find many points of interest in the course.

Essential Questions:

- How have scholars, librarians, and archivists approached the book itself as an object of study, and what sort of information and interpretation does the material book support?
- To what extent does the technology of printing – and associated trades and practices – create a culture or prompt historical, cultural, political, and aesthetic change over time?
- What are the various institutions that support the study of books: academic criticism and history, archives and special collections, museums, book art studios, etc?
- What methods of research are used from the physical archive to the digital collection, and what intellectual traditions produce book history and print culture scholarship?
- What claims, interpretations, and ongoing inquiries have book history and print culture studies sustained in pre-1900 American literary, historical, and art historical studies?
- What is the long history of these disciplines from bibliography and textual editing through digital humanities?
- What are some strategies for doing original archival book historical research and producing written scholarly prose and digitally-curated resources in the field?
- What are the resources on the UW-Madison campus for doing archival, special collections, digital humanities, and book arts research and practice?

Required Texts

Books listed here will be read in their entirety and therefore you should have access to them in some way. You may purchase them wherever books are sold. You may also access them via the UW-Madison library's collections or interlibrary loan. Madison Public Library may have them, or can get them for you. With a public library card and a smart device, you can access e-books and audiobooks via the "Libby" app by overdrive. I am not concerned about which format you use to access these: print, e-book, audiobook. I use a combination of all

three. Where noted, PDFs will be made available via the course Canvas page *or* via email. I have also included occasional URLs for you to navigate to using internet connected devices. If you are experiencing economic hardship accessing the books for the course, please let me know as soon as you can. I will either help connect you to resources or lend you my personal copies.

- Amaranth Borsuk, *The Book*
- Benjamin Franklin, *Autobiography of Benjamin Franklin* (Norton Critical Edition, ISBN: 978-0-393-93561-5)
- Jill Lepore, *Book of Ages: The Life and Opinions of Jane Franklin*
- Nicholas Basbanes, *On Paper: The Everything of Its Two-Thousand-Year History*
- Lisa Gitelman, *Paper Knowledge: Toward a Media History of Documents*
- Philip Round, *Removable Type: Histories of the Book in Indian Country*

Major Assignments and How They “Count”

- **Participation and Preparation:** Your active and prepared presence is expected at each class meeting. This can take the form of being active in discussion, asking classmates and the professor to say more about a topic, volunteering to share a resource, making a connection to between class discussion and a current event, sharing relevant links and resources to the class email list, and so on. This also includes participation in learning by making workshops (letterpress, papermaking, zines). 10%
- **Article/Text Steward:** You will sign up to be the “steward” for one text/article on the syllabus. To be the “steward” means that you will be responsible for the quality of our attention to that text during the class session we read it. This does *not* mean that you have to give a prepared presentation about it. I do not expect or want a prepared presentation. Stewardship means that you will be *very* prepared, almost overprepared, for discussion of that particular text. You should select 2-3 passages of the text that we might focus on. You will be certain to have made meaningful connections between your text and the other readings for the day. You will be certain to have made meaningful connections between your text and the overall themes and questions for the course. You will be certain to bring these passages, questions, and connections to the fore during in-class conversation. 15%
- **DM Mini Edition:** You will create a 1-3 image digital edition of some text, image, or object selected from Special Collections or Wisconsin Historical Society. It will have at

least 3 annotations, 3 external links, and a very basic (about 250 words) introduction.
Due October 19. 15%

- **Research Presentation:** On the final day of class, you will give a 5-8 minute presentation of your major project (see below). 10%

Select One of the Following Major Projects Due: Monday December 17th 50%

- **DM Edition:** If you select this option for your major project you will create a robust digital edition of some text/image/object from Special Collections, Wisconsin Historical Society, or the Kohler Art Library. It should be based on a text that is no more than 10-15 pages/images long. It should have an informative critical introduction of 1000-1500 words. It should contain at least 100 annotations and links.
- **Research Essay:** If you select this option, you will write a 15-20 page argumentative research essay using book historical methods and connecting to existing book historical research. The topic of the essay is open, but it's strongly suggested that you write about an archival document or text/image/object in special collections, Wisconsin Historical Society, or Kohler Art Library.

Calendar of Readings, Meetings, and Assignments

Monday, September 10, 2018

First meeting, introductions, key themes and questions.

- W.W. Greg, "What Is Bibliography?" *The Library*, 1913.
<https://www.dropbox.com/s/br5p9s9vlbqt9dn/Greg%20What%20Is%20Bibliography.pdf?dl=0>
- Robert Darnton, "What is the history of books?" *Daedalus* 111.3 (1982): 65-83. https://dash.harvard.edu/bitstream/handle/1/3403038/darnton_historybooks.pdf?sequence=2
- Sarah Werner, "Weaving a feminist book history" https://sarahwerner.net/blog/wp-content/uploads/2018/03/Werner_paper.pdf
 - accompanying blog post: <https://sarahwerner.net/blog/2018/03/weaving-a-feminist-book-history/>

- Kara Bledsoe, "What Dorothy Porter's Life Meant for Black Studies" JSTOR Daily, August 22, 2018.
<https://daily.jstor.org/what-dorothy-porters-life-meant-for-black-studies/>
- Charles W. Chesnutt, "Baxter's Procrustes" (1904) https://loa-shared.s3.amazonaws.com/static/pdf/Chesnutt_Baxters_Procrustes.pdf

Monday, September 17, 2018 **Making Print and Books By Hand: Readings and Workshop**

- Borsuk, *The Book*
- 3DHotbed Project Videos and 3D printed punch, matrix, hand mould, and type
 - <https://www.3dhotbed.info/>
(view videos on website and we'll have the 3D printed materials in class)
- Browse excerpts from Philip Gaskell, *A New Introduction to Bibliography* (PDF)
- Letterpress printing and pamphlet binding workshop in class

Monday, September 24, 2018 **Print and the (idea of the) Public Sphere**

- Jurgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois*, 1-51. (PDF)
- Benedict Anderson, "Introduction" and "Cultural Roots" *Imagined Communities: Reflections on the Origin and Spread of Nationalism* New Edition (New York: Verso, 2006) 1-38. (PDF)
- Brian Cowan, "Mr. Spectator and the Coffeehouse Public Sphere" *Eighteenth-Century Studies* 37.3 (2004) 345-366. (PDF)
- Sandra Gustafson, "American Literature and the Public Sphere" *American Literary History* 20.3 (2012) 465-478. (PDF)
- Addison and Steele, "The Spectator's Account of Himself" and "Of the Club" *The Spectator* <http://babel.hathitrust.org/cgi/pt?id=uva.x000984968>

Monday, October 1, 2018 **Gender and Print in Early America**

Meet in Special Collections, Memorial Library

- Hannah Webster Foster, *The Coquette or, The History of Eliza Wharton* (PDF)
- 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)
- Emily Dickinson, “I’m Nobody! Who are you?” (poem 260) (<https://www.poets.org/poetsorg/poem/im-nobody-who-are-you-260>)
- Elizabeth Maddock Dillon, *The Gender of Freedom: Fictions of Liberalism and the Literary Public Sphere*, 1-48. (PDF)
- Cathy N. Davidson, *Revolution and the Word: The Rise of the Novel in America*, 110-150 (PDF)

Monday, October 8, 2018

BH&DH: Book History & Digital Humanities

- In Class Workshop using *Digital Mappa*
- Before class, review Digital Mappa showcase projects at digitalmappa.org
- Familiarize yourself with digitalmappa.org
- Come prepared with 1-2 hi-res(ish) digital images of a text/image/object you’d like to annotate/translate {hint: many archives and libraries provide these free on their webspaces, including the NYPL, the Folger, the American Antiquarian Society, and many many more. Ask if you need help finding something.}

Monday, October 15, 2018

“DM Lab Week”

- No in class meeting.
- Use your time this week to do special collections / archival research to identify some kind of material text (book object, printed matter, manuscript, image, binding, etc) that you’d like to work on for your final project.
- Assignment: create a basic DM project with at least one image from text/object you chose. At this stage it should have at least 3 annotations, 3 external links, and a very basic (less than 250 words) introduction. Email JS the link to your project by end of day Friday.

Monday, October 22, 2018

The Paper Its Printed On

Meet at Mary Hark's Paper Studio // UW Art Lofts Papermaking Studio

- Basbanes, *On Paper*
- Herman Melville, "The Paradise of Bachelors and the Tartarus of Maids" (PDF)

Monday, October 29, 2018

Ben Franklin, Body, Mind, Print, & Nation

Meet in Special Collections, Memorial Library
(until 3, then we'll break and head back to regular room)

- Benjamin Franklin's *Autobiography*
- Larzer Ziff, excerpts from Larzer Ziff, *Writing in the New Nation Prose, Print, and Politics in the Early United States* (PDF)

Monday, November 5, 2018

Jane Franklin Mecom, Body, Mind, Print, & Nation

- Lepore, *The Book of Ages*

Tuesday, November 6, 2018

*** Election Day - Vote ***

For information about voting see www.vote.wisc.edu

Monday, November 12, 2018

Early African American Print Culture

*** Second Half of Class at the Wisconsin Historical Society***
(meet in regular location first)

- Brigitte Fielder, Cassander Smith, and Derrick R. Spires (editors and introduction)
Weekly Anglo-African and Pine and Palm. From Just Teach One - African American Print
<http://jtoaa.common-place.org/welcome-to-just-teach-one-african-american/weekly-anglo-african-and-the-pine-and-palm/>

<http://jtoaa.common-place.org/wp-content/uploads/sites/3/2018/08/PineandPalm.pdf>

- Frances Smith Foster, “A Narrative of the Interesting Origins and (Somewhat) Surprising Developments of African-American Print Culture” *American Literary History* (Winter 2005) 17 (4): 714-740 (PDF)
- Eric Gardner, *Unexpected Places: Relocating Nineteenth-Century African American Literature*, 3-21. (PDF)
- 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. (PDF)

Monday, November 19, 2018

Native American Print and the Book in Indian Country

*** Second Half of Class at the Wisconsin Historical Society***
(meet in regular location first)

- Round, *Removable Type*
- Tribal Libraries, Archives, and Museums Project (TLAM) website, <http://www.tlamproject.org/>

Monday, November 26, 2018

Book Arts and Artist Books

Meet in Kohler Art Library

- Reed and Phillips, *Artists and their Books, Books and their Artists* (1-25) (PDF)
- Combat Paper Project and Peace Paper Project (JS will circulate links ahead of time)

Monday, December 3, 2018

Everyday Print & Document Cultures

- Gitelman, *Paper Knowledge*

- Bonnie Mak, “Archaeology of a Digitization” *Journal of the Association for Information Science and Technology* 65(8) 1515-1526. (PDF)
- Peruse Library Worker Zine Collection (iSchool Library, in person) (<https://ischoolzinecollection.omeka.net/> , online)
- In class zine making workshop

Monday, December 10, 2018

Meet in Special Collections, Memorial Library

- Student Research Presentations
- Course Evals and Goodbyes

Policies, Housekeeping Details, and Helpful Information

How Credit Hours Are Met By This Course: This course will follow the federal credit hour definition. For each credit hour you earn in this course, you participate in one hour (i.e. 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks. This means that in each week of a three-credit course you attend and participate in 150 minutes (2.5 hours) of classroom or direct faculty/qualified instructor instruction and you also do a minimum of 6 hours of out of class student work (reading, writing, note taking, preparing for class, etc).

Program Level Learning Outcomes and Assessment Map

This may be useful to you when you're trying to do your e-Portfolio for graduation. It matches up work you did for the course ("learning artifacts") with program level learning outcomes.

Course Learning Objective	Program-Level Learning Outcomes	Evidence of Learning Outcomes	Assessing Mastery of Learning Outcome
Students develop an understanding of theoretical and historical perspectives.	1. Students demonstrate understanding of society, legal, policy or ethical information issues	DM Mini Digital Edition DM Digital Edition Research Paper Text Stewardship	Students participate in discussion and analyze key concepts. Students' synthesis and analysis demonstrates understanding of research and methodology in book history and print culture Students include knowledge of information behavior in their design of DM editions.
Students develop critical thinking and writing abilities in order to become more reflective, creative, problem-solving leaders.	4. Students demonstrate understanding of professional competencies important for management of information organizations. 6. Students apply theory to professional practice	Text Stewardship DM Mini Digital Edition DM Digital Edition Research Paper	Students articulate questions and criticisms of readings effectively and formally present them to peers. Written assignments are clear and well-articulated. Writing and in class stewardship are evidence-based & persuasive.

Grading Scale

A 94-100

Outstanding work. Student performance demonstrates full command of course materials. Work shows a degree of synthesis and creativity that surpasses course expectations.

AB 88-93

Very good work. Student performance demonstrates thorough knowledge of course materials. Work shows a degree of synthesis and creativity that is superior.

B 82-87

Good work. Student performance demonstrates the ability to meet designated course expectations. Overall work is at an acceptable level.

BC 77-81

Marginal work. Student performance demonstrates incomplete understanding of course materials. Or student fails to meet deadlines.

C 72-76

Unsatisfactory work. Student performance demonstrates inadequate understanding of course materials. Or student fails to meet deadlines.

D 67-71

Very unsatisfactory work. Student performance demonstrates inadequate understanding of course materials. Or student fails to meet deadlines.

F 66 and below

Completely unsatisfactory work. Student performance demonstrates very inadequate understanding of course materials and serious lack of competence on site. Or student misses many deadlines.

Please review policies in the iSchool MA Handbook on **final** course grades below B.

Late Work

Assignments are due on the dates listed on the syllabus and must be handed in according to the guidelines given on each assignment sheet. Late work will not be accepted unless you have been granted an extension. If you would like an extension on an assignment, talk to me well before the assignment is due. If you must miss class or require an extension due to illness or other emergency, please keep me informed, and I will handle these instances on a case-by-case basis.

Academic Integrity

Work you submit for this course must have been written for this course and not another and must originate with you in form and content with all contributory sources fully and specifically acknowledged. In this course, the normal penalty for a violation of the academic

integrity policy is an “F” for the term. See <http://students.wisc.edu/doso/students.html> for more information on academic misconduct, including how to avoid plagiarism. Students should make themselves familiar with the University’s Academic Integrity Policy at <http://students.wisc.edu/doso/acadintegrity.html>.

Grievance Policies

If a concern regarding grades or other matters remains unresolved after meeting with me, students will be referred to the Director of the iSchool.

Office Hours and Individual Meetings

I am available to meet students individually during my weekly office hours and by appointment. If you have questions about assignments, readings, or other things, please get in touch. I’m here to help you do your best in this class. If you schedule an appointment with me, please don’t stand me up!

University Policies

The instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to physically handicapped, visually and/or hearing impaired students; plagiarism; sexual harassment; and discrimination based on race, ethnicity, sexual orientation, or gender identification. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor.

Student Needs and Accommodations

I want all of my students to do the best they can in this class, and I realize that sometimes issues beyond your control make that unnecessarily difficult. If you face challenges meeting your basic needs, I urge you to contact the office of UW-Madison’s Dean of Students (<https://doso.students.wisc.edu/>) and to reach out to me, if you feel comfortable doing so. I offer specific information regarding the following:

Learning Accommodations

In compliance with the University policy and equal access laws, I am available to discuss appropriate accommodations that may be required for students with disabilities. Requests for accommodations should be made at the beginning of the semester, except in unusual circumstances, so that arrangements can be made. Students are encouraged to register with the McBurney Disability Resource Center (1305 Linden Drive; 608-263-2741; <http://www.mcburney.wisc.edu>) to request academic accommodations.

Food Insecurity and Other Financial Stress

A 2016 national [study](#) indicated that 20% of 4-year college students lack reliable access to sufficient, nutritious food. The physical and emotional stress of food insecurity makes learning understandably difficult. There are various on- and off-campus resources for accessing food and dealing with other financial difficulties, listed here: <https://www.uhs.wisc.edu/food/foodassist/>. Students are also welcome to visit me during office hours or whenever my door is open. I have or can quickly get some snacks.

Mental Health

College and grad school are hard. Life is hard. It is entirely common to feel overwhelmed at times. When you do, I encourage you to seek the assistance you need and deserve. UW-Madison offers students confidential, no-cost mental health and crisis services. A list of resources is available here: <https://www.uhs.wisc.edu/mental-health/>. And feel free to drop by my office hours, even if you want to chat about difficulties beyond the scope of our class.

Sexual Assault

As an instructor I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, and stalking. However, there are university policies that may require me to report disclosures about sexual misconduct to the Title IX Coordinator (compliance.wisc.edu/titleix) whose role is to coordinate the University's response to sexual misconduct. UW-Madison offers a variety of resources for students impacted by sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Information about free, confidential services available on campus and elsewhere can be found here: www.uhs.wisc.edu/assault

Class Conduct

Participation-focused courses thrive on the contributions of their members. In order to maintain an atmosphere of open, constructive discussion, class members must be respectful of each other's person, work, and ideas. Our class discussion of sexist, racist, and otherwise bigoted views treated by our readings should avoid unnecessary repetition of historical texts' sometimes problematic language. When such language is being quoted (and only quoted for constructive reasons), we should be mindful of the persistent offenses and harms evoked and enacted by these words.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the iSchool and is used to improve student learning. Students are notified when the online evaluation form is available.

Updates to Syllabus

There will likely be some updates to the syllabus. However by the first day of class the syllabus becomes a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your WiscMail email and the course site often.