Course Syllabus
Fall 2017

S681: History of the Book 1450+
Indiana University Purdue University at Indianapolis
SOIC - Department of Library and Information Science

Instructor Information

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Overview

From book smuggling and censorship to scandalous content and astonishing illustrations, the history of the book is filled with adventure and intrigue. When you look at a book, you may see a cover and bound pages. However a book is ultimately the story of people. From the author, illustrator, typesetter, and printer to the publisher, bookseller, and reader, a book is much more than a physical object. It’s an artifact that reflects a connection to people, places, periods, and society.

This course is an excellent companion to S580: Library History. Try to fit both into your schedule.

Course Description

This three-credit graduate course provides a survey of the book from 1450 to the present, with emphasis on the development of the book in the West. It focuses on the physical aspects of the book from the mid-fifteenth through the twentieth centuries, and on some of the many roles of the book in society during this period. It also increases awareness of current scholarly trends in the history of the book.

Topics include 1) a review theoretical models and scholarly trends in the fields of book history, 2) an examination key scholarship in the field, 3) a survey of the processes of print creation, production, dissemination, and reception in the larger social, economic, and political context, and 4) considerations for how the history of the book as a material object and as an agent of intellectual and social change helps us understand the digital revolution.

While it’s impossible to explore the wide range of associated disciplines in detail, this course will provide a broad overview with many opportunities to explore areas of personal and professional interest.
This course will expand your thinking about the essential role of the book in history. It will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs. Each student will have the opportunity to examine a personal or professional area of interest within book history.

**Course Assumptions**

The following entry skills are required for this course:

- Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), web development tools, social media, and utilities (i.e., downloading drivers and plugins).
- Identify, select, access, and evaluate information found on the Internet and in the library.
- Use Canvas for forums and information sharing.

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your instructor at any time.

**Course Objectives**

The students will be able to:

- Critique scholarly trends, key authors, and noteworthy publications in the field of book history/print culture.
- Identify the physical aspects of the book and how they have changed over time.
- Describe basic technologies used to print and publish books and how they have changed over time.
- Discuss how the roles in the book cycle including author, illustrator, printer, publisher, bookseller, and reader have evolved and their impact on print culture.
- Identify the impact of intellectual property and copyright laws through history.
- Trace the impact of the book as knowledge through the use of a discipline specific example.
- Explain social, economic, and cultural influences shaping trends in the publication, distribution, and reception of books since 1450.
• Trace changes in the book as print culture since 1450.
• Identify how the book has been treated as a cultural icon including topics such as censorship and propaganda.
• Discuss the connection between the book and the reader.

The instructor will:
• encourage critical and creative thinking related to book history.
• convey examples of theory, techniques, and models relevant to book history.
• judge student performance fairly in accordance with the SLIS grading policy and the expectations for the assignments outlined in this syllabus.

**MLS Program, Graduate Program and ALA Competency Connections**

This course addresses competencies related to the MLS program in the following areas:
• Conduct and Analyze Research
• Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in the following areas:
• Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
• Thinking critically, applying good judgment in professional and personal situations
• Communicating effectively to others in the field and to the general public
• Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:
• Foundations of the Profession
• Information Resources
• Technological Knowledge and Skills
• Reference and User Services
• Continuing Education and Lifelong Learning
• Administration and Management

Course Materials

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

Required Online Course Materials

The course materials will be available at http://eduscapes.com/bookhistory

Optional Books


Lommen, Mathieu (ed.) (2012). The Book of Books: 500 Years of Graphic Innovation. Thames & Hudson. - This is an expensive book, but it’s beautiful. If you’re interested in the visual aspects of book history, this book is a wonderful choice. Put it on our personal Christmas list.

Course Assignments and Assessments

The learning objectives will be assessed through a series of activities and a final project. Course assignments are intended to help students apply the course materials.

The course requirements will be addressed within the online guide.

In typography, the “apex” is the point of a character where two lines meet at the topic. Think of it as the “high point” of a letter. In our class, we’ll use Apex Assignments as a way for you to think about the key points related to The History of the Book.

Each Apex Assignment is shared in the Discussion area of Canvas and requires both a posting and reply requirement. Students choose one assignment from a number of options.
The course contains seven **Apex Assignments** worth 10 points each and a **Final Project** worth 30 points.

**Apex 1: Book History and Historiography**
- Apex 1.1. Follow the scent.
- Apex 1.2. Build a case.
- Apex 1.3. Blog your passion.

**Apex 2: The Book as Artifact**
- Apex 2.2. Trace a printer.
- Apex 2.3. Create a book.

**Apex 3: The Book as Author Work and Intellectual Property**
- Apex 3.2. Explore intellectual property issues.
- Apex 3.3. Analyze copyright law.

**Apex 4: The Book as Commodity**
- Apex 4.1. Trace a publisher.
- Apex 4.2. Visualize the logistics.
- Apex 4.3. Analyze advertising.

**Apex 5: The Book as Knowledge**
- Apex 5.1. Dig deep.
- Apex 5.2. Build a timeline.
- Apex 5.3. Explore a category.

**Apex 6: The Book as Print Culture and Cultural Icon**
- Apex 6.2. Debate a controversy.
- Apex 6.3. Address the chicken or the egg question.
Apex 7: The Book as Reader

Apex 7.1. Investigate censorship.
Apex 7.2. Build a case for intellectual freedom.
Apex 7.3. Analyze marginalia.
Apex 7.4. Trace provenance.

Final Project

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final grades are based on the following range within the total 100 points possible:

A 98-100  
A- 95-97  
B+ 92-94  
B 89-91  
B- 86-88  
C 80-85  
D 75-79  
F below 74

The meaning of the letter grades follows the SLIS Grading Policy:

**A: Outstanding achievement.** Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

**A-: Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

**B+: Very good work.** Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

**B: Good work.** Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

**B-: Marginal work.** Student performance demonstrates incomplete understanding of
course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

**Late and Incomplete Work**

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

**IUPUI Mission Statement**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

**IUPUI Values Statement**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to
serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

**Student Academic Conduct**

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association).

To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct:

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to
prepare work, without advanced authorization from the instructor to whom the work is being submitted.

c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. directly quoting another person's actual words, whether oral or written;
2. using another person's ideas, opinions, or theories;
3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. borrowing facts, statistics, or illustrative material; or
5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Beginning Fall 2014, all students are required to complete the plagiarism tutorial during S401.

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to http://diversity.iupui.edu/aes/

Disability Accommodations: Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible. Go to http://aes.iupui.edu

- Learning disabilities means any mental/physical / health condition that affects your ability to learn and complete assignments.

- If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension.
• If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students.

**Administrative Withdrawal**

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

**Course Evaluation Policy**

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**Course Communication**

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Be sure to set your Canvas notification so that you receive Course Announcements through your email account.
Course Content Overview

**Week 1: The Book**
- The Book: Defined
- Formats: pop-up, miniature, board book, big books, cloth books, gift book
- Related Works: ephemera, periodicals, newspapers, chapbooks, broadsides, pamphlets, booklets, scrapbooks

**Week 2: Book Historiography**
- The Book in History
- Book Historiography
- Methodology

**Week 3: The Book as Artifact**
- Book Elements
- Key Terms
- Editions

**Week 4: The Book as Printed Work**
- The History of Printing
- The History of Typography
- The History of Illustration
- The History of Book Binding

**Week 5: The Book as Author Work**
- Authorship

**Week 6: The Book as Intellectual Property**
- Intellectual Property
- Copyright Laws

**Week 7: The Book as Commodity**
- Publishers
- Booksellers

**Week 8: The Book as Knowledge**
- Overview
- Reference Works
  - Almanac Dictionary
  - Encyclopedia
  - Atlas, Travel
  - Field Guides, Manuals, and Handbooks
  - Ready Reference
  - Textbooks
  - Trade Literature
• Arts & Humanities
  • Arts
  • History
  • Music
  • Religious Studies & Magic

**Week 9: The Book as Literature**
• Literature
  • Novel
  • Genre Fiction
  • Plays, Poetry, & Essays
  • Nature Writing
  • Children’s
  • Comics

**Week 10: The Book as Science and Social Science**
• Science
  • Air science
  • Earth science
  • Life science
  • Physical science
  • Mathematics
  • Medicine and Health
• Social Studies
  • Agriculture
  • Cookbooks
  • Economics
  • Law
  • Humor
  • Political Science
  • Philosophy
  • Psychology, Sociology, and Education
  • Self-Help and How-To

**Week 11: The Book as Print Culture: 1400s-1700s**
• Overview
• 1400s
• 1500s
• 1600s
• 1700s

**Week 12: The Book as Print Culture: 1800s-2000s**
• 1800s
• 1900s
• 2000s
• The Future of Print and Electronic
Week 13: The Book as Cultural Icon
- Intellectual Freedom
- Censorship
- Smuggling
- Book Burning
- Propaganda

Week 14: The Book as Reader
- Preferences
- Reading Activities
- Marginalia
- Provenance

Week 15: The Book as Reader
The Future of Reading
Course Resources

These are NOT required readings. Instead they provide the foundations for the course. References are made to many of these materials in the online readings.


Biagioli, Mario, Jaszi, Peter, & Woodmansee, Martha (2011). **Making and Unmaking**


Boyle, James (Spring 2003). The second enclosure movement and the construction of the
public domain. **Law & Contemporary Problems**, 66(33), 33-74.


Chartier, Roger (1994). *The Order of Books: Readers, Authors, and Libraries in Europe*
Between the Fourteenth and Eighteenth Centuries. Stanford University Press. Preview Available: [http://books.google.com/books?id=EFnsA3AvNZ0C](http://books.google.com/books?id=EFnsA3AvNZ0C)


Darnton, Robert (Summer 1982). What is the history of books? Daedalus, 111, 65-83.


Davis, Kenneth & Giusto-Davis, Joann (1984). Two-Bit Culture: The Paperbacking of


Fishburn, Matthew (2007). Books are weapons: wartime responses to the Nazi bookfires of


history. **Book History**, 6, 1-22.


Pawley, Christine (2001). *Reading on the Middle Border; The Culture of Print in Late Nineteenth-Century Osage, Iowa*. University of Massachusetts Press. Preview Available: [books.google.com/books?id=NOm1xzkt8ywC](http://books.google.com/books?id=NOm1xzkt8ywC)


Sher, Richard B. (2006). **The Enlightenment and the Book: Scottish Authors and Their Publishers in Eighteenth-Century Britain, Ireland, and America.** University of Chicago Press. Preview Available: [http://books.google.com/books?id=gB9ljb5o7UC](http://books.google.com/books?id=gB9ljb5o7UC) and book is available through IUPUI ACLS Humanities E-Book database at [http://hdl.handle.net.proxy2.ulib.iupui.edu/2027/heb.06682.0001.001](http://hdl.handle.net.proxy2.ulib.iupui.edu/2027/heb.06682.0001.001)


Spadoni, Carl (2007). How to make a soufflé; or, what historians of the book need to know about bibliography. History of Intellectual Culture, 7(1).


Thorne-Murphy, Leslee (2010). Re-authorship: authoring, editing, and coauthoring the transatlantic publications of Charlotte M. Yonge’s Aunt Charlotte’s Stories of Bible History. *Book History*, 13, 80-103.


**National History**
A History of the Book in America (5 volume set) from University of North Carolina Press

- **Volume 1**: The Colonial Book in the Atlantic World. Preview Available: [http://books.google.com/books?id=NuHH30DgAs8C](http://books.google.com/books?id=NuHH30DgAs8C)
- **Volume 4**: Print in Motion: The Expansion of Publishing and Reading in the United States, 1880-1940.
- **Volume 5**: The Enduring Book: Print Culture in Postwar America. Preview Available: [http://books.google.com/books?id=1ILetiCmAlkC](http://books.google.com/books?id=1ILetiCmAlkC)

**Journals to Explore**

- Book History from SHARP
- The Library
- Papers of the Bibliographic Society of America
- Publishing History


**Listserv**

Explore the archives of the SHARP listserv at [https://list.indiana.edu/sympa/arc/sharp-l](https://list.indiana.edu/sympa/arc/sharp-l)

**Blogs**

- A Beautiful Book [http://abeautifulbook.wordpress.com](http://abeautifulbook.wordpress.com)
- BiblioOdyssey - [http://bibliodyssey.blogspot.com/](http://bibliodyssey.blogspot.com/)
- Digital Scholarship - [http://library.osu.edu/blogs/digitalscholarship/](http://library.osu.edu/blogs/digitalscholarship/)
- Early Modern Online - [http://earlymodernonlinebib.wordpress.com/](http://earlymodernonlinebib.wordpress.com/)
Textual Studies 1500-1800 - http://textualstudies.blogspot.com/

Typefoundry - http://typefoundry.blogspot.com/

History of the Book Organizations


**American Library Association: Rare Books and Manuscripts Section.** Focuses on rare books and manuscripts. Available: http://www.rbms.info/

**American Printing History Association (APHA).** This organization focuses on the study of the history of printing and related arts and crafts. Available: http://www.printinghistory.org

**Bibliographic Society of America (BSA).** This society focuses on the study of books and manuscripts as physical objects. Available: http://www.bibsocamer.org/

**Movable Book Society.** This group focuses on paper engineering such as pop-up books. Available: http://www.movablebooksociety.org/