

**Huron University College**  
**ENG 4881G 550:**  
**Version Control: Process, Variation and Flux in Literary Authorship**  
**2023**

Class Meetings: M 9:30-12:30  
Location: HC-H227  
Instructor: Dr. Scott Schofield  
E-mail: sschofi4@uwo.ca

Phone: 519-438-7224, ext.221  
Office: HUC-V129  
Office Hours: M 1:00-2:30 or by  
appointment

***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 a wide range of secondary literature and digital and print experiments.

In addition to producing essays and giving presentations, students will also build their own digital archive and 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*, 3<sup>rd</sup> Edition. ed. D.L MacDonald and Kathleen Sherf (Peterborough: Broadview, 2012)

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 3<sup>rd</sup> 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 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%) Staggered**

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.

### ***Versions of Wordsworth and Coleridge (20%) Due March 20th***

Working in groups of four or five, students will build a digital archive based on material from The Dr. James Good *William Wordsworth-Samuel Taylor Coleridge Collection* housed in Western's Special Collections. Students are encouraged to experiment with different media, including manuscript, print, audio, and video when designing their archives. At least two, one-hour blocks in the term will be reserved for open time to work on the assignment. The finished Archives will be presented to the class on March 20<sup>th</sup>. More details to follow.

### ***Final Essay (30%) Due April 10th***

A final essay of 2500-3000 words will be due, on OWL, by midnight of Monday, April 10<sup>th</sup> (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 March 20<sup>th</sup>.

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.**

## *Class Schedule*

### **January 16**

**Into the Archives:**

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

Readings:

Robert Darnton, "What is the History of Books?" *Daedalus* 103.3 (1982): 65-83.  
[https://dash.harvard.edu/bitstream/handle/1/3403038/darnton\\_historybooks.pdf](https://dash.harvard.edu/bitstream/handle/1/3403038/darnton_historybooks.pdf)

Jack Stilling, "A Practical Theory of Versions" in *Coleridge and Textual Instability: The Multiple Versions of the Major Poems*. Oxford: Oxford University Press, 1994. 118-141.  
**PDF.**

You are also encouraged to consult and read over the course, *The Broadview Introduction to Book History* (2017) **Reserve**, the essays in *The Cambridge Companion to the History of the Book* (2011) **Online and Reserve**, and the essays in *The Cambridge Companion to Textual Scholarship* (2013). **Online.**

### **January 23**

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

**Primary Readings:** *Sonnets* # 1, 27-29, 50-51, 71-74 in *Shakespeare's Sonnets: An Original Spelling Text*. Ed. Paul Hammond (Oxford: Oxford UP, 2012). **PDF and Reserve.**

Read the same poems in the Folger Shakespeare Library's digitized version of in *Poems Written By Wil. Shake-speare Gent.* (London, 1640).  
<http://luna.folger.edu/luna/servlet/s/qb9sem>

**Secondary Readings:**

Faith Acker, "John Benson's 1640 Poems and its Literary Precedents." in *Canonising Shakespeare: Stationers and the Book Trade*. Eds. Emma Depledge and Peter Kirwan (Cambridge: Cambridge University Press, 2017) 89-106. **Online and Reserve (Huron).**  
<https://doi.org/10.1017/9781316650752>

---. "Chapter 3: The Manuscripts of Sonnet 2" in *First Readers of Shakespeare's Sonnets 1590-1790*. New York: Routledge, 2020., 51-76. **Online**.  
<https://doi.org/10.4324/9781003048954>

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. Eds. Heidi Brayman and Zachary Lesser (New Haven: Yale University Press, 2017) 303-323. **PDF and Reserve (Huron)**

Meghan Heffernan, "Turning Sonnets into Poems: Textual Affect and Benson's Metaphysical Shakespeare" *Shakespeare Quarterly* 64.1 (2013): 71-98. **Online**  
<https://muse.jhu.edu/article/505553>

### January 30

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

**Primary Readings:** View #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. **PDF and Online**

<https://onlinelibrary.wiley.com/doi/book/10.1002/9781444317954>

### February 6

**Going Viral: *Uncle Tom's Cabin* in 1852 and beyond**

**Primary Readings:**

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 3<sup>rd</sup> Edition. Ed. Elizabeth Ammons (New York: Norton, 2013). **Bookstore**

**Secondary Readings:**

Wesley Raabe, "Harriet Beecher Stowe's *Uncle Tom's Cabin*: A Case Study in Textual Transmission" in *The American Literature Scholar in the Digital Age*. Eds. Amy E. Earhart and Andrew Jewell (Ann Arbor: University of Michigan Press, 2011) 63-83. **Online**

<https://ocul->

[uwoprimo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991045038780005163](https://ocul-uwoprimo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045038780005163)

Michael Winship, "Uncle Tom's Cabin: History of the Book in the 19th-century United States" in *Uncle Tom's Cabin and American Culture Project*. University of Virginia. 2007.

<http://utc.iath.virginia.edu/interpret/exhibits/winship/winship.html>

## February 13

### Going Viral (2): *Uncle Tom's Cabin* in 1852 and beyond

#### Primary Readings:

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 3<sup>rd</sup> Edition. Ed. Elizabeth Ammons (New York: Norton, 2013). **Bookstore.**

#### Secondary Readings:

Barbara Hochman "Imagining the Past as the Future: Illustrating *Uncle Tom's Cabin* for the 1890s" in *Uncle Tom's Cabin and the Reading Revolution: Race, Literacy, Childhood, and Fiction, 1851-1911* (Amherst: University of Massachusetts Press, 2011) 169-204. **PDF**

## February 27

### Emily Dickinson: Poetry and Graphic

#### Primary Readings:

Emily Dickinson, Poems from *Gorgeous Nothings*. Ed. Martha Werner, Jen Bervin, with preface by Susan Howe (New York: New Directions, 2013). **On Reserve (Huron)**

Emily Dickinson Archive. <http://www.edickinson.org>

Emily Dickinson Electronic Archive. <http://www.emilydickinson.org>

#### Secondary Readings:

Martha Nell Smith, "Corporealizations of Dickinson and Interpretive Machines" From *The Iconic Page in Manuscript and Digital Culture*. Eds. George Bornstein and Theresa Tinkle (Ann Arbor: University of Michigan Press, 1998) 195-222. 195-221. **PDF**

## March 6

### The Versions of and Variants in William Blake's Poetry

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

#### Secondary Readings:

Sarah Haggarty and Jon Mee, *William Blake: Songs of Innocence and Experience* (New York: Palgrave-MacMillan, 2013) 1-22. **PDF**

Jerome McGann, *The Textual Condition* (Princeton: Princeton University Press, 1991) 48-68. **PDF.**

## March 13

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

**Primary Readings:** *Paradise Lost*, Books 1, (ll. 1-263), 4 and 9 in *The John Milton Reading Room*, Ed. Thomas H. Luxton. Dartmouth College.

[https://www.dartmouth.edu/~milton/reading\\_room/contents/text.shtml](https://www.dartmouth.edu/~milton/reading_room/contents/text.shtml)

John Martin's illustrated 1827 edition. See British Library digitized selections:

<https://www.bl.uk/collection-items/john-martins-illustrations-for-paradise-lost-1827>

Gustave Dore's illustrated 1866 edition. See University of Buffalo's digitized copy.

<http://digital.lib.buffalo.edu/items/browse/tag/Paradise+Lost>

### Recommended:

John Milton, *Paradise Lost*. Adapted by Pablo Auladell and Translated from Spanish by Angel Gurria (Penguin: Random House, 2016). **Reserve (Huron)**

### Secondary Readings:

Stephen J. Dobranski, "Editing Milton" in *The Oxford Handbook of Milton*. Eds. Nicholas McDowell and Nigel Smith (Oxford: Oxford UP, 2009) 480-495. **PDF and Reserve (Huron)**

Wendy-Furman Adams, "The Fate of Place in *Paradise Lost*: Three Artists Reading Milton" in *To Repair the Ruins: Reading Milton*. Ed. Mary C. Fenton and Louis Schwartz (Pittsburgh: Duquesne University Press, 2012) 283-338. **PDF and Reserve (Huron)**

Beverley Sherry, "John Milton's Apocalyptic Illustrations to *Paradise Lost*" in *Milton and the Ends of Time*. Ed. Juliet Cummins (Cambridge: Cambridge UP, 2003) 123-143. **PDF and Reserve (Huron)**

## March 20

### Digital Archive Presentations (In-class)

## March 27

### *Frankenstein* in the Archive

### Primary Readings:

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

### Secondary Readings:

The Drafts and Notebooks behind *Frankenstein* in *The Shelly-Godwin Archive*  
<http://shelleygodwinarchive.org> **Online**

## April 3

### *Walden* and *Leaves of Grass* in manuscript and print

### Primary Readings:

"Introduction" to the *Walden: A Fluid-Text Edition*. **Online**

"About the *Archive*" in *The Walt Whitman Archive*. **Online**

Chapters 1-3 from Henry David Thoreau, *Walden: A Fluid-Text Edition*. Digital Thoreau.  
<http://digitalthoreau.org/fluid-text-toc>.

Selections from Walt Whitman, *Leaves of Grass*.

First 30 Pages of *The Leaves of Grass (1855) Variorum* in *The Walt Whitman Archive*.

See <https://whitmanarchive.org>

### Secondary Readings:

Ed Folsom, "The Epic Transformation of Archives" *PMLA* 122.5 (2007): 1571-1579;

Jerome McGann, "Database, Interface and Archival Fever" *PMLA* 122.5 (2007): 1588-1592;

Meredith L. McGill, "Remediating Whitman" *PMLA* 122.5 (2007): 1592-1596. **Online**

[https://www.jstor.org/stable/25501803#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/25501803#metadata_info_tab_contents)

### April 10

Experimenting with T.S. Eliot, "The Love Song of Sir J. Alfred Prufrock" and *The Waste Land*

### Primary Readings:

"The Love Song of J. Alfred Prufrock" **Online**

<https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock>

"The Love Song of J. Alfred Prufrock" A Comic Book Adaptation by Julian Peters. **Online and Reserve**

<https://julianpeterscomics.com/page-1-the-love-song-of-j-alfred-prufrock-by-t-s-eliot/>

*The Waste Land* **Online**

<https://www.poetryfoundation.org/poems/47311/the-waste-land>

*The Waste Land with Ezra Pound's Annotations* **Online**

<https://www.bl.uk/collection-items/manuscript-of-t-s-eliot-the-waste-land-with-ezra-pounds-annotations>

### Secondary Readings:

"Textual History to *The Waste Land*" in *The Poems of T.S. Eliot*. 2 vols. Eds. Christopher Ricks and Jim McCue. (Baltimore: Johns Hopkins UP, 2015) Vol. 2, 359-371. **Reserve**.

## **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/academic_calendar) . 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 \(uwo.ca\)](#)