

**Carleton University
Winter 2021
Department of English**

ENGL 4135A: 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, 8:30-11:30

Location: *Please confirm location on Carleton Central*
Format: *Blended*

Instructor: Larry Thompson
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Office Hours: TBA

Please note specific **Covid Statements** that appear after appropriate statements.

- 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 book-binding. 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.

COVID STATEMENT: Given the current circumstances, I'm willing to accommodate certain unconventional approaches to the material that may diverge from the current grading schematic, so long as they satisfy the Learning Outcomes.

II. Preclusions:

III. Learning Outcomes: 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

IV. 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 book-binding 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’s electronic 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 recommending books worth reading.

An 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.

COVID STATEMENT: Due to the difficulty accessing the MacOdrum Library physical stacks, the emphasis will be on electronic, reputable web-based sources or even the students' personal library.

V. Course calendar:

	Topic	Learning Objectives <i>You will learn to...</i>	Class Agenda	Practica
I Jan 15	Introduction to Studies in Publishing	Understand key course concepts Comprehend goals of the course, pedagogy, assignments, practica, Organize a chronological seminar schedule Experience creation of an oral tradition Reflect on experiencing the oral tradition Develop feedback mechanisms with the prof & each other	Discuss what you want/need from the course Discuss what I want/need from the course Course Overview Literature Preview Q&A generate seminar schedule Reflection: on oral tradition Issue assignment schedules	Practicum I: The Oral Tradition
II Jan 22	The Window of the World Publishing in the Ancient World	Understand role of publishing in the origin of civilization Experience and reflect upon the creation of a clay cuneiform tablet Compare/contrast ancient & modern publishing	Discuss course issues Review: assigned readings seminars (ancient world publishing)	Practicum II: Cuneiform tablets
III Jan 29	Publishing in the Classical World	Understand role of publishing in Greco-Roman civilization Experience and reflect upon properties of the scroll in relation to tablet and codex	Discuss course issues Review: assigned readings seminars (Greek/Roman/early Christian publishing)	Practicum III: Scroll
IV Feb 5	Medieval Publishing I	Reproduce an early medieval bound blank book, and/or understand the ingenuity and labour involved in the act	Discuss course issues Create codex style book seminars	Practicum IV: Binding a codex
V Feb 12	Medieval Publishing II	Reflect on the skillsets and labour involved in producing a medieval book See the visual relationship between epochs & the scripts that characterize them	Discuss issues Review: assigned readings (2) Reflections: on Coptic binding Seminars (Medieval publishing)	Practicum V: Calligraphy
February 19 WINTER BREAK				
VI Feb 26	Information Age / Information Rage The Dawn of the Age of Print	Reflect on the skillsets and style in medieval script recognize the humanism in early print production experience typesetting & printing	Discuss course issues Review assigned reading Reflection: on calligraphy Lecture: on type & printing Seminars: (15th-17th century publishing)	Practicum VI: Setting and printing movable type
VII Mar 5	Publishing in the Print Revolution	Understand aspects of publishing in the Renaissance, Enlightenment, Romantic eras reflect on the impact of movable type experience techniques of relief illustration	Discuss course issues Review assigned reading Seminars (18th/19th century publishing) Reflection: on typesetting	Practicum VII: block printing

	Topic	Learning Objectives <i>You will learn to...</i>	Class Agenda	Practica
VIII Mar 12	A Picture is Worth 275 Words Illustration in Publishing	Understand the impact of illustration on publishing & its relationship to current and future trends in publishing	Discuss issues Reflection: on wood engraving Seminars (20th & 21st century publishing) Book Reports	
IX Mar 19	Genre Bender Niche or stereotype?	Understand the benefits and liabilities of working in a niche market, from the publisher's point of view	Discuss issues Seminars (genre related) Book Reports	
X Mar 26	Between the Covers Publishing Porn	Discern between publishing for passion and publishing for money understand censorship as it relates to publishers	Discuss issues Lecture: "publishing pornography" Seminars: (contemporary issues) Book Reports	
XI Apr 2	It's a Small World After All The Canadian Publishing Spectrum	Understand the realities of publishing in small countries	Discuss issues Lecture Seminars Book Reports	
XII Apr 9	The Memory Project Publishing in the Sixth Millennium	Predict the future of publishing by analyzing the practises and tech of the past	Discuss issues Lecture Seminars Book Reports	
XIII Apr 16	To Publish, Not Perish	Answer the question: Why publish?	Discuss issues Seminars Book Reports Lecture	

COVID STATEMENT: Course roll-out may not exactly follow this scheme. The mixed nature of delivery means that not every class will be live, in whole or part. I don't expect the synchronous portions of classes to last three hours(!), and may eventually begin later than 8:30 am. Practicums dominate the first half of the semester, and book reports through the second.

VI. Evaluation:

Tentative Due Dates	% Grade	Assessment Type	Description	PLO*	DLE**	CLO (see III above)
TBA	25	Practicum Reflections 2-7	6 experience reflections written (500 wds)	1,3,4,5,6	1,3,4,7	1,4,5
TBA	5	Essay - research	annotated list of sources	2,3,4	1, 2	3
TBA	5	Essay - abstract	plan or outline	1,2,3,4,6	1, 2, 5	1,3

Tentative Due Dates	% Grade	Assessment Type	Description	PLO*	DLE**	CLO (see III above)
TBA	15	Book Review	written & oral analysis - 1,500 words	1,3,4,5,6	1,2,6,7	5
TBA	15	Seminars	oral - 15-20 mins	1,2,3,4,6	1,3,4,6	1,2,5
TBA	20	Essay	4,000-5,000 words	1,2,3,4,5	1,2,3,6	1,2,3
	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 CU-Learn.

COVID STATEMENT: For this semester, I am happy to define participation more broadly, as efforts to make meaningful contributions in some manner.

Seminars will be 20-30 minutes, give or take, followed by Q&A. A verbal presentation rubric will be posted on CULearn. Seminars may be pre-recorded, and Q&A can be via text or email.

Book Reviews: written and oral presentation on a book related to the subject. A list of suggested or recommended titles will be posted during the first week of classes. However....

COVID STATEMENT: Books, in this case, are rather broadly defined; they can include novels and other kinds of published matter (music, games, blogs and podcasts, semaphore, smoke signals etc) along with the usual academic fare.

Essays: Essays are to be between 4,000 - 5,000 words in length (or as required) delivered electronically. 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/>

VII. 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: 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](#).

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, contact your PMC coordinator to send me your Letter of Accommodation 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). 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 must 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>