

Carleton University  
Winter 2020  
Department of English

**ENGL 4135B: Studies in Publishing**

*Publish Not Perish*

**Prerequisites:** Fourth year standing or permission of the department

**Day(s) of the week / Time(s) of lectures**

Winter Term: Friday, 11:35-2:25

**Location:** Book Arts Lab, MacOdrum Library

**Instructor: Larry Thompson**

**Email:** [larrythompson@cunet.carleton.ca](mailto:larrythompson@cunet.carleton.ca)

**Office:** 238 MacOdrum Library

**Phone:** 613-520-2600 x8535

**Office Hours:** Monday, 5-6 pm

**I. Course description:** What is it, to publish? Is it to hold fast a story in memory? On a cave wall? In clay? In ink on paper and calf skin? In type? In pictures? In bits and bytes? Further, does the study and practise of ancient and modern publishing philosophies and methods hold insights into the future of human communication? This course will seek to answer questions like these by presenting a decidedly DIY approach to Studies in Publishing, combining historical and theoretical aspects with a very tactile experience of the book arts: everything from cuneiform tablets to calligraphy to bookbinding. We'll peer into the Canadian marketplace with case-studies of publishers, consider the future of publishing and what the writer (or 'creator of content') must do to market their own work.

Discussions, essays, seminars, simulations and exercises will include historical aspects of publishing: cave paintings to ASCII text, content vs container, the book as object or artifact, illustration and the Barclay Conundrum, impact of production on content, and oral tradition (or the human book). Emphasis will be placed on conventional and traditional publishing models, on-line publishing, self-publishing, genre, the art of the book, amongst other topics.

**II. Preclusions:**

**II. Course Learning Outcomes (CLOs):** By the end of the course, students will be able to:

**1. Analyze relationships between current media and publishing history**

- construct intellectual bridges between conventional and traditional publishing models from the past and present (with an eye to the future)
- compare and contrast digital, on-line and social media publishing

- 2. Examine and analyze literary history through the lens of publishing history**
  - interrelate facets of social, political, philosophical, psychological, aesthetic theory, including gender, race and identity
  - explain and explore an entrepreneurial approach to modern publishing
  - survey contemporary and historical issues in publishing
  - explain the scope the contemporary Canadian and international publishing scenes
  - explore aspects of the art of the book and the book arts in context of publishing
  
- 3. Construct arguments about literary publishing history**
  - use intellectual and academic research skills to draw logical conclusions
  - report on a selected narrow subject of historical and contemporary publishing
  
- 4. Reflect on the influence and impact of material literary history**
  - interrelate on-line publishing, self-publishing and traditional publishing
  - reflect on and analyze the relationship between various mechanisms of publishing
  - reflect on and discuss the experience of “old school” techniques in relation to contemporary and future technologies
  
- 5. Synthesize ideas in words and speech through writings, seminars, discussions, simulations and exercises**
  - contribute to discussions on various subjects related to publishing
  - distill larger subjects into abstracts, or “elevator pitches”
  - “show up,” in Woody Allen’s meaning of the phrase
  - use hands-on techniques in various traditional crafts unique to publishing

**III. Texts:** In lieu of purchasing many texts, students will be asked to source and bring to class certain readily available, inexpensive and easily acquired implements and materials necessary for instruction in certain aspects of the book arts. In at least one case, students will be required to purchase bookbinding kits from a guest instructor for a very modest fee (\$20). The purpose for these will be explained in context during course discussion.

There will be suggested and assigned readings during the term. Every effort will be made to source readings that are more readily available via web, e-books, or from the library periodicals or stacks. This is a generalist course; full texts sometimes plunge into details far beyond our scope. Periodical articles or essays from collections are perhaps a better way to research in this particular instance. That being said, I will be suggesting books worth reading.

A more extensive list of suggested readings will be available during the first week of classes. Several books and articles will be placed on reserve in the Library.

IV. Course calendar:

	Topic	Learning Objectives <i>You will learn to...</i>	Class Agenda	Assignments/ Exercises / Readings DUE	Practica	Resources & References
I Jan 10	Introduction to Studies in Publishing	<b>Understand</b> key course concepts <b>Comprehend</b> goals of the course, pedagogy, assignments, practica, <b>Organize</b> a chronological seminar schedule <b>Experience</b> creation of an oral tradition <b>Reflect</b> on experiencing the oral tradition <b>Develop</b> feedback mechanisms with the prof & each other	<b>Discuss</b> what you want/need from the course <b>Discuss</b> what I want/need from the course <b>Course Overview Literature Preview</b> Q&A <b>generate</b> seminar schedule <b>Reflection:</b> on oral tradition	<b>Exercise:</b> create Seminar or oral presentation chronological schedule <b>Exercise:</b> Reflect on Practicum I <b>Assignment:</b> Book Review <b>Assignment:</b> Research essay annotated bibliography <b>Assignment:</b> Research essay abstract <b>Assignment:</b> Research Essay <b>Reading:</b>	<b>Practicum I:</b> The Oral Tradition	Reading: <i>Britannica</i> "History of Publishing" - Unwin, Unwin, Tucker Reading: <i>The Write Stuff</i> . Bower  source materials from ARC
II Jan 17	<b>The Window of the World</b>  Publishing in the Ancient World	<b>Understand</b> role of publishing in the origin of civilization <b>Experience and reflect</b> upon the creation of a clay cuneiform tablet <b>Compare/contrast</b> ancient & modern publishing	<b>Discuss</b> course issues <b>Review:</b> assigned readings <b>seminars</b> (ancient world publishing)	<b>Exercise:</b> Reflect on tablet practicum <b>Reading:</b> "From Scroll ... to Codex" & The Oxford Companion to the Book - Scroll Due	<b>Practicum II:</b> Cuneiform tablets	video "Irving Finkle teaches cuneiform" modelling clay & popsicle stick  source materials from ARC
III Jan 24	Publishing in the Classical World	<b>Understand</b> role of publishing in Greco-Roman civilization <b>Experience and reflect</b> upon properties of the scroll in relation to tablet and codex	<b>Discuss</b> course issues <b>Review:</b> assigned readings <b>seminars</b> (Greek/Roman/early Christian publishing)	<b>Reading:</b> Michelle P. Brown, "The Triumph of the Codex" due	<b>Practicum III:</b> Scroll	source materials from ARC
IV Jan 31	Medieval Publishing I	<b>Reproduce</b> an early medieval bound blank book, and/or understand the ingenuity and labour involved in the act	<b>Discuss</b> course issues <b>Create</b> Coptic bound book	<b>Assignment:</b> reflection on Coptic practicum Due <b>Reading:</b> Drucker. <i>The Alphanumeric Labyrinth</i> . Due	<b>Practicum IV:</b> Binding a Coptic book	Guest instructor - Paul Champion Demers \$20 source materials from ARC
V Feb 7	Medieval Publishing II	<b>Reflect</b> on the skillsets and labour involved in producing a medieval book <b>See the visual relationship</b> between epochs & the scripts that characterize them	<b>Discuss</b> issues <b>Review:</b> assigned readings (2) <b>Lecture:</b> on script <b>Reflections:</b> on Coptic binding <b>Seminars</b> (Medieval publishing)	<b>Exercise:</b> Reflect on calligraphy <b>Reading:</b> Amert, Kay. <i>Stanley Morison's Aldine Hypothesis Revisited</i>	<b>Practicum V:</b> Calligraphy	India ink  source materials from ARC

	Topic	Learning Objectives <i>You will learn to...</i>	Class Agenda	Assignments/ Exercises / Readings DUE	Practica	Resources & References
VI Feb 14	<b>Information Age / Information Rage</b>  The Dawn of the Age of Print	<b>Reflect</b> on the skill-sets and style in medieval script <b>recognize</b> the humanism in early print production <b>experience</b> typesetting & printing	<b>Discuss</b> course issues <b>Review</b> assigned reading <b>Reflection:</b> on calligraphy <b>Lecture:</b> on type & printing	<b>Assignment:</b> Reflection on typesetting Due <b>Reading:</b> Darton, Robert. <i>The Travels of a Publisher's Sales Rep, 1775–76</i>	<b>Practicum VI:</b> Setting and printing movable type	Guest lecturer: Dr. Paul Jay  source materials from ARC
<b>February 21 WINTER BREAK</b>						
VII Feb 28	Publishing in the Print Revolution	<b>Understand</b> aspects of publishing in the Renaissance, Enlightenment, Romantic eras <b>reflect</b> on the impact of movable type <b>experience</b> techniques of relief illustration	<b>Discuss</b> course issues <b>Review</b> assigned reading <b>Seminars</b> (18th/19th century publishing) <b>Reflection:</b> on typesetting	<b>Assignment:</b> Reflection on engraving <b>Exercise:</b> Reflect on wood engraving <b>Reading:</b> Boyd, Timothy. <i>A Regular Illustrated Book': William Allingham</i>	<b>Practicum VII:</b> wood engraving	source materials from ARC
VIII Mar 6	A Picture is Worth 275 Words	<b>Understand</b> the impact of illustration on publishing & its relationship to current and future trends in publishing	<b>Discuss</b> issues <b>Reflection:</b> on wood engraving <b>Seminars</b> (20th & 21st century publishing) <b>Book Reports</b>	<b>Reading:</b> Armstrong, James. <i>'One who Flies the "Jolly Roger" on a Sea of Censorship': Jack Kahane (1887-1939).</i>		source materials from ARC
IX Mar 13	Between the Covers - Forbidden Subjects	<b>Discern</b> between publishing for passion and publishing for money <b>understand</b> censorship as it relates to publishers	<b>Discuss</b> issues <b>Lecture:</b> "publishing pornography" <b>Seminars:</b> (contemporary issues) <b>Book Reports</b>	<b>Reading:</b> Murphy, Tara Kathleen. <i>The Porcupine's Quill &amp; the Gaspereau Press.</i>		source materials from ARC
X Mar 20	The Canadian Publishing Spectrum	<b>Understand</b> the realities of publishing in small countries	<b>Discuss</b> issues <b>Lecture</b> <b>Seminars</b> <b>Book Reports</b>	<b>Reading:</b> Muri, Allison. Virtually Human: The Electronic Page, the Archived Body, and Human Identity		source materials from ARC
XI Mar 27	Publishing in the Third Millennium	<b>Predict</b> the future of publishing by <b>analyzing</b> the practises and tech of the past	<b>Discuss</b> issues <b>Lecture</b> <b>Seminars</b> <b>Book Reports</b>			
XII Apr 3	<b>To Publish, Not Perish</b>	<b>Answer</b> the question: Why publish?	<b>Discuss</b> issues <b>Seminars</b> <b>Book Reports</b> <b>Lecture</b>			source materials from ARC

	Topic	Learning Objectives <i>You will learn to...</i>	Class Agenda	Assignments/ Exercises / Readings	DUE	Practica	Resources & References

#### IV. Evaluation:

Average 3 hr class = 1 hr to seminars + 1 hr to literature review + 1 hr to practicum

Tentative Due Dates	% Grade	Assessment Type	Description	PLO*	DLE**	CLO (see III above)
TBA	15	Article reviews 1-5	5 literature reviews written (500 wds)	1,2,3,4,5	1,4,5	1,5
TBA	10	Practicum Re- flections 1-3	3 experience reflections written (500 wds)	1,3,4,5,6	1,3,4,7	1,4,5
24 January	5	Essay - research	annotated list of sources	2,3,4	1, 2	3
31 January	5	Essay - abstract	plan or outline	1,2,3,4,6	1, 2, 5	1,3
14 February	20	Essay	4,000 words	1,2,3,4,5	1,2,3,6	1,2,3
TBA	15	Book Review	written & oral analysis - 1,500 words	1,3,4,5,6	1,2,6,7	5
Various dates	15	Seminars	oral - 15-20 mins	1,2,3,4,6	1,3,4,6	1,2,5
	15	Participation	see below	1,2,4,6	1,3,4,5,6	5
	100					

#### \*English Department Programme Learning Outcomes (PLOs)

1. demonstrate cultural literacies that engage with transnational, multilingual & historical traditions of literary production in English
2. read and analyze texts accurately, contextually, and critically
3. conduct independent textual research
4. recognize and apply a range of methodological frameworks in a critical and self-reflective manner.
5. write clearly and persuasively in a variety of genres, while advancing and supporting arguments.
6. express ideas clearly, persuasively, and collegially in various oral formats.

#### \*\*Degree Level Expectations (Provincial)

1. Depth and/or breadth of knowledge

2. Knowledge of methodologies
3. Application of knowledge
4. Communication skill
5. Awareness of limits of knowledge
6. Authority & Professional capability
- [7. Experiential learning]

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** will include in-class work on various projects, commentary on lectures and seminars. Excellence in participation equals the student attending all classes, and being thoroughly prepared with assigned readings completed. They must make meaningful contributions to discussions with the professor and peers, (no redundant reporting), remain attentive in class discussions, avoid distractions, engage in activities during class and stay on task. A participation rubric will be posted on CULearn.

**Seminars** will be 20-30 minutes, give or take followed by Q&A. A verbal presentation rubric will be posted on CULearn.

**Written material:** Essays are to be between 4,000 - 5,000 words in length (or as required) delivered both electronically and in hard-copy format. All referenced work must be thoroughly cited and noted, be it quoted or paraphrased. A rubric will be posted on CULearn for all assignments.

Grades for work in general will be based on insight, originality, focus, organization of ideas, and additionally, for written work: style, spelling, and grammar.

## VII. Statement on Plagiarism

the university's Academic Integrity Policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

### PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

## **V. Requests for 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 obligation**

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

### **Pregnancy obligation**

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

### **Religious obligation**

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

## **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible

to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre Website: [carleton.ca/pmc](http://carleton.ca/pmc)

### **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 its 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/focus/sexual-violence-prevention-survivor-support/>

### **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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>