

**Fall 2020
Department of English**

ENGL 5402 F / ENGL 4115 B

THE NATURE AND USES OF 18th CENTURY BOOK SUBSCRIPTION LISTS

Prerequisite(s): fourth-year standing or permission of the department

Class times: Fridays, 11:30 – 2:30

Location: Online

**This is a Blended Course.
Instructor: Dr. J.H.C. Reid**

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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 a 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 Dodec 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 cuLearn 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

Plagiarism means passing off someone else's words or ideas as your own or submitting the same work in two different academic contexts (self-plagiarism). In order to avoid plagiarism, you must correctly attribute the sources of the ideas you pick up from books, the internet, and other people.

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 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.

In addition I should like to quote a letter from C.S. Lewis to Dr. Alastair Fowler (dated 10 December 1959). Lewis writes: "I only once detected a pupil offering me some one else (Elton) as his own work. I told him I was not a detective nor even a schoolmaster, nor a nurse, and that I absolutely refused to take any precaution against such a puerile trick; that I'd as soon think it my business to see that he washed behind his ears or wiped his bottom...He went down [left the university] of his own accord the next week and I never saw him again. I think you ought to make a general announcement of that sort. You must not waste your time constantly reading me and Dowden and Churton Collins as a sort of police measure. It is bad for them to think this is 'up to you'. Flay them alive if you happen to detect them; but don't let them feel that you are a safeguard against the effects of their own idleness. What staggers me is how any man can prefer the galley-slave labour of transcription to the freeman's work of attempting an essay on his own...."

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

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 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

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>