BKS1002H: BOOK HISTORY IN PRACTICE

Time: Mondays, 2 to 5 p.m.
Location: Colin Friesen Room, Massey College
Instructor: Dr. Greta Golick
Email: greta.golick@utoronto.ca or gretagolick@gmail.com
Response time: Within 24 hours
Phone/Text: 416 720 5656
Office: Bissell 618 (Faculty of Information)
Office hours: by appointment

OVERVIEW

The approach of the course reflects the interdisciplinarity of book history studies. The course consists of seminars on key topics in book history with case studies of particular books, events, and debates. These case studies are designed to combine threads of inquiry from the readings, and to allow students to work from specific artifacts to general questions. Students will gain a detailed understanding of current topics in the field of book history, and situate their own research within ongoing debates.

LEARNING OBJECTIVES

After completing this course the student will:

1. Expand upon the knowledge of the field of book history gained in BKS1001H.
2. Be familiar with methods, practices, theories, projects, and debates in book history and print culture studies, with an emphasis on current practice.
3. Connect the theoretical framework introduced in BKS1001H to specific cases and objects of study, and recognize interdisciplinary connections between the history of books and related disciplines.
4. Explore the field of book history and participate in the small seminar format of the class.
5. Connect with the book history community and resources at the University of Toronto and beyond.

COURSE TEXTS

You do not have to purchase any textbooks for this course. The majority of readings will be available online via the course Blackboard site. The following list includes textbooks recommended for reference. Most will be on Course Reserve in the Inforum (4th Floor, Faculty of Information).

1. This syllabus is adapted from a syllabus for BKS 1002H developed by Alan Galey.
REQUIRED TEXT


[VIC—PR9199.4 .B69 T47 2008—check availability; also available at Thomas Fisher Rare Book Library; available at Toronto Public Library in multiple formats]

RECOMMENDED TEXTS


[Inforum—002.09 C737C—Course Reserves—check availability: also held at other libraries under different call numbers; e-book available at U of T library]


[Inforum—002.09 F49912—Course Reserves—check availability: also at other libraries under different call numbers]


[Inforum—002.09 B724B2—Course Reserves—check availability: also at other libraries under different call numbers]


[Robarts—P47 .C36 2013X—Course Reserves—check availability: also held in different libraries under different call numbers]


[Inforum—686.209 G248N (1972)—Course Reserves—check availability; Kelly Library—Z1001 .G37 1995 SMC, and also held in other libraries under different call numbers]


[Inforum—010.44 G816T—Course Reserves—check availability: also held in other libraries under different call numbers]


[Inforum—002.09 C178C—Course Reserves—check availability: also held in other libraries under different call numbers]

[Microform—002 H866P—Course Reserves—check availability; also held in other libraries under different call numbers]


[full text through U of T e-resources and Inforum—010.42 M156BA—Course Reserves—check availability; also held in other libraries under different call numbers]


[Robarts—Z278 .S84 2014—Course Reserves—check availability—and other libraries]

**ASSIGNMENTS AND MARKING SCHEME AT A GLANCE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Due throughout the term</td>
</tr>
<tr>
<td>Seminar</td>
<td>20%</td>
<td>Various dates</td>
</tr>
<tr>
<td>Assignment 1: Book? Book!</td>
<td>25%</td>
<td>Due February 8</td>
</tr>
<tr>
<td>Assignment 2: Final paper</td>
<td>35%</td>
<td>Due April 6</td>
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**OTHER DATES TO NOTE**

- Last date to drop the course without academic penalty: March 1
- Select topic for Assignment 2: March 21

**ASSIGNMENT SUBMISSION GUIDELINES**

Late assignments and papers will be penalized 5% per calendar day. Presentations missed without a valid reason will receive a mark of zero. I will grant extensions only in advance of the deadline, and only if the student provides a documented reason such as illness or family emergency. Please obtain notes from a classmate if you miss one or more classes, and see me if you have questions about the material that was covered during your absence. Notify me as soon as possible if a serious illness or other concern is affecting your ability to keep up with the course. Note: Essays at the graduate level should be free of errors in grammar or punctuation. Please proofread your essays carefully before submitting them. I recommend reading your essay aloud or asking someone else to read it.

Essays must be submitted as a Word document to Blackboard (under Course Materials) by midnight on the due date. You may also submit a print copy of your essay.
ESSAY AND ASSIGNMENT GUIDELINES

1. Use black, double-spaced 12-point font. If submitting a paper copy, print on one side of the page. Include page numbers in your document. A separate cover page is not required. Please include a header with your name.

2. Use the Chicago Manual of Style (note format, not author-date format). See http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/16/contents.html

3. Retain back-up copies of final paper, notes, and drafts.

ACADEMIC CONDUCT AND PLAGIARISM


NOTE: Lack of awareness of plagiarism does not excuse the student committing the offence.

STUDENTS REQUIRING ACCOMMODATIONS

If you require accommodations due to a disability or a health reason, please inform the course instructor and get in touch with the Accessibility Services Office as soon as possible. http://www.accessibility.utoronto.ca/

GRADING

Grades are assigned according to the following policy and grading system: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf

The School of Graduate Studies (SGS) defines the grades as follows:

A+, A, A- Excellent
B+, B, B- Good
FZ Inadequate

The letter grades correspond to a numeric range as follows:

A+ (90-100%) B+ (77-79%)
A (85-89%) B (73-76%)
A- (80-84%) B- (70-72%) FZ (0-69%)

During the course you will receive a numeric grade for individual assignments. These grades will be summed up and converted to a letter grade, which will be the final grade for the course.

WRITING SUPPORT

Please consult the SGS Office of English Language and Writing Support if you require assistance in academic writing. The services are designed to target the needs of both native and non-native speakers of English and include non-credit courses, single-session workshops, and individual writing consultations, and website resources. These programs are free. http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx
DESCRIPTION OF ASSIGNMENTS AND EVALUATION

PARTICIPATION (20%): Due throughout the term

This mark is determined by the quality of your contributions to both class discussion and the discussion board on Blackboard. This course is largely structured by ongoing intellectual debates in book history, and you should be prepared to engage in the debates, not just observe them. You will be able to do this if you read all of the assigned materials each week and allow yourself time to think about them and possibly engage with them online, and come to class prepared to discuss your ideas. Participation depends on active listening as well. Students are expected to attend class regularly, participate in discussions, and present seminars. Students must express their opinions with consideration and respect. The participation mark will be noted on Blackboard at the end of the term.

SEMINAR PRESENTATION (20%): Due throughout the term

You will lead a class discussion on the topic for that class and one of the readings. You should prepare for the seminar by highlighting key ideas, contextualizing the material, and formulating discussion questions. You should demonstrate critical thinking and analysis about the material as you would in writing an article or preparing for a conference presentation. You will be required to go beyond the readings in the syllabus to provide context and your critical response.

Your presentation should be 20 to 25 minutes, followed by 20-25 minutes of discussion led by you. The seminars will be conducted without a data projector or Internet connection. You should include a paper handout delivered to the class. (I will make copies if you send the file to me by noon on the day of your seminar).

Students are required to post two potential discussion questions based on the reading to the course discussion board by 10 p.m. on the Friday before their presentation. Other students should check the discussion board and come prepared to engage in the discussion having read the selected readings. Presenters can also post material for their colleagues to consult in advance (i.e. a website, an article). When two students are presenting in the same class, you should collaborate to ensure that your presentations are complementary.

You are required to submit (via Blackboard) a digital copy of your handout and a brief (one-page) outline of your presentation by midnight on the day of your presentation.

Checklist for seminar

Date: ___________________

☐ Select reading
☐ Collaborate with co-presenter (if required)
☐ Identify key ideas
☐ Contextualize the material with further reading
☐ Formulate discussion questions
☐ Post two potential discussion questions on Discussion Board by 10 p.m.
   Date: ______________
☐ Post any additional materials you wish colleagues to consult
☐ Prepare handout
☐ Submit digital copy of handout and brief outline of presentation by midnight
   Date: ______________

Seminar Evaluation

Preparation (8 points):
   Collaborated with colleague (if required)
   Posted discussion question in advance
   Prepared handout
   Submitted digital copies of handout and outline of presentation

Content & Delivery (12 points):
   Communicates clearly
   Demonstrates knowledge of topic
   Facilitates discussion by posing questions
   Demonstrates enthusiasm and encourages engagement

Grading Grid

| Grading grid:       | Excellent (18-20) | A (17-17.8) | A- (16-16-8) | B+ (15.4-15.8) | B (14.6-15.2) | B- (14-14.4) |

ASSIGNMENT 1: BOOK? BOOK! (25%) Due February 8th

Essay uncovering the history of a book
8 pages excluding bibliography & figures
Submit on Blackboard (under Course Materials) by midnight February 8

For this assignment you will focus on the book you selected in Class 1 (the book is yours to keep, recycle, or discard). You may choose to write on any aspect of this book. You may unbind the book and explore its structural components. You may explore its materiality and write a full descriptive bibliography of the book using the principles of
bibliographical description. You may wish to explore the author of this book, its
publisher, its distribution, its reception, and survival.

Your essay should include an introduction, a conclusion, and incorporate your own
reflections as you complete the assignment. You can include images in an appendix if
you wish to illustrate a point.

Assignment 1 Evaluation

Organization (6 points):
  Title, name, page numbers
  Introduction, body, and conclusion

Content (15 points):
  Demonstrates understanding of the material book and descriptive bibliography
  Demonstrates mastery of concepts related to history of the book gained in BKS1001H

Style (4 points):
  Appropriate and accurate citation style
  Correct grammar and spelling

Grading grid

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
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<tbody>
<tr>
<td>A+ (22.5-25)</td>
<td>A (21.3-22.3)</td>
<td>A- (20-21)</td>
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ASSIGNMENT 2: FINAL PAPER (35%) Due April 11

Research paper on a book history topic
14-16 pages excluding bibliography and figures
Due electronically via Blackboard (under Course Materials) by midnight April 11

Students will identify a specific research question related to the course and write a
scholarly research essay. Students may analyze a theoretical or methodological question,
explore an historical context in relation to specific books or communities, analyze the
development of a specific aspect of the materiality of texts, or approach their topic some
other way. Students may explore and develop a research topic identified in the seminar
or Assignment 1 for this assignment.

The essay must engage with topics and materials related to the course, and advance an
original and relevant argument that is appropriately supported by research into primary
and secondary sources (including readings beyond those assigned for the course). Essays
will be graded on the quality of research and engagement with primary and secondary
sources and on the effectiveness of the argumentation and strength and accuracy of the
writing. All students are required to consult with me about their topic at least three weeks
in advance of the due date (March 21). This can be done by email or by appointment.
Assignment 2 Evaluation

Organization (10 points):
- Title, name, page numbers
- Logical structure; advances an original and relevant argument
- Conclusion

Content (20 points):
- Demonstrates understanding of subject matter and research into primary and secondary sources
- Incorporates mastery of relevant material including content from course readings, lectures, group presentations, and further research

Style (5 points):
- Appropriate and accurate citation style
- Correct grammar and spelling

Grading grid:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
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<tr>
<td>A+ (31.5-35)</td>
<td>A (29.8-31.2)</td>
<td>A- (28-29.4)</td>
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# COURSE SCHEDULE

## Class 1 – January 11 – Introduction

<table>
<thead>
<tr>
<th>Inforum Room 418 – Book selection for Assignment 1</th>
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<tbody>
<tr>
<td>Massey College, Colin Friesen Room</td>
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</table>

[Available full-text at U of T library e-resources]

[e-book and Inforum—002 M235H—Course Reserves—check availability; Robarts—Z246 .M345 2011 and other libraries]

## Class 2 – January 18 – Writing and the Page

<table>
<thead>
<tr>
<th>Seminar presentation – 2 students</th>
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<tr>
<td>Guest – Kevin King</td>
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[Blackboard; Inforum—002.09 C178C—Course Reserves—check availability; also held in other libraries under different call numbers]

[Available full-text at U of T libraries e-resources]

[Blackboard; Robarts—P211 .S59 2006—check availability; also at other U of T libraries under different call numbers]

## Optional Event – January 19 at 6 p.m. at Thomas Fisher Rare Book Library

‘So Long Lives This’: Celebrating Shakespeare, 1616-2016  
Panel discussion with three actors from the Stratford Shakespeare Festival moderated by Scott Schofield  
RSVP mailto:events@library.utoronto.ca

## Class 3 – January 25 – Papermaking Field Trip

<table>
<thead>
<tr>
<th>Paperhouse Studio, 180 Shaw Street #102</th>
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The class will meet at Paperhouse Studio (180 Shaw Street #102, north of Queen St.)
West, located in the Artscape Building.
http://paperhousestudio.ca/

In preparation for this field trip, please view:

**Making Hanji: Korean Papermaking by Shin Hyun Se**

**Making Hanji in Korea: A Winter Apprenticeship in Papermaking**

**Papermaking by Hand at Hayle Mill England in 1976**

**Chancery Papermaking**

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<thead>
<tr>
<th>Optional Event – January 25 at 5 p.m. (TBC) at Thomas Fisher Rare Book Library</th>
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<tbody>
<tr>
<td>Exhibition opening</td>
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<tr>
<td>‘So Long Lives This’: A celebration of Shakespeare’s Life and Work, 1616-2016</td>
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<tr>
<th>Class 4 – February 1 – Letters</th>
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<tr>
<td><strong>Seminar Presentations – 2 students</strong></td>
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<thead>
<tr>
<th>TCB Lecture – February 4 at 4:15 p.m. at Jackman Humanities Building Room 318</th>
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<tr>
<td>“Zotom is Busy Drawing a Book”: Reading Religion in Plains Indian Ledger Notebooks Jennifer Graber – UT Austin</td>
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<tr>
<th>Class 5 – February 8 – Traces of Reading and Writing</th>
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<tr>
<td><strong>Assignment 1 due</strong></td>
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See also Socarides’ monograph *Dickinson Unbound* available full-text through U of T e-resources

**Reading Week – February 15 – no class**

**Optional Event – February 17 at 8 p.m.** at Thomas Fisher Rare Book Library

Photography and Fine Printing: The History of the Lumiere Press
Michael Torosian, Fine Printer and Founder, Lumiere Press

**Class 6 – February 22 – The Illustrated Book**

**Seminar Presentations – 3 students**


**Class 7 – February 29 – Book and Jacket Design**

**Seminar Presentations – 2 students**
Bring a book jacket or book to class


TCB Lecture – March 3 at 4:15 p.m. at Victoria College, Alumni Hall

Who Owns the News? Journalism and Intellectual Property in Historical Perspective
Will Slauter – University of Paris Diderot – Institut universitaire de France

BHPC Graduate Student Colloquium – March 5 – Massey College, Upper Library
From Reinforcement to Resistance: Books as Cultural Agents & (De)Colonial Agents
https://bhpccolloquium2016.wordpress.com/

Class 8 – March 7 – Orality and Print in New Worlds

Seminar Presentations – 3 students


**Class 9 – March 14 – History of the Book in Latin America**

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<thead>
<tr>
<th>Guest Lecturer – David Fernandez</th>
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<tr>
<td><strong>Note:</strong> Class to be held at the Fisher library</td>
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  [full-text; Inforum—002.09 C737C—Course Reserves—check availability; also held in other libraries under different call numbers]

  [Blackboard; Inforum—686.209 A265A—Course Reserves—check availability; also at other U of T libraries under different call numbers]

**Optional Event – March 16 at 8 p.m. at Thomas Fisher Rare Book Library**

- Dr. Erik Kwakkel, Leiden University

**Class 10 – March 21 – History of the Book in East Asia and South Asia**

<table>
<thead>
<tr>
<th>Guest Lecturers – Stephen Qiao, Lucy Gan</th>
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<tbody>
<tr>
<td>Cheng Yu East Asia Library</td>
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</table>

  [East Asian—Z1029.U65 2010—Reference—check availability; also held at different libraries]

  [full-text; Inforum—002.09 C737C—Course Reserves—check availability; also held in other libraries under different call numbers]
[full-text; Inforum—002.09 C737C—Course Reserves—check availability; also held in other libraries under different call numbers]

[full-text; Inforum—002.09 C737C—Course Reserves—check availability; also held in other libraries under different call numbers]

### Class 11 – March 28 – Translation; *Three Day Road* Book Club

**Seminar Presentations – 2 students**

[Blackboard; Robarts—P306 .B38 2014—check availability; e-book of 3rd edition available through U of T libraries e-resources here and here]

[VIC—PR9199.4 .B69 T47 2008—check availability; also available at Thomas Fisher Rare Book Library; available at Toronto Public Library in multiple formats]

[Blackboard; Robarts—PN241 .G75 2010X—check availability; also at other U of T libraries under different call numbers]

### Class 12 – April 4 – Conclusion

**Discussion of final projects; letter simulacra**

[Blackboard; Inforum—002.09 C178C—Course Reserves—check availability; also held in other libraries under different call numbers]

[Reading List Service provided and links accessed by the Information Services Unit at the Inforum: Winter term, 2016]