

**Carleton University
Winter 2024
Department of English**

**ENGL 4115B / ENGL 5402W
THE NATURE AND USES OF 18TH CENTURY BOOK SUBSCRIPTION LISTS**

Prerequisites: fourth year standing or permission of the department

Thursdays 11:35-2:25pm

Please confirm the location on Carleton Central
In-person, not suitable for online students

Instructor: Dr. J.H.C. Reid
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| January 8 | Winter term begins. |
| January 19 | Last day for registration and course changes (including auditing) in Winter term courses. |
| January 31 | Last day to withdraw from Winter term and Fall/Winter term courses with a full fee adjustment (financial withdrawal). |
| February 19 | Statutory holiday. University closed. |
| February 19-23 | Winter Break. No classes. |
| March 15 | Last day for academic withdrawal from Winter term courses. |
| March 29 | Statutory holiday. University closed. |
| April 10 | Last day of Winter term classes. Classes follow a Friday schedule. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work. Last day for take-home examinations to be assigned. |

Course description

This course aims to provide students with the context and nature of subscription lists and give students the opportunity for original research in this field. Initially students will be given a theoretical background to subscription lists and lessons on how the 18th century book trade worked: how was paper made, how was type set, how were books printed and bound, what was the role of bookseller, of publishing congers, etc. The hope is that they will then have an understanding of the trade sufficient to deal with book subscriptions. Then each shall pick a subscription list to work on. This kind of work could not have been done at Carleton in the past because the library's holdings in antiquarian books was inadequate. Now, however, we can access almost all the books published in the 18th century by subscription (some 3,000). Students may choose any list. For example, if they are interested in female poets they might chose Mary

Leapor whose work was published posthumously by subscription. In the seminar, they will report on what they have learned and what has evaded them. As each student reports we will discuss how each may progress. There are so many things which we can learn from subscription lists and very little has been done in this field in the past. Some of the topics which may be examined might include the number of female subscribers, the number of people from the mercantile class, the number of members of the aristocracy, or from academia, or the clergy, or other sub groups. How did this subscription list fit into the publishing industry in the eighteenth century?

By the end of the course, the hope is that each student will have done sufficient research (and learned how to do it) to produce a paper worthy of presentation at a conference or as an article in a journal.

Students may also choose to examine the materiality of their chosen book to ascertain how that materiality affects the nature of how one would read the content of the book. They might consider the following kinds of questions about content and form:

How does the title page present and categorize the book? Is it identified as a novel, or play or poem? If not, how is it described, and why might it be described that way? Does the title page seem to be aimed at a particular audience?

Does the book have a dedication, or a preface, or an introduction? How does this prefatory material frame the book? What might this framing suggest about the author's or the publisher's intentions for the marketing of the book?

Does the book have a table of contents? If so, how is it organized? How are the chapters/sections/acts identified, and why? Does this suggest anything about how authors or booksellers expected readers to read the text and use the book?

Does the book include any advertising information about the titles and/or prices of other books that the publisher sells? If so, what does this suggest about the publisher and their positioning in the market?

What is the size of the book, and how many volumes is it? What does the size of the book suggest about the publisher's costs or about the potential audience?

What kind of paper (if known or can be determined) was used for the book? What size and style of print was used? Do these material details indicate quality, time, and expense? What do they suggest about the publisher's expenses and the intended market for the book?

Are there any illustrations? If so, how many? Where in the book are they placed? Are they signed? What is the purpose or function of the illustrations? What do they suggest about the publisher's expenses and the intended market for the book?

How many editions of the book were there in the eighteenth century? Does it appear to have been popular?

Is this text considered an important one by scholars, particularly with reference to histories of that particular genre? Is there much or little criticism on this text? Does its canonical or non-canonical status appear to correlate with the material form of this particular copy?

Text:

Hugh Reid. *The Nature and Uses of Eighteenth Century Book Subscription Lists.*

Sources:

Janine Barchas's book *Graphic Design, Print Culture, and the Eighteenth-Century Novel* provides a model of ways to integrate material and literary scholarship.

Roger Chartier, *Forms and Meanings: Texts, Performances, and Audiences from Dodex to Computer*.

Carter, John. *ABC for Book Collectors*. 8th ed., revised by Nicolas Barker. New Castle, DE: Oak Knoll, 2004.

Gaskell, Phillip. *A New Introduction to Bibliography*. New Castle, DE: Oak Knoll, 1995.

Pearson, David. *Books as History: The Importance of Books beyond Their Texts*. London; The British Library, New Castle, DE: Oak Knoll Press, 2008.

Pearson, David. *English Bookbinding Styles 1450-1800*. London: The British Library; New Castle, DE: Oak Knoll Press, 2005.

—. *Provenance Research in Book History: A Handbook*. London: The British Library; New Castle, DE: Oak Knoll Press, 1998

Final Grade

There will be 3 forms of evaluation. As the class will be working together and discussing the various bibliographic problems which arise in each student's research, a significant percentage of the final grade will be based on participation (participation may include posting to the discussion section of Brightspace when appropriate). The rest of the grade will be based on a seminar presentation and a final essay.

Attendance and Participation: 30%

Seminar Presentation: 30%

Final Essay 40%

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Participation

Since many of the course requirements are initiated, refined, or completed in class, full attendance at our online sessions and participation in them are expected. Participation in class discussions is also a factor in your attendance mark. Excused absences must be medically documented. Absences for work reasons will not be excused. The participation factor in your grade will be one grade point.

Plagiarism

The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers,

literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the Ventus Student Portal at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the University Academic Calendars. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>