

University of Toronto Faculty of Information

BKS1001H: Introduction to Book History and Print Culture (Fall 2022)

Location: MacLean Hunter Room, Thomas Fisher Rare Book Library

Time: Mondays, 2:00AM-5:00PM

Instructor: David A. Fernández

Office phone: (416) 978-7741

Email address: david.fernandez@utoronto.ca

Office hours: By appointment, in person or online.



COURSE SYLLABUS

Course description: As the foundational course for the BHPC specialization, this course will introduce students to topics in book history, such as the idea of the book in a global perspective; the study of orality and writing systems; book production from manuscript to modern books; the development of printing; the economics of book production and distribution; libraries and the organization of information; principles of bibliographical description; and the study of print cultures. Students will spend time working with primary sources to support their learning on the materiality of books and other textual and visual sources.

Students who have successfully completed the course will be able to:

- situate book history studies within its interdisciplinary academic disciplines and apply several theoretical frameworks to investigate the book as a movable and mutable object with a global history;
- understand the historical and technological development of the book;
- describe the material book using the conventions of descriptive bibliography;
- competently explore and assess archival materials to identify potential research opportunities;
- locate the commodified book at the centre of a socio-political economic system of production, distribution, and consumption from a global perspective.

Course format and schedule: The class will meet in-person for three hours each week. The format of the course will consist of short lectures, in-class activities, and discussions. Students are required to be prepared to participate in discussions and activities by completing readings and preparing notes for workshops.

Technology: Students will need access to a personal computer for some sessions (please visit this [website](#) to learn about borrowing services that are available exclusively for Faculty of Information students).

Course website: Course documents are available electronically through the course site on Quercus. Please check the site periodically for newly posted materials including updates, readings, assignments, or announcements.

Making appointments with course instructor and course announcements: At times, the course instructor may decide to send out important course information by email (via Quercus). To that end, all UofT students are required to have a valid UofT email address registered on Quercus.

Please book appointments with course instructor for reference assistance, assignments, and general course support. I normally respond to emails during regular working hours.

ASSIGNMENTS:

Assignment description	Date	Weight
Book descriptions (3)	See schedule	30%
Workshops (3)	October 17, November 14, November 21	30%
Essay assignment	November 21, December 16	30%
Class participation	Throughout	10%

Book descriptions: The goal of this assignment is to learn how to write concise and compelling bibliographical descriptions that ascribe diverse meanings to books by interpreting concepts or applying methods from book history, print culture, bibliography, and other disciplines concerned with the study of books as physical objects. Students will research, select, and briefly describe three books to explore ideas presented in the weekly case studies, readings, or based on the students' own interests. Students will have the opportunity to share their findings in class during the case studies sessions and also have the option to integrate this research into their final essay. In their descriptions, students may choose to focus on a single bibliographical feature or evidence; describe the role of one or more creators in the production, circulation, reception, preservation of their book; or highlight new ways to understand particular facts or notions evident in their books. Students are encouraged to contribute their descriptions to enrich the discussions during the weekly relevant case studies. See assignment handout for additional details.

Workshops: The goal of the workshops is to advance students' knowledge of bibliographical concepts and evidence in connection to a selection of books and other printed material produced from the fifteenth century to the present. Students will complete three in-person activities divided into the following themes: printing and typographical evidence (October 17), prints and book illustration (November 14), and publishing, reading, and provenance evidence (November 21). The exercises will be divided in two parts, the first consists of identification questions and the second of short definitions. Students will be provided with a [list of terms](#), online resources, and practice sessions in preparation for these assignments. An alternative version of the assignment will be made available as an online activity in the event the University restricts access to in-person classes.

Essay assignment: The goal of essay is to expose students to different ways of writing about books. The prose of book history is vast and diverse, it is influenced by multiple academic, commercial, social, cultural, or ideological factors, and determined in many ways by its target audience. Readers

in this field have access to a wide range of publications, including articles published in academic journals; bibliographical descriptions issued in booksellers/auction or exhibition catalogues; essays published in magazines or newsletters; and entries submitted to online publications and databases. In preparation for the final essay, students will decide their own topics, objectives, methodology, and writing style, always keeping in mind a potential publication or audience for their essay. One way to approach this assignment is to think of it as the first draft of an essay written for a specific audience and with a particular publication in mind. Therefore, the final essay should not only engage with book history theories and methods and integrate research from the book selections/descriptions (whenever possible) but, more importantly, the essay should reflect the student's academic interests and professional goals in the field of book history. Students are encouraged to conceive their academic work as valuable contributions to the fields of bibliography, book history, print culture, material culture, visual and media studies, and other disciplines concerned with the study of books and print cultures. The course instructor encourages students to book individual or group appointments to discuss and provide feedback on this assignment. See assignment template for additional details. The proposal is due on November 21 and final essay is due by Friday, December 16, 2022.

Class participation: Students are expected to prepare every week to engage in discussions about the readings and ask questions or make comments about bibliographical concepts and terms. In every class we will review case studies, complete brief activities or participate in conversations about book history, print culture, bibliography, and other disciplines/methods relevant to the study of books. While learning together, these class discussions also aim to foster a dynamic and collegial learning environment. The key idea behind active learning as a learning approach is that instructor and students share the responsibilities of the overall learning process. Therefore, the participation mark will be based on *active* contributions by students to the overall learning experience in the course.

Missed assignments/exercises: Students who miss a test or assignment without a notice to the instructor will be given a mark of zero. However, students may request special consideration for missed workshops or assignments due to reasons beyond their control. An alternative date for the exercise or assignment will be scheduled with an accommodation request via the iSchool Student Services or Accessibility Services or via Absence Declaration Tool.

During the COVID-19 pandemic, the University is temporarily suspending the need for a doctor's note or medical certificate for absences from academic participation; students should use the [Absence Declaration Tool on ACORN](#) to declare an absence if they require consideration for missed academic work; students are responsible for contacting the instructor to request the academic consideration they are seeking; students should record each day of their absence as soon as it begins, up until the day before they return to classes or other academic activities.

Basic iSchool Policy Guidelines:

Academic integrity: As a student in this course, you have certain rights and responsibilities, some of which are outlined in the following statement of [academic integrity](#) written by the University of Toronto's Centre for Teaching Support and Innovation. The Faculty of Information has a zero-

tolerance policy on plagiarism as defined in section B.I.1.(d) of the University's Code of Behaviour on Academic Matters. You should acquaint yourself with the [Code](#). Please review the material in Cite it Right and if you require further clarification, consult the site [How Not to Plagiarize](#). Cite it Right covers relevant parts of the U of T [Code of Behaviour on Academic Matters \(1995\)](#). It is expected that all iSchool students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes. To review and complete the workshop, visit the [orientation](#) portion of the iSkills site.

Grading: Please consult the iSchool's:

- Grade Interpretation Guidelines: <https://ischool.utoronto.ca/wp-content/uploads/2016/11/grade-interpretation.pdf>
- The University Assessment and Grading Practices Policy: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf> (note if nothing will be handed back before the final date to drop without penalty, that should be stated in the syllabus.)
- The Guidelines on the Use of INC, SDF, & WDR: <http://www.sgs.utoronto.ca/facultyandstaff/Pages/INC-SDF-WDR.aspx>

These documents will form the basis for grading in the course.

Writing Support: As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects." With this in mind, please make use of the writing support provided to graduate students by the SGS Graduate Centre for Academic Communication. The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule <http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx> for more information.

Accommodations: Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please contact Student Services and/or the Accessibility Services Office <http://www.studentlife.utoronto.ca/as> as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Health & Wellness: The School of Graduate Studies and the Office of Student Life offer a range of services tailored to the challenges presented by graduate-level university life. Please visit their website for more information: <http://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Counselling-Services.aspx>

Statement of Acknowledgement of Traditional Land: I would like to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of

the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. See also, the Faculty of Information's Commitment to the [Findings and Call for Action of the Truth and Reconciliation Commission](#) (approved at the Feb. 4, 2016 Faculty Council).

Equity, Diversity, and Inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect and learn from one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

WEEKLY SCHEDULE:	
Classes	Workshops

Week I (September 12)	COURSE OVERVIEW
2:00-3:00	Introduction to the course, overview of activities and assignments.
3:15-4:00	Class discussion: On decolonizing book history.
4:15-5:00	Activity: Bibliographical vocabulary.

Week II (September 19)	HISTORIOGRAPHY OF THE BOOK
2:00-3:30	What is book history? The making of book history: bibliography and other disciplines/methods.
3:45-5:00	Case studies: Books with history.

Week III: (September 26)	A WORLD OF MANUSCRIPTS
2:00-3:30	Manuscript studies, paleography, codicology, and the manuscript book.
3:45-5:00	Case studies: Scribes and the culture of writing.

Week IV: (October 3)	PRINTED BOOKS BEFORE 1800 (PART I)
2:00-3:30	Incunabula and early printed books beyond Europe.
4:00-5:00	Case studies: Typography as evidence.

Week V: (October 17)	PRINTED BOOKS BEFORE 1800: BIBLIOGRAPHY (PART II)
2:00-3:30	Early printed books and their description (printing & typographical evidence).
3:30-5:00	Case studies: Books and printing at the periphery.

Week VI (October 24)	PRINTED BOOKS FROM 1800 (PART I)
2:00-2:30	Review of evidence exercise.
2:30-3:30	Printed books from 1800 (technologies of printing).

4:00-5:00	Case studies: New technologies, new books.
Week VII (October 31)	PRINTED BOOKS FROM 1800 (PART II)
2:00-3:30	Printed books from 1800.
4:00-5:00	Case studies: Paperbacks.
Week VIII (November 14)	BOOKS AND PRINTS: BIBLIOGRAPHY AND THE STUDY OF VISUAL CULTURES.
2:00-3:30	Identifying prints workshop (book illustrations techniques)
4:00-5:00	Case studies: Colonial history and book illustration
Week IX (November 21)	BOOK HISTORY WORK
2:00-3:30 (group A)	Evidence workshop (publishing, reading, and provenance evidence).
3:45-5:00	Reading room session (final essay).
Week X (November 28)	BIBLIOGRAPHY, BOOK HISTORY, AND NEW FORMATS
2:00-3:00	Guest lecture
3:30-5:00	Case studies: On 'bookishness'.
Week XI (December 5)	BOOKS, LIBRARIES, AND ARCHIVES
2:00-3:30	Book history and the cultural record.
4:00-5:00	Case studies: Book collecting, or what makes a book rare?
Week XII (December 12)	COURSE REVIEW
2:00-3:30	Class discussion.
4:00-5:00	Case studies: TBD.

READINGS AND REFERENCE SOURCES:

Reference sources:

- Michael F. Suarez and H. R. Woudhuysen. *The Oxford Companion to the Book*. Oxford: Oxford University Press, 2010. Available [here](#).
- Michael F. Suarez and H.R. Woudhuysen. *The Book: A Global History*. Oxford: Oxford University Press, 2013. Available [here](#).
- Sidney E. Berger. *The Dictionary of the Book: A Glossary for Book Collectors, Booksellers, Librarians, and others*. Lanham: Rowman & Littlefield, 2016. Available via [Ebook Central](#).
- John Carter. *ABC for Book Collectors*. New Castle, DE: Oak Knoll, 2016. Available online [here](#).
- Sarah Werner. *Studying Early Printed Books 1450-1800: A Practical Guide*. Chichester: Wiley Blackwell, 2019. Available [here](#).
- James Raven. *The Oxford Illustrated History of the Book*. Oxford: Oxford University Press, 2020. Available [here](#).
- Elaine Treharne and Claude Willan. *Text technologies: A history*. Stanford: Stanford University Press, 2020. Available [here](#).

Weekly readings:

Week I: Course overview

September 12

- SHARP in Focus 2020 Decolonizing Book History Roundtable, watch panel discussion, available [here](#). Pay close attention to the first question, “what does decolonizing book history mean in your own practice?”
- Bibliographical terms (see handout). Sidney E. Berger. *The Dictionary of the Book: A Glossary for Book Collectors, Booksellers, Librarians, and others*. Lanham: Rowman & Littlefield, 2016.

Week II: Historiography of the book

September 19

- Michelle Levy & Tom Wolfe, ‘Introduction’, ‘Chapter 1’, in *The Broadview Introduction to Book History* (Peterborough: Broadview Press, 2017), xiii-xx, 1-22.
- Elaine Treharne and Claude Willan. “Part I”, in *Text technologies: A history*. Stanford: Stanford University Press, 2020, 1-32.
- Johanna Drucker, ‘Bibliography’, in *Information: A Historical Companion* (Princeton: Princeton University Press, 2021), 326-332.
- Bibliographical terms (see handout).

Week III: A world of manuscripts

September 26

- ‘Writing Systems’, ‘The Ancient Book’, and ‘The European Medieval Book’, in *The Book: A Global History* (Oxford: Oxford University Press, 2013), 3-18, 39-53, 59-79.
- Kathryn Burns, ‘Preface’, ‘Introduction’, ‘Chapter I’, in *Into the Archive: Writing and Power in Colonial Peru* (Durham: Duke University Press, 2010), xi-41.
- Daniela Bleichmar, “Painting the Aztec Past in Early Colonial Mexico: Translation and Knowledge Production in the Codex Mendoza.” *Renaissance Quarterly*, 72, no. 4 (2019): 1362–1415.
- Visit the following online resources: *Islamic Manuscripts Basics*, [here](#); and *Glossary Terms for Islamic Manuscripts*, [here](#); and *Spanish Paleography Tool*, [here](#); *French Renaissance Paleography*, [here](#).

Week IV: Printed Books before 1800 (part I)

October 3

- Sarah Werner. *Studying Early Printed Books 1450-1800: A Practical Guide*. Chichester: Wiley Blackwell, 2019, 1-64.
- Konrad Haebler, *The Study of Incunabula* (New York: The Grolier Club, 1933), 1-75.
- Visit the following digital resources: *Gutenberg & After Europe’s First Printers, 1450-1470*, [here](#), and *Material Evidence in Incunabula*, [here](#).

Week V: Printed Books before 1800 (part II)

October 17

- Sydney Shep, ‘Books in Global Perspectives,’ in *The Cambridge Companion to the History of the Book*, ed. Leslie Howsam (Cambridge: Cambridge University Press, 2014), 53–70.
- Hortensia Calvo, ‘The Politics of Print: The Historiography of the Book in Early Spanish America’, *Book History* 6 (2003).
- Bibliographical and printing terms (see handout).

Week VI: Printed Books from 1800 (part I)

October 24

- James Mosley, ‘The Technologies of Print’, in *The Book: A Global History* (Oxford: Oxford University Press, 2013), 130-153.
- Nathan Shockey, ‘Introduction’ and ‘Chapter one’, in *The Typographic Imagination: Reading and Writing in Japan’s Age of Modern Print Media* (New York: Columbia University Press, 2020), 1-58.
- Bibliographical and printing terms (see handout).

Week VII: Printed Books from 1800 (part II)

October 31

- Simone Murray, 'Introduction' and 'Part I', in *Introduction to Contemporary Print Culture: Books as Media* (New York: Routledge, 2021), 1-87.
- Paula Rabinowitz, 'Pulp: Biography of an American Object', in *American Pulp: How Paperbacks Brought Modernism to Main Street* (Princeton: Princeton University Press, 2014), 1-39.
- David K. Johnson, 'Introduction' and 'Selling Gay Books', in *Buying Gay: How Physique Entrepreneurs Sparked a Movement* (New York: Columbia University Press, 2019), 1-21, 51-79.

Week XIII: Books and Prints: bibliography and the study of visual cultures

November 14

- Paul Goldman, "The history of illustration and its technologies", in *The Book: A Global History* (Oxford: Oxford University Press, 2013), 231-244.
- Michiel van Groesen, 'Introduction' and 'The De Bry Collection of Voyages (1590–1634): Early America Reconsidered', in *Imagining the Americas in Print* (Leiden: The Netherlands: Brill, 2019), 1-31.
- Visit the following resource: MET Museum, *The Printed Image in the West: woodcut, engraving, etching, aquatint, mezzotint, drypoint, lithography in the nineteenth century, and the print in the nineteenth century*. Available [here](#).

Week IX: Book history work

November 21

- Arthur der Weduwen, Andrew Pettegree, and Graeme Kemp. 'Book Trade Catalogues: From Bookselling Tool to Book Historical Source', in *Book Trade Catalogues in Early Modern Europe* (Leiden: The Netherlands: Brill, 2021), 3–32
- See handout for bibliographical terms.

Week X: Bibliography, book history, and new book formats

November 28

- Simone Murray, 'Part III', in *Introduction to Contemporary Print Culture: Books as Media* (New York: Routledge, 2021), 201-237.
- Jessica Pressman, 'Introduction' and 'How and Now Bookishness', in *Bookishness: Loving Books in a Digital Age* (New York: Columbia University Press, 2020), 1-39.
- See handout for bibliographical terms.

Week XI: Books, Libraries, and Archives

December 5

- Kate Ozment, 'Rationale for Feminist Bibliography', *Textual Cultures* 13:1 (2020).
- David McKitterick, 'Inventio', 'Books as Objects', 'Survival and Selection', in *The Invention of Rare Books* (Cambridge: Cambridge University Press, 2018).
- See the following resource: *Women in Book History Bibliography*, [here](#).

Week XII: Course Review

December 12

- Content to be determined by the class. See handout for readings and case studies.