

**Huron University College**  
**ENG 2732G 550:**  
**The Book: In Focus**  
**2023**

Class Meetings: TU 1:30-2:30; TH 12:30-2:30  
Location: HUC-V207  
Instructor: Dr. Scott Schofield  
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Office Hours: M 12:30-2:30 or by  
appointment

***Calendar Description***

*As a follow-up to 2731F, The Book: In Focus offers a range of case studies in specific topics in the History of the Book, such as authorship, censorship, copyright, forgery, illustration, and readers and reading.*

***Course Description***

This iteration of *The Book: In Focus* will offer case studies in four areas: Activism, Labour, Forgery, and Illustration. For the weeks on “Activism,” we will turn to the subject of nineteenth-century abolition to consider how print could be harnessed to challenge and resist slavery. Working closely with Western’s Special Collections, we will examine and study a wide range of material, including slave narratives, novels, poems, orations and more and we will do so by looking closely at recent scholarship in Black Bibliography. For the section on “Labour,” we will look exclusively at female publishers, editors, and cataloguers who, until recently, have been largely ignored or marginalized from the historical record. These case studies capture Kate Ozment’s recent call in her “Rationale for a Feminist Bibliography” to “use bibliographic methodologies to revise how book history and related fields categorize female labour.” By building on our previous discussions in the “Activism” section of the course, this section will illustrate the importance of recovering and documenting female book historical labour. For the weeks dedicated to “Forgery,” we will look to examples of forgeries of works by Shakespeare and Galileo, including one from the early nineteenth century and the other from the twenty-first century. In addition to examining how these forgeries were produced, we will also reflect on the political and economic motivations that drives such work. Finally, in the week dedicated to Illustration, we will look at text/image relationships in printings of Renaissance anatomy. For these classes, we will not only consider the various technologies used to produce illustrations, including woodcuts and copperplate engravings, but how such images shaped and transformed the reading experience.

**Course Texts:**

All readings will take the form of links and are provided on the syllabus.

**Course Objectives:**

- to understand key concepts, theories and case studies relating to the history of the book.

- to understand and be able to define the terminology relating to manuscripts and printed books, and digital media.
- to understand how books have been produced, circulated, and read in different communities and at different time periods.
- to experience how books are made through first-hand observation (i.e. through examining rare books and manuscripts) and through making (i.e. by visiting the Huron Letterpress Studio).
- to design strong thesis statements and structured arguments in persuasive essays, assignments, and presentations using MLA format.
- to integrate outside research materials and references for assignments through use of quotations and paraphrases

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

As with ENG2731, this course includes a mix of interactive lecture and group work as well as regular visits to Huron's and Western's Special Collections. Students are expected to attend and participate regularly throughout the course. All readings should be done before class on the assigned date. In addition, students are expected to participate in class discussions and through in-class workshops.

A note on workshops: In some classes, one or more hours 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.

### **Assignments:**

#### ***Female Activism in Print* (15%) (1500 words) Due: January 31.**

For this first assignment, you will work with a nineteenth or early twentieth-century publication on women's rights found in Western's Special Collections, Stacks or Storage. This might include a book, periodical or pamphlet on female equality, education, suffrage, or a related topic. The assignment should be divided into three sections: the first part should offer a synopsis of the book's contents with a particular emphasis on its arguments. The second section should discuss the copy's book historical features, including details on its printing and/or publishing, its paratexts and illustrations, etc. Finally, the third section should offer some context for the work. How does your book fit within its larger social and political moment? How does it relate to or diverge from other activist publications of the period?

#### ***Searching the Stacks* (25%)**

**Bibliography List and Blog Post (2000 words) (15%) Due March 9**

**Presentation (10%) Due April 4/6**

Working in groups of three or four, students will explore different sections of Huron's stacks (e.g. A-D) for books printed before 1900. The group will then collect and enter the

“discovered” titles in a shared, public-facing 2732G Zotero bibliography overseen by Huron Librarian, Ryan Rabie. The bibliography will include details on authors/editors, titles, printer/publisher, illustrations, as well as copy-specific details, including notes on binding, ownership (e.g. signatures, bookplates etc.) etc. Finally, each group will conduct more extensive research on three of the books they have found. Each group will write an illustrated blog post of 2000 words on these three books, and they will do so after sessions on web design and photography led by Ryan Rabie. The groups will also present their findings during the last week of classes.

***Co-Presentation (15%) 15-20 minutes. Due: staggered.***

In groups of two, you will present on one of the week’s topics. More details to follow.

***Final Essay (25%) (2000 words) Due April 6***

A final essay of 2000 words will be due, on OWL, by midnight of Thursday, April 6<sup>th</sup> (i.e. our final class). 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 three weeks prior to the deadline.

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.

**Schedule:**

**January 10-12**

**Introduction to Book History**

**Readings:**

Robert Darnton, “What is the History of Books?” *Daedalus* 103.3 (1982) 65-83.  
<https://dash.harvard.edu/handle/1/3403038>

Leslie Howsam, “The Study of Book History” in *The Cambridge Companion to the History of the Book*, Ed. Leslie Howsam. Cambridge UP, 2014. pp. 1-14.  
<https://www.cambridge.org/core/books/cambridge-companion-to-the-history-of-the-book/FFA8D93E16AF5853A79FC99CE755026D>

**January 17-19**

**Activism in Print 1 – Challenging Slavery in Print**

**Readings:**

Michael F. Suarez, S.J., “Printing Abolition: How the Fight to Ban the British Slave Trade was Won 1783-1807.” The 2021 Rosenbach Lectures. 3 lectures.

<https://www.library.upenn.edu/event/printing-abolition-how-fight-ban-british-slave-trade-was-won-1783-1807>

Hannah More, "Slavery" (1788)

<https://www.poetryfoundation.org/poems/51885/slavery>

Anna Laetitia Barbauld, "Epistle to William Wilberforce Esq. on the Rejection of the Bill for Abolishing the Slave Trade" (1791)

<https://digital.library.upenn.edu/women/barbauld/wilberforce/wilberforce.html>

### January 24-26

#### Activism in Print 2 – Nineteenth-century Slave Narratives

##### Readings:

Theresa Goddu, *Selling Anti-Slavery: Abolition and Mass Media in Antebellum America*. University of Pennsylvania Press, 2020, pp. 55-82.

<https://www.degruyter.com/document/doi/10.9783/9780812296969/html#contents>

Fionnghuala Sweeny and Bruce E. Baker, "I am not a beggar': Moses Roper, Black Witness and the Lost Opportunity of British Abolitionism" *Slavery and Abolition* 43.3 (2022): 632-667.

<https://www.tandfonline.com/doi/full/10.1080/0144039X.2022.2027656>

### January 31- Feb 2

#### Activism in Print 3 – Black Bibliography: Past and Present

##### Readings:

Derek R. Spires, "Order and Access: Dorothy Porter and the Mission of Black Bibliography" *Papers of the Bibliographical Society of America* 116.2 (2022): pp. 255-275.

<https://www.journals.uchicago.edu/doi/10.1086/719973>

The Black Bibliography Project. <https://blackbibliog.org/>

The Black Press in 19<sup>th</sup>-Century Canada and Beyond:

<http://www.blackpress.huronresearch.ca/>

### February 7-9

#### Female Labour – Forgotten Bibliographers, Cataloguers, Editors and Stationers

##### Readings:

Kate Ozment, "Rationale for a Feminist Bibliography" *Textual Cultures* 13.1 (2020): 149-178.

Alan B. Farmer, "Women Publisher's in London: 1540-1640" *Women's Labour and the History of the Book in Early Modern England*. Ed. Valerie Wayne. London: Bloomsbury Publishing, 2020, 47-73.

<https://ebookcentral.proquest.com/lib/west/detail.action?pq-origsite=primo&docID=6172746>

### February 14-16

#### Female Labour – Forgotten Bibliographers, Cataloguers, Editors and Stationers

##### Readings:

Molly G. Yarn, *Shakespeare's Lady Editors*. Cambridge University Press, 2021, pp. 15-71

<https://www.cambridge.org/core/books/shakespeares-lady-editors/27A3CB6F436F3D5B3DCE34AACBB7649E>

Eve Houghton, "Private Owners, Public Books: Henrietta Bartlett's Feminist Bibliography" *Papers of the Bibliographical Society of America* 116.4 (2022): 567-587.

<https://www.journals.uchicago.edu/doi/epdf/10.1086/722492>

### February 28-March 2

#### Female Labour – Forgotten Bibliographers, Cataloguers, Editors and Stationers

##### Readings:

Margaret J.M. Ezell, "Invisible Women 1983-2021," *Huntington Library Quarterly* 84.1: (Spring, 2021) 5-12. <https://muse.jhu.edu/pub/56/article/798282/pdf>

Michelle Levy, "Female Booksellers at the End of the Long Eighteenth Century" *Huntington Library Quarterly* 84.1: (Spring, 2021) 99-112.

<https://muse.jhu.edu/pub/56/article/798292/pdf>

The Women's Print History Project.

<https://womensprinthistoryproject.com/>

### March 7-9

#### Case Studies in Forgery (1): W.H. Ireland and the Shakespeare Papers

##### Readings:

Tom Lockwood, "Manuscript, Print and the Authentic Shakespeare" *Shakespeare Survey* 59 (2006): 108-123. <https://www.cambridge.org/core/books/shakespeare-survey/manuscript-print-and-the-authentic-shakespeare-the-ireland-forgeries-again/A1796AB8F1B6656782BBD116A084EFA3>

Heather Wolfe and Arnold Hunt, "Shakespeare's Personal Library as Curated by William Henry Ireland" *The Collation: Research and Exploration at the Folger*. June 17, 2013.

<https://collation.folger.edu/2013/06/shakespeares-personal-library-as-curated-by-william-henry-ireland/>

### March 14-16

#### Case Studies in Forgery (2): Galileo's *Siderus Nuncius*

##### Readings:

*Volume I/II Galileo's Sidereus nuncius: A comparison of the proof copy (New York) with other paradigmatic copies (Vol. I). Galileo makes a book: the first edition of Sidereus nuncius, Venice 1610 (Vol. II).* Eds. Horst Bredekamp, Irene Bruckle and Paul Needham. Volume 1, pp. 1-19. All of Volume 2.

<https://www.degruyter.com/document/doi/10.1524/9783050062402/html#contents>

### March 21-23

#### Case Studies in Forgery (2): Galileo's *Siderus Nuncius*

##### Readings:

*Volume III: A Galileo Forgery: Unmasking the New York Sidereus Nuncius.* Eds. Horst Bredekamp, Irene Bruckle and Paul Needham. pp. 1-103

<https://www.degruyter.com/document/doi/10.1524/9783110354782/html#contents>

### March 28-30

#### Case Studies in Illustration (1): Renaissance Anatomy

##### Readings:

John A. Goree, "The Woodblocks of Vesalius and the Printings: From the Renaissance to the Modern Era" *Printing History* 16: (July, 2014) pp. 3-41.

<https://link.gale.com/apps/doc/A407670283/AONE?u=lond95336&sid=bookmark-AONE&xid=a1f8cde7>

Sachiko Kusakawa, *Picturing the Book of Nature: Image, Text and Argument in Sixteenth Century Human Anatomy and Medical Botany.* Chicago: University of Chicago Press, 2012. pp. 178-248.

<https://www.degruyter.com/document/doi/10.7208/9780226465289/html#contents>

### April 4-6

#### No Readings

Group Presentations on the "Searching the Stacks" Experiment.



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision 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.

### **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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **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 website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/) . The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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 (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

### **Statement on Use of Personal Response Systems (“Clickers”)**

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.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**



When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website

at: <https://huronatwestern.ca/student-life/student-services/>.

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

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)