

Books 1000Y: Book History and Print Culture

Time: Mondays, 2:00 pm – 5:00 pm
Location: Colin Friesen Room, Massey College
Instructor: Dr. Alan Galey, Faculty of Information
Email: alan.galey [at] [university of toronto domain name]
Main office: Bissell 646
Phone: 416-946-5361
Office hours: Tuesdays & Wednesdays,
3:30-5:00, or by appointment
Website: portal.utoronto.ca (login required)



ad from the Wall Street Journal (1 June 1954)

Overview

This foundational course will introduce students to basic topics such as the semiotics of the book; orality and writing systems; book production from manuscript to the latest computer technology; the development of printing; the concept of authorship; copyright; censorship; the economics of book production and distribution; libraries and the organization of information; principles of bibliographical description; print in other formats (newspapers, magazines, advertisements, etc.); reading and readership; editorial theory and practice.

Our approach will reflect what David Greetham calls “the disciplinary interrelatedness of all aspects of the study of the book” (*Textual Scholarship*, p. 2). The organization of the course is topical rather than chronological (with one or two exceptions) on the premise that our understanding of the past is thoroughly intertwined with the concerns of the present. The course consists of seminars on key topics in book history, punctuated by case studies of particular books, events, and debates. These case studies are designed to pull together ongoing threads of inquiry from the readings, and to allow students to work outward from specific artifacts to general questions. We will also study many artifacts and tools of the trade in situ through visits to the Fisher Rare Book Library, Massey College Press, and Coach House Press.

Course texts

Many of the readings will be drawn from two textbooks:

1. Simon Eliot and Jonathan Rose, ed. *A Companion to the History of the Book*. Malden, MA: Wiley-Blackwell, 2009.
2. D.C. Greetham *Textual Scholarship: An Introduction*. New York: Garland, 1994.

The following books are recommended, but not required:

3. D.F. McKenzie. *Bibliography and the Sociology of Texts*. Cambridge: Cambridge UP, 1999.
4. Leslie Howsam. *Old Books and New Histories: An Orientation to Studies in Book History and Print Culture*. Toronto: U of Toronto P, 2006.

The Blackwell Companion and Greetham should be available at the University bookstore, shelved with the Information Studies textbooks. Other readings will be available either online, in journals accessible through the U Toronto libraries website, or as photocopies in the Books 1000 binder available at the circulation desk of the Inforum (the Faculty of Information library on the 4th floor of the Bissell building). The Fall and Winter reading lists indicate how best to access each reading.

Evaluation

15%	Participation
10%	Archives report
20%	Edition review
20%	Seminar presentation
35%	Final paper

Seminar presentation topics must not substantially overlap with any of the other assignments. However, students are welcome to connect any of the three written assignments in a program of research on a particular topic, as long as they don't hand in the same text in more than one assignment. All written assignments must be submitted on paper, in double-spaced 12 pt serif font, and conform to MLA style guidelines. Late assignments may not be accepted, or may receive a reduced grade.

Note: essays at the graduate level should be free of errors in grammar or punctuation. Please be sure to proofread your essays carefully before submitting them.

Participation

This mark is determined by the quality of your contributions to class discussion. The course is largely structured by ongoing intellectual debates in book history and related fields, and you should come prepared to engage those debates, not just observe or report on them. This means reading all of the week's assigned materials, allowing yourself enough time to think about them, and coming to class with things to say about them. Participation depends just as much on listening, so you should listen carefully to everyone's contributions, consider the effects of your own comments, and respect all members of the class.

On occasion we will have structured activities such as the final essay workshop, and the "Traces of reading" class, in which we all bring a sample of marginalia for consideration. Participating in these will also contribute toward students' grades.

Seminar presentation

At some point in the year you will lead a class discussion on the class's topic and one or more of the readings. This type of presentation involves doing the kinds of preparation that instructors do, namely formulating discussion questions, highlighting key topics or passages, and contextualizing the material. You are expected to think critically about the material just as you would in writing a conference paper or article: you should select the salient points, evaluate how well the article makes those points, provide the group with relevant context from beyond the readings (such as examples not mentioned in the readings), and offer your own critical response to the material.

Students are welcome to ask the class to look at some material of their choice in advance, such as a website. Students wishing to assign a reading not on the schedule should consult with me at least three weeks in advance, giving me time to consider the reading and make it available, and giving the class time to read it. Your presentation should take about 20-25 minutes, followed by another 20-25 minutes of discussion led by you. You will be graded on the quality of your preparation, your ability to communicate what you know to the group, and the skill with which you facilitate discussion.

Archives report

6 pages, excluding Works Cited and notes; due in class November 9

This assignment requires students to visit a rare book library or archives (such as the Fisher) and become familiar with the contents of a collection of authors' papers or publishers' records. Students will then submit a short report on the contents of these collections and their potential interest to book history researchers.

The purpose of this assignment is to introduce you to archival research as an important stage within the larger research process. While your goal is to locate potentially significant or interesting material amidst the larger collections and to then consider its potential as research material, you should bear in mind that the focus is on the *processes* of research as distinct from the *products*. (Your second and third written assignments will be more about finished products.)

For the Diary:

You should begin by using finding aids, including online catalogues, to identify a collection of records that interests you. Your criterion for selection should be the material's potential interest for book history research--imagine this assignment as chronicling the first stage in a larger research process, leading to a longer study. The scholarly literature that's been written about a given collection (if there is any) can help suggest leads, but make sure you cite these sources if you use any. For the purposes of the assignment, you'll likely need to select a subset of the materials. It's up to you how to define that subset--temporally, thematically, by publication, etc.--but your report should begin with a clear description of the scope of your studied material and provide some rationale for its relevance to book history research. Although we have been focusing mostly on authorship and authors' papers, publishers' records would be equally suitable for this assignment.

The report should not be an exhaustive catalogue of the whole of a given collection. Rather, it should take the form of chronological diary entries describing the **process** by which you selected, discovered, and worked with the materials. Questions your diary entries should answer include (but are not limited to):

- How did you decide what to look at?
- Did you encounter any gaps in the materials or problems with the finding aids?
- What other sources of information did you turn to in order to solve these problems? (Record any and all steps you took.)
- In addition to the official finding aids, did you end up using any informal or unexpected methods for locating material? How did parts of the archival materials lead to other parts?
- How did your understanding of the records you were working with change from the start to the end of your research?

Edition review

8-10 pages, excluding Works Cited and notes; due in class February 22

In this assignment, students will evaluate a scholarly edition or similar resource of their choice, and write a short paper in the genre of the review essay. Review essays are like book reviews, only longer and typically structured by an argument that extends beyond evaluation of the book under review. In other words, a review essay uses the evaluation of a given book as an opportunity to think about broader questions. Your review should summarize the resources the edition provides to readers, evaluate the edition's approach to the text, and build an argument about how that edition prompts us to think about broader questions relevant to the course.

A scholarly edition is one which, at the least, gives a detailed account of how the text was prepared, and indicates where editors have intervened in the text. The subject of your review need not be a

print edition; it could be a facsimile or a digital archive, so long as it meets the "scholarly" criterion. Students must consult with me in advance about their choice of edition.

A reasonable question might be *what is a scholarly edition?* If you're already thinking about finding a scholarly edition to review, but aren't sure what that term means, I'd suggest skipping ahead in our reading to Greetham's chapter on scholarly editing, and his appendix on types of editions. However, I'm fairly flexible about what counts as a scholarly edition, and would be willing to accept review essays of digital or print resources, including facsimiles, that share significant qualities with traditional scholarly editions. Indeed the differences could be good material for your review. So, for example, Google Books wouldn't be suitable, nor would Project Gutenberg, but something like the Blake Archive might be ok (www.blakearchive.org). The problem with a digital library of any kind, however, is that it may be too broadly scoped to take account of the editorial challenges specific to the works it contains. For example, the Internet Shakespeare Editions contains scholarly transcriptions of all the quarto and Folio texts, but does not differentiate between the plays when it comes to the histories of their transmission (ex.: *Othello* and *The Taming of the Shrew* might call for different editorial approaches, depending on one's critical orientation). The difference between an edition and a digital library or archive might be an interesting topic for the final essay, but for this assignment you should find an edition which lets you apply the editorial theory we'll be reading in class. Keep in mind, too, that the edition need not be a literary text; plenty of historical, legal, scientific and other kinds of texts can require scholarly editions.

A well-chosen edition will be one which lets you explore these questions in your review:

- what are some of the particular challenges facing an editor of this text?
- what choices has the editor made with regard to modernizing (or not); collating and indicating variants (or not); glossing and annotating; providing an introduction, note on the text, appendices, and other aids to readers? what rationale is given (or not) for these choices?
- how would you characterize the theoretical orientation of the editor? what are some of the framing assumptions in the approach taken, whether explicit or implicit?
- how does this edition fit into--or revise or challenge--the editorial and critical tradition which already exists for this text (if there is one)? if this text hasn't been issued very often or at all in a scholarly edition, how does its appearance change the way readers might think about the canon to which it contributes (and/or challenges)?
- how does this edition prompt us to think in new ways about editing, reading, and the form of the book generally?

A good example of a review essay which takes up all these questions is Jerome McGann's review of the Gabler edition of James Joyce's *Ulysses* (which you should read anyway for our case study class on *Ulysses*):

McGann, Jerome J. "*Ulysses* as Postmodern Text: The Gabler Edition." *Criticism* 27.3 (1985): 283-305. [<http://simplelink.library.utoronto.ca/myaccess.library.utoronto.ca/url.cfm/86761>]

Final essay

15-20 pages, excluding Works Cited and notes; due ~~April 9~~ April 16

The final essay should explore a topic appropriate to the course, drawing on primary and secondary sources to advance an original argument. Students are welcome to build upon the research they've done for their archives reports and/or review essay, though they may not hand in the same text in more than one assignment. Students must consult with me at least once before deciding on a topic and commencing research. Your research should be underway well before the final class on April 5th, in which we'll workshop essay topics as a group.

Academic integrity

From Jens-Erik Mai, Acting Dean, Faculty of Information: "The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their

promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. [...] In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgement of their sources is central not only to academic life, but life in general. Please acquaint yourself with UofT's Code of Behaviour on Academic Matters: <http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>"

Special needs

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office at <http://www.studentlife.utoronto.ca/accessibility.htm> as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

Books 1000Y Fall 2009 schedule

* indicates reading not in Greetham or Eliot & Rose; see corresponding reading list for full reference

14 Sept. Introduction

- readings
 - Howsam, "Disciplinary Boundaries and Interdisciplinary Opportunities" and "Mapping the Interdisciplinaries"*

21 Sept. Theoretical models for book history

- sign up for seminar presentations
- readings
 - Darnton, "What Is the History of Books?"*
 - Adams & Barker, "A New Model for the Study of the Book"*
 - McKenzie, "The Book as an Expressive Form"*

28 Sept. Authors, readers, and the book trades

- presentation: Jason Peters
- readings
 - Feather, "The British Book Market 1600-1800"
 - Eliot, "From Few and Expensive to Many and Cheap: The British Book Market 1800-1890"
 - Colclough, "Readers: Books and Biography"

5 Oct. Authors and archives

- field trip: Fisher Rare Book Library
- guests: Jennifer Toews (Fisher Library) & Jennifer Douglas (Faculty of Information)
- readings
 - Douglas & MacNeil, "Arranging the Self: Literary and Archival Perspectives on Writers' Archives"*
 - Manoff, "Theories of the Archive from Across the Disciplines"*

12 Oct. Thanksgiving (no class)

19 Oct. Orality, literacy & numeracy

- readings
 - Crain, "New Histories of Literacy"
 - McKenzie, "The Sociology of a Text: Orality, Literacy, and Print in Early New Zealand"*
 - Hobart & Schiffman, "Early Literacy and List-Making"*

26 Oct. Manuscript books

- field trip: Fisher Rare Book Library
- guest: P.J. Carefoote (Fisher Library)
- readings
 - Clanchy, "Parchment and Paper: Manuscript Culture 1100-1500"
 - Greetham, "Making the Text: Bibliography of Manuscript Books"
 - Parkes, "The Influence of the Concepts of *Ordinatio* and *Compilatio* on the Development of the Book"*

2 Nov. Case study: the Dead Sea Scrolls

- field trip: Dead Sea Scrolls exhibit at the Royal Ontario Museum
- guest: Dan Rahimi, VP Gallery Development, Royal Ontario Museum
- readings
 - Shanks, "Of Caves and Scholars: An Overview"*
 - Tov, "The Writing of Early Scrolls: Implications for the Literary Analysis of Hebrew Scripture"*
 - Tov, "The Copying of a Biblical Scroll"*
 - VanderKam, "Controversies About the Dead Sea Scrolls"*

9 Nov. Hand-press books

- field trip: Massey College Press
- guest: Marie Korey (Massey College Library)
- archives assignment due
- presentation
- readings
 - Greetham, "Making the Text: Bibliography of Printed Books" (only up to p. 138)
 - Greetham, "Reading the Text: Typography" (only up to p. 255)
 - McKenzie, "Printers of the Mind: Some Notes on Bibliographical Theories and Printing-House Practices"*

16 Nov. Machine-press books

- field trip: Coach House Press (chbooks.com)
- guest: Stan Bevington (Coach House Press)
- readings
 - Banham, "The Industrialization of the Book 1800-1970"
 - Greetham, "Making the Text: Bibliography of Printed Books" (p. 138 to end)
 - Greetham, "Reading the Text: Typography" (p. 255 to end)

23 Nov. Copyright and the book trades

- guest: Simon Stern (Faculty of Law)
- presentation: Elizabeth Klaiber
- readings
 - Astbury, "The Renewal of the Licensing Act in 1693 and its Lapse in 1695"*
 - chapters 1, 7, & 8 of Rose, *Authors and Owners**
 - Darnton, "Google and the Future of Books" (see also responses to Darnton in "Google & Books: An Exchange": www.nybooks.com/authors/32)

30 Nov. E-books

- presentation: Matt Schneider
- readings
 - Flanders, "The Body Encoded: Questions of Gender and the Electronic Text"*
 - Hayles, "Translating Media: Why We Should Rethink Textuality"*
 - Kirschenbaum, "Editing the Interface: Textual Studies and First Generation Electronic Objects"*

7 Dec. Case study: print on demand and First Nations communities

- guest: Nadia Caidi (Faculty of Information)
- readings
 - On Demand Book Service project website: meeting.knet.ca/mp19/course/view.php?id=20

- Caidi, Walmark, et al., "Developing an On-Demand Book Service for First Nations Communities in Northern Ontario"* [available as attachment to announcement on Blackboard site]
- Epstein, Preface and "The Rattle of Pebbles"*
- Digital Campus podcast: "Demanding Print on Demand":
<http://digitalcampus.tv/2008/02/27/episode-22-demanding-print-on-demand/>

Books 1000Y Winter 2010 schedule

* indicates reading not in Greetham or Eliot & Rose; see corresponding reading list for full reference

4 Jan. Bibliography, part 1

- field trip: Fisher Rare Book Library
- presentation: Rick Meier
- readings
 - Howard-Hill, "Why Bibliography Matters"
 - Greg, "Bibliography--An Apologia"*
 - Eisenstein, "Some Features of Print Culture"*

11 Jan. Bibliography, part 2

- field trip: Fisher Rare Book Library
- presentation: Rachel Manderfeld
- guest: Yuri Cowan (Book and Media Studies Program)
- readings
 - Greetham, "Describing the Text: Descriptive Bibliography"
 - Tanselle, "The Concept of Ideal Copy"*
 - Dane, "'Ideal Copy' vs. 'Ideal Texts': The Application of Bibliographical Description to Facsimiles"*

18 Jan. The book bound & unbound

- guest: Greta Golick (Faculty of Information)
- field trip: Internet Archive digitization facility, Robarts Library
- readings
 - Benjamin, "The Work of Art in the Age of Mechanical Reproduction"*
 - Foot, "Bookbinding and the History of Books"*
 - Internet Archive website, Text section: www.archive.org/details/texts

25 Jan. Textual criticism & editorial theory, part 1

- presentation: Sylvia Parsons
- readings
 - Davis, "The Monsters and the Textual Critics"*
 - Greetham, "What Is Textual Scholarship?"
 - Greg, "The Rationale of Copy-Text"*
 - Foucault, "What Is an Author? "*

1 Feb. Textual criticism & editorial theory, part 2

- presentation: Rebecca Niles
- readings
 - McGann, "The Rationale of Hypertext"*
 - de Grazia & Stallybrass, "The Materiality of the Shakespearean Text"*
 - Grigely, Introduction and part of ch. 1 from *Textualterity*
 - Cloud, "Enter Reader"

8 Feb. Case study: James Joyce's *Ulysses*

- field trip: Fisher Rare Book Library
- readings
 - Gaskell, "Joyce, *Ulysses*, 1922"*

- Mahaffey, "Intentional Error: The Paradox of Editing James Joyce's *Ulysses*"*
- D.T. Max, "The Injustice Collector"*

15 Feb. Reading week (no class)

22 Feb. Case study: the New Canadian Library

- presentation: Peter Gorman
- readings
 - Friskney, "On the Matter of the Source Text"*
 - Friskney, "Canonical Conundrums"*
 - Robert, Verduyn, Friskney, "Canadianization of the Curriculum"*
 - The Massey Commission report (1949-1951), section on literature*

1 March Histories of reading, part 1: sites of reading

- presentation: Sarah Ward
- readings
 - Raven, "From Promotion to Proscription: Arrangements for Reading and Eighteenth-Century Libraries"*
 - Lynch, "Gothic Libraries and National Subjects"*
 - Bringhurst, "The Voice in the Mirror"*

8 March Histories of reading, part 2: traces of reading

- field trip: Fisher Rare Book Library
- presentation: Voytek Bialkowski
- readings
 - Jardine & Grafton, "'Studied for Action': How Gabriel Harvey Read His Livey"*
 - Blair, "Reading Strategies for Coping with Information Overload ca. 1550-1700"*
 - Sherman, "☞: Toward History of the Manicule"*

15 March Case study: books and natural history (Audubon & Darwin)

- field trip: Fisher Rare Book Library
- presentation: Eloïse Pontbriand
- Darwin readings
 - Harvey, "Darwin in a French Dress: Translating, Publishing, and Supporting Darwin in Nineteenth-Century France"*
 - White, "Correspondence as a Medium of Reception and Appropriation"*
- Audobon readings
 - Galloway, "Audobon's *Birds of America* at the University of Pittsburgh"*
 - selections from Fries, *The Double Elephant Folio: The Story of Audubon's Birds of America**
 - Audobon, "Introductory Address," *Ornithological Biography* (1831)*
- optional
 - Kusukawa, "Illustrating Nature"*

22 March Case study: the database-as-genre debate

- readings
 - Folsom, "Database as Genre: the Epic Transformation of Archives"*
 - responses to Folsom by Stallybrass, McGann, McGill, Freedman, and Hayles*

22 March

Case study: the database-as-genre debate

- readings
 - Folsom, "Database as Genre: the Epic Transformation of Archives"*
 - responses to Folsom by Stallybrass, McGann, McGill, Freedman, and Hayles*
 - Folsom's reply*

29 March

Theoretical models for book history (redux)

- guest: Alexandra Gillespie (Dept. of English)
- readings
 - Gillespie, "The History of the Book"*
 - Bell, "Symposium: What Was the History of the Book?: Introduction"*
 - Darnton, "'What Is the History of Books?' Revisited"*
 - Chartier, "*The Order of Books* Revisited"*
 - Burke, "*A Social History of Knowledge* Revisited"*

Fall Reading List

Adams, Thomas R., and Nicholas Barker. "A New Model for the Study of the Book." *A Potencie of Life: Books in Society*. Ed. Barker. London: British Library; New Castle, DE: Oak Knoll Press, 2001. 5-43. [copy in Books 1000 binder in Inforum]

Astbury, Raymond. "The Renewal of the Licensing Act in 1693 and Its Lapse in 1695." *The Library* 33 (1978): 296-322.

[<http://simplelink.library.utoronto.ca/myaccess.library.utoronto.ca/url.cfm/88024>]

Banham, Rob. "The Industrialization of the Book 1800-1970." In Eliot and Rose.

Clanchy, M.T. "Parchment and Paper: Manuscript Culture 1100-1500." In Eliot and Rose.

Colclough, Stephen. "Readers: Books and Biography." In Eliot and Rose.

Crain, Patricia. "New Histories of Literacy." In Eliot and Rose.

Darnton, Robert. "Google and the Future of Books." *New York Review of Books* 56.2 (12 February 2009): <http://www.nybooks.com/articles/22281>

Darnton, Robert. "What Is the History of Books?" *Daedalus* 111.3 (1982): 65-83.

[<http://simplelink.library.utoronto.ca/url.cfm/86327>]

Douglas, Jennifer, and Heather MacNeil. "Arranging the Self: Literary and Archival Perspectives on Writers' Archives." *Archivaria* 67 (2009): 25-39. [journal available online through U of T Libraries]

Eliot, Simon. "From Few and Expensive to Many and Cheap: The British Book Market 1800-1890." In Eliot and Rose.

Eliot, Simon, and Jonathan Rose, ed. *A Companion to the History of the Book*. Malden, MA: Wiley-Blackwell, 2009. [course textbook; on reserve in Inforum: 002.09 C737C; also held in other libraries under different call numbers]

Epstein, Jason. Preface and ch. 1, "The Rattle of Pebbles." *Book Business: Past, Present, and Future*. New York: Norton, 2001. ix-38.

Feather, John. "Copyright and the Creation of Literary Property." In Eliot and Rose.

Feather, John. "The British Book Market 1600-1800." In Eliot and Rose.

Flanders, Julia. "The Body Encoded: Questions of Gender and the Electronic Text." In Sutherland.

Greetham, D.C. *Textual Scholarship: An Introduction*. New York: Garland, 1994. [course

textbook; on reserve in Inforum: 010.44 G816T; also held in other libraries under different call numbers]

Hayles, N. Katharine. "Translating Media: Why We Should Rethink Textuality." *Yale Journal of Criticism* 16.2 (2003): 263-90. [<http://simplelink.library.utoronto.ca/url.cfm/53153>]

Hobart, Michael E. and Zachary S. Schiffman. "Early Literacy and List-Making." *Information Ages: Literacy, Numeracy, and the Computer Revolution*. Baltimore: Johns Hopkins UP, 1998. 32-61. [on reserve in Inforum: 303.4834 H681I; also held in other libraries under different call numbers]

Howsam, Leslie. *Old Books and New Histories: An Orientation to Studies in Book History and Print Culture*. Toronto: U of Toronto P, 2006. [on reserve in Inforum: 002 H866P; also held in other libraries under different call numbers]

Kirschenbaum, Matthew G. "Editing the Interface: Textual Studies and First Generation Electronic Objects." *TEXT* 14 (2002): 15-51. [copy in Books 1000 binder in Inforum]

Manoff, Marlene. "Theories of the Archive from Across the Disciplines." *Libraries and the Academy* 4.1 (2004): 9-25. [journal available online through U of T Libraries]

McKenzie, D.F. *Bibliography and the Sociology of Texts*. Cambridge: Cambridge UP, 1999. [on reserve in Inforum: 010.42 M156BA]

McKenzie, D.F. "The Book as Expressive form." In McKenzie, *Bibliography*.

McKenzie, D.F. "Printers of the Mind: Some Notes on Bibliographical Theories and Printing-House Practices." *Studies in Bibliography* 22 (1969): 1-75. [<http://etext.virginia.edu/bsuva/sb/>]

McKenzie, D.F. "The Sociology of a Text: Orality, Literacy, and Print in Early New Zealand." In McKenzie, *Bibliography*.

Nunberg, Geoffrey. "Farewell to the Information Age." *The Future of the Book*. Ed. Nunberg. Berkeley: U of California P, 1996. 103-38. [on reserve in Inforum: 028.5 F996F; also held in other libraries under different call numbers]

Parkes, M.B. "The Influence of the Concepts of *Ordinatio* and *Compilatio* on the Development of the Book." *Medieval Learning and Literature: Essays Presented to Richard William Hunt*. Ed. J.J.G. Alexander and M.T. Gibson. Oxford: Clarendon, 1976:115-41. [copy in Books 1000 binder in Inforum]

Rose, Mark. *Authors and Owners: The Invention of Copyright*. Cambridge, MA: Harvard University Press, 1993. [on reserve in Inforum: 346.410482 R797A]

Scanlin, Harold P. "Text, Truth, and Tradition: The Public's View of the Bible in Light of the Dead Sea Scrolls." *The Bible as Book: The Hebrew Bible and the Judean Desert Discoveries*.

Ed. Edward D. Herbert and Emanuel Tov. London: British Library; New Castle, DE: Oak Knoll Press, 2002. 289-99. [copy in Books 1000 binder in Inforum]

Schrijver, Emile G.L. "The Hebraic Book." In Eliot and Rose.

Shanks, Hershel. "Of Caves and Scholars: An Overview." *Understanding the Dead Sea Scrolls: A Reader from the Biblical Archaeology Review*. Ed. Hershel Shanks. New York: Random House, 1992. xv-xxxviii. [copy in Books 1000 binder in Inforum]

Sutherland, Kathryn, ed. *Electronic Text: Investigations in Method and Theory*. Oxford: Clarendon P, 1997. [on reserve in Inforum: 070.5797 E38F]

Tov, Emanuel. "The Biblical Texts from the Judean Desert - An Overview and Analysis of the Published Texts." *The Bible as Book: The Hebrew Bible and the Judean Desert Discoveries*. Ed. Edward D. Herbert and Emanuel Tov. London: British Library; New Castle, DE: Oak Knoll Press, 2002. 139-66. [copy in Books 1000 binder in Inforum]

Tov, Emanuel. "The Copying of a Biblical Scroll." *Hebrew Bible, Greek Bible, and Qumran: Collected Essays*. Texts and Studies in Ancient Judaism 121. Tübingen, Germany: Mohr Siebeck, 2008. 106-27. [copy in Books 1000 binder in Inforum]

Tov, Emanuel. "The Writing of Early Scrolls: Implications for the Literary Analysis of Hebrew Scripture." *Hebrew Bible, Greek Bible, and Qumran: Collected Essays*. Texts and Studies in Ancient Judaism 121. Tübingen, Germany: Mohr Siebeck, 2008. 206-20. [copy in Books 1000 binder in Inforum]

VanderKam, James C. "Controversies about the Dead Sea Scrolls." *The Dead Sea Scrolls Today*. Grand Rapids, MI: Eerdmans, 1994. 187-201. [copy in Books 1000 binder in Inforum]

Winter Reading List

Audobon, John James. "Introductory Address." *Ornithological Biography*. Philadelphia: E.L. Carey and A. Hart, 1832. [digital facsimiles available from [Google Books](#) or the University of Pittsburgh: <http://digital.library.pitt.edu/a/audubon/>]

Bell, Bill, Robert Darnton, Roger Chartier, and Peter Burke. "Symposium: What Was the History of the Book?" *Modern Intellectual History* 4.3 (2007) [<http://simplelink.library.utoronto.ca/url.cfm/104682>]

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." *Illuminations*. Ed. Hannah Arendt. Trans. Harry Zohn. New York: Schocken, 1968. 217-51. [copy in Books 1000 binder in Inforum]

Blair, Ann. "Reading Strategies for Coping with Information Overload ca. 1550-1700." *Journal of the History of Ideas* 64.1 (2003): 11-28. [<http://simplelink.library.utoronto.ca/myaccess.library.utoronto.ca/url.cfm/86775>]

Bringhurst, Robert. "The Voice in the Mirror." *The Tree of Meaning: Thirteen Talks*. Kentville, NS: Gaspereau P, 2006. 107-38. [copy in Books 1000 binder in Inforum]

Canada. Royal Commission on National Development in the Arts, Letters, and Sciences. *Report*. Ottawa: King's Printer, 1951. [<http://www.collectionscanada.gc.ca/massey/h5-430-e.html>]
Cloud, Random. "Enter Reader." *The Editorial Gaze: Mediating Texts in Literature and the Arts*. Ed. Paul Eggert and Margaret Sankey. New York: Garland, 1998. 3-50. [copy in Books 1000 binder in Inforum]

Dane, Joseph A. "'Ideal Copy' vs 'Ideal Texts': The Application of Bibliographical Description to Facsimiles." *Abstractions of Evidence in the Study of Manuscripts and Early Printed Books*. Farnham, UK: Ashgate, 2009. 77-94. [copy in Books 1000 binder in Inforum]

Davis, Tom. "The Monsters and the Textual Critics." *Textual Formations and Reformations*. Ed. Laurie E. Maguire and Thomas L. Berger. Newark, NJ: U of Delaware P, 1998. 95-111. [copy in Books 1000 binder in Inforum]

Donaldson, Peter. "Digital Archive as Expanded Text: Shakespeare and Electronic Textuality." In Sutherland.

Eisenstein, Elizabeth L. "Some Features of Print Culture." *The Printing Revolution in Early Modern Europe*. 2nd ed. Cambridge: Cambridge UP, 2005. 46-101. [copy in Books 1000 binder in Inforum; book also on reserve in Inforum]

Eliot, Simon, and Jonathan Rose, ed. *A Companion to the History of the Book*. Malden, MA: Wiley-Blackwell, 2009. [course textbook; on course reserve in Inforum: 002.09 C737C; also held in other libraries under different call numbers]

Folsom, Ed. "Database as Genre: the Epic Transformation of Archives." *PMLA* 122.5 (2007): 1571-9. [<http://simplelink.library.utoronto.ca/url.cfm/104351>]; part of an article cluster that also includes:

Peter Stallybrass. "Against Thinking." 1580-7.

Jerome McGann. "Database, Interface, and Archival Fever." 1588-93.

Meredith L. McGill. "Remediating Whitman." 1593-6.

Jonathan Freedman. "Whitman, Database, Information Culture." 1596-602.

N. Katherine Hayles. "Narrative and Database: Natural Symbionts." 1603-8.

Folsom. "Reply." 1608-12.

Foot, Mirjam M. "Bookbinding and the History of Books." *A Potencie of Life: Books in Society*. Ed. Nicholas Barker. London: British Library; New Castle, DE: Oak Knoll Press, 2001. 113-26. [copy in Books 1000 binder in Inforum]

Foucault, Michel. "What Is an Author?" *The Book History Reader*. Ed. David Finkelstein and Alistair McCleery. 2nd ed. London: Routledge, 2006. 281-91. [copy on reserve in Inforum] [Note: this is a much-excerpted and -anthologized piece, and may be acquired from many sources. It won't surprise students in our class to know that versions may differ. For example, the version in Paul Rabinow's *Foucault Reader* (Pantheon, 1984) contains material not in the version in Donald Bouchard's *Language, Counter-Memory, Practice* (Cornell UP, 1977). The situation proves some of Foucault's own points nicely, even if by accident...]

Fries, Waldemar H. *The Double-Elephant Folio: The Story of Audobon's Birds of America*. Chicago: American Library Association, 1973. [copies of selections in Books 1000 binder in Inforum]

Friskney, Janet B. "On the Matter of the Source Text" and "Canonical Conundrums." *New Canadian Library: The Ross-McClelland Years*. Toronto: U of Toronto P, 2007. 122-84. [copies in Books 1000 binder in Inforum]

Galloway, Edward. "Audobon's *Birds of America* at the University of Pittsburgh." *D-Lib Magazine* 15.7/8 (2008): <<http://www.dlib.org/dlib/july08/07featured-collection.html>>.

Gaskell, Philip. "Joyce, Ulysses, 1922." *From Writer to Reader: Studies in Editorial Method*. Oxford: Clarendon P, 1978. 213-44. [copy in Books 1000 binder in Inforum]

de Grazia, Margreta, and Peter Stallybrass. "The Materiality of the Shakespearean Text." *Shakespeare Quarterly* 44.3 (1993): 255-83.

[<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/86759>]

Gillespie, Alexandra. "The History of the Book." *New Medieval Literatures* 9 (2007): 245-86. [journal available online through U of T Libraries; due to an interface problem you'll need to download it via a U of T internet connection on campus -- proxy authorization from off-campus seems not to work for this journal]

Grafton, Anthony, Elizabeth Eisenstein, and Adrian Johns [article cluster]. "AHR Forum: How

Revolutionary Was the Printing Revolution?". *American Historical Review* 107.1 (2002). [journal available online through U of T Libraries]

Greetham, D.C. *Textual Scholarship: An Introduction*. New York: Garland, 1994. [course textbook; on course reserve in Inforum: 010.44 G816T; also held in other libraries under different call numbers]

Greetham, D.C. "What Is Textual Scholarship?" In Eliot and Rose.

Greg, W.W. 1998/1932. "Bibliography – An Apologia." *Sir Walter Wilson Greg: A Collection of His Writings*. Ed. Joseph Rosenblum. Lanham, MD: Scarecrow Press, 1998. 135-57. [copy in Books 1000 binder in Inforum]

Greg, W.W. "The Rationale of Copy-Text." *Sir Walter Wilson Greg: A Collection of His Writings*. Ed. Joseph Rosenblum. Lanham, MD: Scarecrow Press, 1998. 213-28. [copy in Books 1000 binder in Inforum]

Grigely, Joseph. Introduction and extract from ch. 1. *Textuality: Art, Theory, and Textual Criticism*. Ann Arbor, MI: U of Michigan P, 1995. [copy in Books 1000 binder in Inforum]

Harvey, Joy. "Darwin in a French Dress: Translating, Publishing, and Supporting Darwin in Nineteenth-Century France." *The Reception of Charles Darwin in Europe*. Ed. Eve-Marie Engels and Thomas F. Glick. Vol. 2. London: Continuum, 2008. 354-65. [copy in Books 1000 binder in Inforum]

Howard-Hill, T.H. "Why Bibliography Matters." In Eliot and Rose.

Jardine, Lisa, and Anthony Grafton. "'Studied for Action': How Gabriel Harvey Read His Livy." *Past and Present* 129 (1990): 30-78. [journal available online through U of T Libraries]

Kusukawa, Sachiko. "Illustrating Nature." *Books and the Sciences in History*. Ed. Marina Frasca-Spada and Nick Jardine. Cambridge: Cambridge UP, 2000. 90-113.

Lynch, Deidre. "Gothic Libraries and National Subjects." *Studies in Romanticism* 40.1 (2001): 29-48. [<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/86773>]

Mahaffey, Vicki. "Intentional Error: The Paradox of Editing James Joyce's Ulysses." *Representing Modernist Texts: Editing as Interpretation*. Ed. George Bornstein. Ann Arbor, MI: U of Michigan P, 1991. 171-91. [copy in Books 1000 binder in Inforum]

Max, D.T. "The Injustice Collector." *The New Yorker* 82.18 (19 June 2006): 34. [http://www.newyorker.com/archive/2006/06/19/060619fa_fact]

McDonald, Rob. "Cartier: Canada's First Typeface." *The History of the Book in Canada, Volume 3: 1918-1980*. Ed. Carole Gerson and Jacques Michon. Toronto: U of Toronto P, 2007. 385-7.

McGann, Jerome J. "The Rationale of Hypertext." *Radiant Textuality: Literature After the World*

Wide Web. New York: Palgrave Macmillan, 2001. 53-74. [copy in Books 1000 binder in Inforum]

McGann, Jerome J. "Ulysses as Postmodern Text: The Gabler Edition." *Criticism* 27.3 (1985): 283-305. [<http://simplelink.library.utoronto.ca.myaccess.library.utoronto.ca/url.cfm/86761>]

Mueller, Martin. "Digital Shakespeare, or Toward a Literary Informatics." *Shakespeare* 4.3 (2008): 300-17. [journal available online through U of T Libraries]

Raven, James. "From Promotion to Proscription: Arrangements for Reading and Eighteenth-Century Libraries." *The Practice and Representation of Reading in Early Modern England*. Ed. James Raven, Helen Small, and Naomi Tadmor. Cambridge: Cambridge UP, 1996. 175-201. [copy in Books 1000 binder in Inforum]

Robert, Lucie, Christl Verduyn, and Janet B. Friskney. "Canadianization of the Curriculum." *The History of the Book in Canada*. Vol. 3: 1918-1980. Ed. Carole Gerson and Jacques Michon. Toronto: U of Toronto P, 2007. 56-63. [copy available in the Inforum's reference collection, against the east wall on the main floor]

Sherman, William H. "☞: Toward a History of the Manicule." *Used Books: Marking Readers in Renaissance England*. Philadelphia: U of Pennsylvania P, 2008. 25-52. [copy in Books 1000 binder in Inforum]

Sutherland, Kathryn, ed. *Electronic Text: Investigations in Method and Theory*. Oxford: Clarendon P, 1997. [Inforum copy being catalogued, should be on 2-hour reserve by mid-October; other copies available elsewhere among U of T Libraries in the meantime]

Tanselle, G. Thomas. "The Concept of Ideal Copy." *Studies in Bibliography* 33 (1980): 18-53. [<http://etext.virginia.edu/bsuva/sb/>]

White, Paul. "Correspondence as a Medium of Reception and Appropriation." *The Reception of Charles Darwin in Europe*. Ed. Eve-Marie Engels and Thomas F. Glick. Vol. 2. London: Continuum, 2008. 54-65.