IRLS688: Books and Society: From the Late Middle Ages to Early Cyberspace

Updated Mon, 08/24/2009 - 19:00

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS 688-001 Books and Society: From the Late Middle Ages to Early Cyberspace

Please note that this syllabus is still being constructed. The final version will be distributed on the first day of class.

Final Syllabus, August 28, 2008

Prerequisite: IRLS 504 or consent of the instructor

Instructor: Jana Bradley

The class meets on Thursdays, from 3:30 to 6, in the SIRLS Multi-Purpose Room

COURSE DESCRIPTION:

IRLS 688-001 Books and Society: From the Late Middle Ages to Early Cyberspace examines numerous aspects of the history of the book in Western society mostly English early on but becoming Anglo-American in later centuries, from the late manuscript book trade to the changes that are happening with digital technology.

I have dubbed this course a "survey seminar." It is a survey course because we will be covering a long historical period, from 1300 to 2008, and will change centuries at least every other week. It is also a survey because we will be looking at various aspects of the book in society, including the origin of the manuscript, financing, production and manufacture, how it reached its readers, who its readers were, and what influenced whether or not it survived. But we will conduct the course as a seminar. Each student will choose one aspect of the history of the book, and will be responsible for reading in that topical area and leading a 10-minute mini-discussion on that topic in class.

Topics to be covered:

Jana's Topic: Major Societal Forces in the Time Under Discussion
01) financial and organizational structure of the book trade
02) printers (choice of 1-3 printers each century as exemplars)
03) authors and transmission of texts
04) production and manufacture of books (how it was
05) books to readers: distribution and marketing
06) children, reading and books
07) literacy, reading, and use
08) reception and survival
09) collectors and collections
10) Women in Book History
11) Illustrations
12) Bookbinding
13) Printing other than books: ephemera, pamphlets, newspapers, journals

There will be only 1 student assigned to a topic. We will decide the topic assignments at the first meeting. Anyone not at the first meeting will get what is left over.

**Before class:** All students will read the common readings, indicated on the topical schedule in this syllabus. Each student will choose 2-4 substantive articles on his/her topic and read them. Before the class meeting, each student will post the citation on D2l and summarize the conclusion or main points of each article. The annotation should also include the kinds of evidence used by the author to come to this conclusion.

Master's students will be expected to read and annotate at least 2 substantive articles or chapters. PhD students will be expected to do the same with 4 substantive articles or chapters.

In preparation for the class, note 3-10 ideas, points, themes from the common reading, including the evidence for them, and be prepared to apply these wherever they fit in the discussion.

Also in preparation for each class, write out three themes or topics in your area and points you would like to mention. These can come from 1 source or across sources. Be prepared to lead a 10-minute discussion on these topics in class (see below).

**Conduct of class: (after the first class)**

The class will be divided into roughly 10-minute mini-discussions, each lead by a discussion leader. The discussion leader will come prepared with three main themes, topics, debates in his/her area of specialization (his/her chosen topic). For each mini-discussion, the leader will introduce one of the points he/she has prepared, with a few sentences, and then open the discussion for comments from others about what they know or questions. If the discussion is lively and productive, then one topic can take up the 10-minute window. If there is a lull, the leader will introduce the next theme.

**After Class:**

Each student will flesh out a paragraph or so on each of his/her three themes, incorporating class discussion, and will post them in the appropriate D2L discussion board. Discussion summaries must be posted by 3:30 pm the day following class.

**Final Paper:**

A final paper is due December 12.
For PhD Students and Self-Identified Masters Students:

The written assignment for PhD students and master's students who elect this assignment is to write a draft of a paper on your topic for a specific scholarly journal. Once your topic is beginning to emerge, choose an appropriate journal and write to the standards for authors for that journal, in terms of length, audience, citation style, submission format, etc. A journal article is usually more focused than a paper and has a thesis or argument to develop, reasoning from evidence. You are free to choose any paper topic that falls within your broad topical assignment. You may stay within one period or make an argument across historical periods. You should have an outline, a discovery draft or other interim document to discuss with me at a mid-term conference. The purpose of this assignment is to start you thinking about your ideas in terms of a contribution to the literature and to a specific journal from the beginning. The closer your paper is to publishable standard, the higher the grade.

For Master's Students

The assignment for master's students is a 10-15 page paper on some topic within your topical assignment. This paper can follow the usual style of graduate papers, rather than journal articles. You will still need a thesis or purpose and an organized argument, but you will not need to try to bring your paper as close to published quality as possible.

We will talk more about the distinctions between these 2 papers in class.

**Bibliography and Finding Readings**

The more reading students can do in preparation for class discussion, the richer the class will be. In order to encourage you to spend your time reading, I have developed a large bibliography with some readings on all topics. My first idea (silly me) was to make them all available to you so that you wouldn't have to search. That was not possible for several reasons. First, I was limited to 75 books on traditional reserve, and picking 8 out of each time period was very hard. Second, I felt that even if I limited e-reserve articles to 15 - 20, I was straining the goodwill of a very cooperative staff. Therefore, for far too many items, you will see the notation, *if wanted, find for yourself*. I'm not being churlish; I just wanted to retain bibliographic access for you even if I could not provide the actual text. Many of these items are in books and journals in the library. In the spirit of collaboration, I suggest that anyone who gets copies bring to class so that others will know about them.

All the readings I have found so far are in bibliographies for each unit. These will also be on e-reserve. If my time and stamina hold out, I will also combine them into one author list. These are annotated by location as follows below

1) Whole books have been placed in the library on traditional reserve in the alcove as you enter on the second floor. I was limited to 75 books, so I choose 7-9 books on each period, trying to cover all topics. There is also in this area a selection of books covering topics over multiple periods. The titles here are marked on the bibliography as in Book Reserve. They can be checked out for 24-hour periods. Looking in the index of whole books for your topic is often a good way to get an overview.

2) I have also created in SIRLS next to the multi-purpose room what I am calling 688 Honor Reserve. These are copies of books that I own or that I have checked out and are for use at SIRLS only. Please do not remove them from the multi-purpose room area. I am asking your cooperation on the honor system. The purpose is to have a copy of the common readings and other standard works always available. Books in this area are noted on the bibliography as 688 Honor Reserve.

3) For each unit, I have put a selection of articles on e-reserve. The password is Books. Those of you familiar with e-reserve know that it is not the pleasantest way to read, but it least the articles are there for everyone. The articles on e-reserve are noted, e-reserve, on the bibliography. If you have not used e-reserve, spend some time getting to know the features by which you can customize the way the digitization appears on your screen. Ask for help if you need it.

4) Finally, there are both books and journal articles on the bibliography that I have not obtained for you in advance, simply because of the limits on quantity for both book and e-reserve. I have noted in the bibliography that if you need them, you will have to locate them yourselves. These are often good readings, especially for a specific topic. Some of the books and journals are in the library, and interlibrary loan is open to you.

Beyond the bibliography, I encourage you to search on your own for your topic. The bibliography, believe it or not, just
A last word about bibliographic error. You will find a lot that's not ideal in the bibliographies. Some of it is unavoidable; unfortunately the topics people write about don't fit neatly into the categories of our syllabus. I am sure there are also omission in some citations, and other errors that come with a mammoth project like this bibliography when there is barely time to get it done, much less edit and check it.

I hope we will add to it and correct it as we go and it will be better for the next class.

**Tips For Reading**

You will be reading quite a bit of material for this class. Here are some tips to "read smart"

- Get an overview first. For a book, look at the chapters. For both articles and books, look at the introduction and conclusion. Articulate for yourself what the main thrust, point, thesis, or conclusion is.
- Read it through. If you fill like skipping some detail, note what kind of details you are skipping.
- Look for main points of the author and main points that interest you. We will follow the "three main points" philosophy. For both the common readings and your specialized reading, come prepared to share and develop three main points from each. Write your main points down in whatever note-taking mode is comfortable for you.
- Identify the kind of evidence the author is using to support his/her assertions. Where did it come from? Are you convinced?

**It might help to remember that you should come away from each reading knowing:**

- _The main thrust, thesis, purpose or conclusion. Why did the writer write the article?_
- _Three main points that interest you, and supporting material for them_
- _Evidence: what kind of evidence was used; can you evaluate it._

**Examining Real Books:**

Students are encouraged to make extensive use of U of A's outstanding Special Collections department. In the reading room are card catalogs that list items by date, by place, and by other features, such as illustrations. I have arrange with Roger Myers that he will pull roughly 10 examples of books in the period for each class, as long as the books are not in the vault. Unfortunately, all the examples for units 2 and 3, and some for other units, are in the vault.

In addition to requesting and examing books on your own, I would like to give you the opportunity to hear Roger talk about the outstanding examples in SC for each week. We therefore have arranged that he will present outstanding examples of books of the period on Friday from noon to 1 in Special Collections. Attendance is optional. On Thursday, I will see how many people will be coming.

**Class and Topical Schedule:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic Name</th>
<th>Time Period</th>
<th>Common Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Aug 28</td>
<td>Intro; Books before 1200; Study of History of the Book</td>
<td>Highlights of the Book Before 1200</td>
<td>Howson, Ch 1, 2&lt;br&gt;Darnton, Hist of Bk&lt;br&gt;Adams/Barker</td>
</tr>
<tr>
<td>02</td>
<td>Sept 4</td>
<td>The Manuscript Book</td>
<td>1200 – 1450 (not)&lt;br&gt;13th – mid 15th cen</td>
<td>“The Commercial Production of Manuscript Books in Late-Thirteenth and Early 14th</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Time Period</td>
<td>Reading</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>03 Sept 11</td>
<td>1</td>
<td>The Birth of Print</td>
<td>1450-1500’ later half 15th century</td>
<td>Raven, Chapter 1</td>
</tr>
<tr>
<td>04 Sept 18</td>
<td>2</td>
<td>Early Hand Press Period</td>
<td>1500’s 16th century</td>
<td>Raven, Chapter 2</td>
</tr>
<tr>
<td>05 Sept 25</td>
<td>3</td>
<td>Mid Hand Press Period</td>
<td>1600’s 17th century</td>
<td>Raven, Chapter 3 (assign Raven readings for next 2 classes)</td>
</tr>
<tr>
<td>06 Oct 2</td>
<td>4</td>
<td>Late Hand Press Period</td>
<td>1700’s 18th century</td>
<td>Read one Raven, Chapter: 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>07 Oct 9</td>
<td>5</td>
<td>Summary discussion of the development of the book in the hand press period</td>
<td></td>
<td>Read one Raven, Chapter: 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>08 Oct 16</td>
<td>6</td>
<td>Industrialization</td>
<td>1800’s 19th century</td>
<td>Raven Chapter 11</td>
</tr>
<tr>
<td>09 Oct 23</td>
<td>7</td>
<td>Classic Publishing 1900-1980</td>
<td></td>
<td>Raven Conclusion, Thompson, Chapter 1, 2</td>
</tr>
<tr>
<td>10 Oct 30</td>
<td>8</td>
<td>Publishing Changes</td>
<td>1980-200</td>
<td>Thompson Chapter 3</td>
</tr>
<tr>
<td>11 Nov 6</td>
<td>9</td>
<td>Early Cyberspace</td>
<td>2001 forward</td>
<td>Thompson, Ch 12, Bradley, Vokac</td>
</tr>
<tr>
<td>12 Nov 13</td>
<td>10</td>
<td>Semester review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Dec 4</td>
<td>11</td>
<td>Thanksgiving Nov 27; Paper presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dec 12 Paper due by 5 pm in Jana’s box at SIRLS

COURSE OBJECTIVES:

Students will gain an overview of the history of the Anglo-American book from 1300 to 2008.

Students will also gain an in-depth knowledge of one of the topics listed above.

Students will also gain expertise in searching the literature, leading discussions, and writing a scholarly paper.

REQUIRED COURSE MATERIALS:

Students will be required to read multiple chapters in James Raven, The Business of Books, 2007, Yale University Press. This is an expensive book, even used, and there is no paperback version as yet. One copy will be on reserve and another available to be read at SIRLS if students do not wish to buy it.

Students will be required to read three chapters from John Thompson's Books in the Digital Age, 2004/5, Polity Press. A copy will be on reserve and another at SIRLS.


An extensive bibliography will be distributed on the first day of class, providing students with much choice for supplementary readings. As many as possible of these readings will be on reserve and e-reserve. Students are asked to read 2-4 supplementary readings each week. Supplementary readings can also be discovered through database searching or by examining bibliographies in books.

COURSE REQUIREMENTS:

Attendance at every class is required unless a genuine emergency arises. Permission for an unavoidable absence should be requested in advance of class. The reason for this hard line is that every student has a vital part in teaching the class. If a student misses a class, not only does he/she miss a century's worth of content, but other students miss learning about the topic of the absent student.

In practical terms, a student missing a class gets a zero grade in discussion leading and participation for that week. If the readings and annotations are posted as required, then no credit is lost. If the summary of the topic is posted as required, then some credit will be received, but the summary did not have the enrichment of class discussion.

Students are expected to lead mini-discussions in their areas every week and to participate actively in discussion of all topics.

The student is expected to post the citations and a brief summary of the sources he/she found on the class D2L site, and annotate these briefly, noting the kinds of evidence used.

The student is expected, after the class, to write a summary of the topic in D2L, incorporating insights gained in class.

A semi-final draft of the student's paper, up to the middle of the class, is expected as a mid-term. Each student is asked to schedule a conference with Jana in order to discuss the draft and the topic so far.

A final written project is due on December 12. The written project differs for PhD students and for master's students. These are discussed elsewhere in the syllabus.

Active student participation in discussion is a requirement for this course.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:
** Academic Code of Integrity **

Students are expected to abide by The University of Arizona [Code of Academic Integrity](#). 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

** Accommodating Disabilities **

The University has a [Disability Resource Center](#). If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

** Assignment Policies **

- Late assignments will not be accepted unless arrangements have been made in advance for substantive reasons. How to submit your assignments.
- Attendance is required except for emergencies and truly unavoidable events. When possible, make arrangements in advance.
- Students will use the D2L site for posting their sources, and the written version of their class presentations.
- D2L will not be used for email or for depositing papers.
- The mid-term draft and the final draft are due in paper format.
- Formal, graduate quality writing is expected.
- Late papers will not be accepted, unless arrangements have been made in advance due to extraordinary circumstances.

** Incompletes **

The current Catalog reads

> The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

** Because the final paper is 60% of the grade, incompletes will not be granted except in extraordinary emergency circumstances. **

** GRADING: **

Final grades will be determined by the following percentages:

- 5% leading discussion on your topic in class
- 5% participating in class discussion in general
- 10% source citation and annotations in DeL
- 10% written summary of topic in D2L
- 10% mid-term draft
- 60% final paper

Grades are given, based on 100 points, according to the scale that follows:
A = 96 - 100
A- = 95 - 91
B+ = 90 - 88
B = 87 - 84
B- = 83 - 81
C+ = 80 - 78
C = 77 - 74
C- = 73 - 71
D = points between 70 and 51 points
E = 50 points and under

INSTRUCTOR NAME AND CONTACT ADDRESSES:
Jana Bradley
email: janabrad@email.arizona.edu
office hours: Thursdays: 1-3 or by appointment
SIRLS
1515 E. First Street
Tucson, Arizona, 85719
520-635-5217
Spring 10
Winter 09 10
Fall 09
Summer 09
Spring 09
Winter 08 09
Fall 08
  - IRLS506-001 Research Methods
  - IRLS506-011 Research Methods
  - IRLS515-001/010 Organization of Information
  - IRLS515-011 Information Organization
  - IRLS520-001 Ethics for Library and Information Professionals
  - IRLS520-010 Ethics for Library and Information Professionals
  - IRLS521 Children’s and Young Adult Literature in a Multicultural Society
  - IRLS524
  - IRLS532-001 Online Searching
  - IRLS532-010 Online Searching
  - IRLS550 Information Environments from Hispanic and Native American Perspectives
  - IRLS560
  - IRLS561 Academic Libraries Practice and Administration
  - IRLS563 Readers' Advisory Services in Public Libraries
  - IRLS571 - 001/010
  - IRLS572-010 Government Information
  - IRLS573-010 Information Technology in Libraries
  - IRLS575-791 User Interface and Web Site Design
  - IRLS588 Issues in Indigenous Information Services
  - IRLS608 Planning and Evaluation of Libraries and Information Centers
  - IRLS622-010 Information Quality
  - IRLS675 Advanced Digital Collections
  - IRLS688: Books and Society: From the Late Middle Ages to Early Cyberspace

Archive of Old Syllabi

- Schedules
- Core Courses
- Course Delivery Options
- Course Descriptions
- Distributed Electives
- Individual Studies: Internships, Independent Studies & Practica
- Registration
- Required first course: IRLS504
- Suggested Courses by Specialization
- Suggested Out of Department Courses
- Workload

Guided exploration

Click a term to initiate a search.

Audience