

Huron University College
ENG 4871G 550:
Version Control: Process, Variation and Flux in Literary Authorship
2019

Class Meetings: TU 8:30-11:30
Location: HUC-W104
Instructor: Dr. Scott Schofield
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Office: HUC-V129
Office Hours: T/TH 2:30-3:30 or by
appointment

Prerequisite(s): 1.0 from English 2200-2250, English 3200-3210, Theatre Studies 3205F/G, or permission of the Department.

Course Description

How does our understanding of a literary work change when we attend to its long history of publication in manuscript and print? What might be gained through a closer analysis of the notebooks, drafts and other textual remains of literary authors? How do material features such as typography, illustration and the book's larger mise-en-page alter the reading experience? How might new digital experiments with literary texts, especially those that supplement poems or novels with audio and video, change our understanding of the work? These are just some of the questions central to *Version Control: Process, Variation and Flux in Literary Authorship*.

In this seminar we will examine a wide range of literary authors and genres by working directly with print and electronic editions, archives and other experimental media. Case studies include select works by William Blake, Emily Dickinson, T.S. Eliot, John Milton, William Shakespeare, Mary Shelly, Harriett Beecher Stowe, Henry David Thoreau and Walt Whitman. We will also look to theorists and critics such as Walter Benjamin, Robert Darnton, Johanna Drucker, Michel Foucault, Gérard Genette, N Katherine Hayles, Jerome McGann, and others.

In addition to producing essays and giving presentations, students will also have the opportunity to build their own digital archive. In addition to discussing the weekly readings, students will also participate in hands-on experiments with rare books and digital media. As such, the seminar will combine critical analysis with critical making.

Course Texts:

Mary Shelley, *Frankenstein, the 1818 edition*, 3rd Edition. ed. D.L MacDonald and Kathleen Sherf (Peterborough: Broadview, 2012)

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 3rd Edition. ed. Elizabeth Ammons (New York: Norton, 2013).

All other primary and secondary readings are available as digital links or PDFs.

Assessment:

Attendance, Participation and Workshops: Regular Weekly Exercises (20%)

Students are expected to attend and participate regularly throughout the course. All readings should be done before class on the assigned date and significant discussion is required of each member of the seminar. In addition, students can also participate through in-class workshops, by posting on the class blog, and coming to office hours.

A note on workshops: In some classes, one hour will be reserved for group exercises and/or workshops. It is expected that you take these moments seriously and that your contribution is both thoughtful and considerate.

Presentations

(2 x 15% = 30%)

Students will sign up to be a presenter in two classes. A sign-up sheet will be distributed in the first class.

Presenters:

Each week, a student will serve as presenter and facilitator for one hour of the class. In some weeks, there will be two presenters (i.e. one presenter per hour for each of two hours). Presenters will begin by offering a 15-minute focused presentation that engages with both the primary and secondary readings assigned for that week. Following the presentation, the student will facilitate further critical dialogue in the class. The presenter's typed notes should be uploaded to OWL after the class.

Building a Literary Archive (20%)

Working in groups of three, students will build a digital archive for a specific author or theme from the course. Students are encouraged to experiment with different media, including text, image, audio and video. Special collections materials from Huron and Western may be photographed and digitized. At least three, one-hour blocks in the term will be reserved for open time to work on the assignment. More details to follow.

Final Essay (30%)

A final essay of 2500-3000 words will be due, on OWL, by midnight of Wednesday, December 7th (i.e. the final day of classes). A 500-word proposal explaining what you plan to write on, how you plan to develop your topic, and why your proposed argument matters, must be completed and uploaded on OWL by November 10th.

The essay should be double-spaced and printed in a standard font. Please follow Modern Languages Association (MLA) format. Here is a link to the UWO Library's up-to-date MLA style guidelines:

<https://www.lib.uwo.ca/files/styleguides/MLA.pdf>

Students are responsible for retaining back-up copies of their papers and of their notes and drafts.

Late Essays and Assignments

All essays and assignments are due on OWL, by midnight, on the specified date (see above). Essays and assignments submitted after the due date will receive a penalty of 2% per day (including weekends). No essay or assignment will be accepted later than seven days after the original due date unless prior, special arrangements have been made with the instructor. **Essays are to be submitted as MS Word or PDF files, on OWL. Late essays will probably not receive extended commentary.**

Grade policy. Western has recently implemented the following policy on the returning of grades.

"At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted on the course syllabus. Deans should review exemptions on a course-by-course basis each time an exempted course is offered."

Huron's Dean has offered an exemption to this rule for our course.

Class Schedule

January 8

Into the Archives:

An Introduction to the course and two-hour, hands-on session at Western Archives.

Readings:

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction" (1936)
<https://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm>

Visualizing Benjamin

<http://www.stefanieposavec.co.uk/walter-benjamin-art-in-the-age-of-mechanical-reproduction/>

Robert Darnton, "What is the History of Books?" *Daedalus* 103.3 (1982) 65-83.

Foucault, "What is an Author?" (1969)

<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>

January 15

Shakespeare's *Sonnets* in flux (The editions of 1609, 1640, 1909, 2009)

Primary Readings: *Sonnets* # 1, 27-29, 50-51, 71-74

Sonnets (1640) – Selections from EEBO (TBA)

Secondary Readings:

William H. Sherman, "Early Modern Punctuation and Modern Editions: Shakespeare's Serial Colon" in *The Book in History, The Book as History: New Intersections of the Material Text. Essays in Honor of David Scott Kastan*, ed. Heidi Brayman and Zachary Lesser (New Haven: Yale University Press, 2017) 303-323. **PDF and Reserve (Huron)**

Faith Acker. "John Benson's 1640 Poems and its Literary Precedents." in *Canonising Shakespeare: Stationers and the Book Trade*, ed. Emma Depledge and Peter Kirwan. Cambridge: Cambridge University Press, 2017, 89-106. **Online and Reserve (Huron).**

Meghan Heffernan, "Turning Sonnets into Poems: Textual Affect and Benson's Metaphysical Shakespeare" *Shakespeare Quarterly* 64.1 (2013) 71-98. **Online**

January 22

Performing Shakespeare's Sonnets: Reading, Listening, Gesturing, Watching.

Primary Readings: #1-17

New York City Sonnet Project. <http://sonnetprojectnyc.com>

Secondary Readings:

Crescenciano (Chris) Garcia signing Sonnet 29
<https://www.youtube.com/watch?v=wGfqfnYJOFY>

Bruce R. Smith, "How should one read a Shakespeare Sonnet? From *Phenomenal Shakespeare* (Malden, MA: Wiley Blackwell, 2010) 38-81.

January 29

The Early Printings and Later Illustrated Editions of Milton's *Paradise Lost*

Primary Readings: *Paradise Lost*, Books 1, 4 and 9.

See *The John Milton Reading Room*, Ed. Thomas H. Luxton. Dartmouth College.
https://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

Secondary Readings:

Selections from John Leonard, *Faithful Labourers, A Reception History of Paradise Lost* (1667-1970) (Oxford: Oxford UP, 2013). On Reserve (Huron)

Additional Reading.

February 5

The Versions of and Variants in William Blake's Poetry

Readings: William Blake, "Songs of Innocence and Experience." in *The Blake Archive*
<http://www.blakearchive.org/blake/>

Secondary Readings:

Selections from Jerome McGann, *The Textual Condition* (Princeton: Princeton University Press, 1991). PDF.

February 12.

Emily Dickinson: Poetry and Graphic

Primary Readings: Emily Dickinson, Poems **(TBD)**

Gorgeous Nothings, ed. Martha Werner, Jen Bervin, with preface by Susan Howe (New York: New Directions, 2013). On Reserve (Huron)

<http://www.edickinson.org>

<http://www.emilydickinson.org>

Secondary Readings:

Martha Nell Smith, "Corporealizations of Dickinson and Interpretive Machines" From *The Iconic Page in Manuscript and Digital Culture* (Ann Arbor: University of Michigan Press, 1998).

195-221. PDF

February 26

Frankenstein in the Archive

Primary Readings:

Mary Shelley, *Frankenstein*, 3rd edition. ed. D.L MacDonald and Kathleen Sherf (Peterborough: Broadview, 2012)

Secondary Readings:

The Drafts and Notebooks behind *Frankenstein*

See *The Shelly-Godwin Archive* <http://shelleygodwinarchive.org>

March 5

Going Viral: *Uncle Tom's Cabin* in 1853 and beyond

Primary Readings:

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 3rd Edition. ed. Elizabeth Ammons (New York: Norton, 2013).

Secondary Readings: **TBD**

March 12

Going Viral (2): *Uncle Tom's Cabin* in 1853 and beyond

Primary Readings:

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 3rd Edition. ed. Elizabeth Ammons (New York: Norton, 2013).

Secondary Readings: TBD

March 19 (*Professor away at conference)

1 hour check-in session with Ryan Rabie

2 hours in-class to work on Digital Archive.

March 26

Walden and *Leaves of Grass* in manuscript and print

Henry David Thoreau, From *Walden: A Fluid-Text Edition*. Digital Thoreau.
<http://digitalthoreau.org/fluid-text-toc>.

Walt Whitman, From *Leaves of Grass*. The Whitman Archive.
See <https://whitmanarchive.org>

Secondary Readings: TBD

April 2

Experimenting with T.S. Eliot's *The Waste Land*

Readings: *The Waste Land* In The Touch Press app.

Secondary Readings:

Johanna Drucker, From *SpecLab: Digital Aesthetics and Projects in Speculative Computing* (University of Chicago Press, 2009) 165-174.
<http://alpha.lib.uwo.ca/record=b5663612~S20>

Alan Galey and Stan Ruecker, "How a Prototype Argues" *Literary and Linguistic Computing* 25.4: (2010) 405-424. <http://llc.oxfordjournals.org/content/25/4/405>

April 9

Final Class

Wrap-up and Presentations



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the

Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>