

History of the Book to 1800

Loyola University Chicago

Ian Cornelius

Spring 2022

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1 Registrar details

Course information:

- Course number: ENGL 412-102 (6532)
- Meeting time: Tu 7:00PM–9:30PM **5:45PM–8:15PM** (from 2022-01-25)
- Location: ~~Mundelein Center, 515~~ **IC 215**

Instructor information:

- Name: Ian Cornelius (first name okay)
- Pronouns: he, his, him
- Office location: Crown Center, 411
- Office hours: W 10:00AM–12:00PM and by appointment
- E-mail: icornelius@luc.edu

Class meetings and office hours will be on-line, via Zoom, through 31 January, in compliance with University policy. The Zoom link is on Sakai.

2 Course description and objectives

In this course we examine the material forms of literature in Europe and European colonies from antiquity to about 1800. Topics include writing systems and the languages of literature, the production and distribution of books, the transmission of texts, copyright, censorship, literacy, and the cultural contexts of reading. Our focus is on the centuries immediately before and after the development in Europe of technologies for printing by movable type. What was the printed book like in the early days, when that technology was still new, and how were works of literature published, circulated, and read before print? The terminus in 1800 corresponds to the emergence of new technologies of printing (notably, the steam-powered press) and new political and cultural contexts of literary production (modern states and their national languages). Students will conduct research on manuscripts and early printed books in the collections of the Newberry Library and Cudahy Memorial Library, as the basis for class presentations and midterm and final essays.

Objectives:

- Gain an understanding of technologies and practices of written communication in pre-industrial Europe
- Develop skills for interpreting and engaging critically with the material forms of early printed books and manuscripts
- Conduct independent research in a special collections library
- Refine and develop skills of formal expository writing and researched argument

3 Texts

The following texts are required for this course and available for purchase at the Loyola University Chicago Lakeshore Campus Bookstore:

- Amaranth Borsuk, *The Book*. Cambridge, MA: The MIT Press, 2018
- Ralph Hanna, *Introducing English Medieval Book History: Manuscripts, Their Producers and Their Readers*. Exeter Medieval Texts and Studies. Liverpool: Liverpool University Press, 2013
- Sarah Werner, *Studying Early Printed Books, 1450-1800: A Practical Guide*. Hoboken, NJ: Wiley, 2019

Other course readings are available in digital form, either (1) through the on-line catalog of the Loyola University Libraries or (2) as pdf scans distributed via Sakai. Links are provided in the schedule of readings. Bibliographical details for course readings are collected on [zotero](#), where they may be exported in machine-readable form.

4 Schedule

The course schedule complies with the [Loyola University academic calendar](#). Assignments are due on the day listed. If there is need to revise the course schedule, I will announce the change and publish an updated version of this syllabus. See [Version information](#).

Introduction

01-18

Class meets on-line via Zoom.

Course introduction; taking notes and organizing information.

- Ralph Hanna, “Adventures in Libraries: Thoughts on Epistemology.” *Textual Cultures* 14, no. 2 (2021): 4–17. <https://doi.org/10.14434/tc.v14i2.33648>

01-25

Class meets on-line via Zoom.

An orientation to our topic: inside, outside, edge. Select report topics.

- Borsuk, *The Book*, chaps 1, 2, 4
- James Raven, “The Industrial Revolution of the Book.” In *The Cambridge Companion to the History of the Book*, edited by Leslie Howsam, 143–61. Cambridge Companions to Literature. Cambridge: Cambridge University Press, 2014. <https://doi.org/10.1017/CCO9781139152242>
- Françoise Waquet, *Latin, or, the Empire of a Sign: From the Sixteenth to the Twentieth Centuries*. Translated by John Howe. London: Verso, 2001, pp. 80–88 (from “Latin Scholarship”) [pdf scan](#)

Printed books

02-01

Class meets at 4:00PM in Special Collections, Cudahy Memorial Library.

Bibliography of early printed books.

Report topics: Printed paratexts ([Krislyn](#)); Jobbing

- Werner, *Studying Early Printed Books* (all)

02-08

The long 18th century.

Report topics: Newspapers and the public sphere (**Theo**); The development of libraries; Literacy in Europe and its colonies, 1600–1800

- Jeffrey Freedman, “Enlightenment and Revolution.” In *The Oxford Illustrated History of the Book*, edited by James Raven, 221–52. Oxford: Oxford University Press, 2020 [pdf scan](#)
- Mark Rose, “Copyright, Authors and Censorship.” In *The Cambridge History of the Book in Britain: Volume 5: 1695–1830*, edited by Michael F. Suarez, SJ and Michael L. Turner, 118–31. Cambridge: Cambridge University Press, 2009. <https://doi.org/10.1017/CHOL9780521810173.006>
- Cathy N. Davidson, *Revolution and the Word: The Rise of the Novel in America*. Expanded edition. Oxford: Oxford University Press, 2004. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=5746811>, chap. 2 (“The Book in the New Republic”)
- D. F. McKenzie, “The Sociology of a Text: Oral Culture, Literacy, and Print in Early New Zealand.” In *Bibliography and the Sociology of Texts*, 77–130. 1983. Reprint, Cambridge: Cambridge University Press, 1999. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=201933>

02-15

Printing poetry and drama in early modern England.

Report topics: English Bibles 1525–1611; printed commonplace books; dictionaries

- Megan L. Cook, “The First First Folios: Chaucer’s *Works* in Print.” In *The Poet and the Antiquaries: Chaucerian Scholarship and the Rise of Literary History, 1532–1635*, 17–43. Philadelphia: University of Pennsylvania Press, 2019 [pdf scan](#)
- R. Carter Hailey, “‘Geuying Light to the Reader’: Robert Crowley’s Editions of *Piers Plowman* (1550).” *Papers of the Bibliographical Society of America* 95, no. 4 (2001): 483–502. <https://doi.org/10.1086/pbsa.95.4.24304607>
- Steven K. Galbraith, “‘English’ Black-Letter Type and Spenser’s *Shepherd’s Calendar*.” *Spenser Studies* 23 (June 1, 2008): 13–40. <https://doi.org/10.1086/SPSv23p13>
- David Scott Kastan, *Shakespeare and the Book*. Cambridge: Cambridge University Press, 2001, chap. 1 (“From Playhouse to Printing House; or Making a Good Impression”) [pdf scan](#)

02-22

Student presentations: printed books

- Ian Cornelius, “George Colvile’s Translation of the *Consolation of Philosophy*.” In *Beyond Scholasticism: Literary Theory and Criticism in the Later Middle Ages*, edited by Ardis Butterfield, Ian Johnson, and A. B. Kraebel. Cambridge: Cambridge University Press, n.d. (forthcoming 2022) [pdf scan](#)

03-01

The coming of print to Europe.

Report topics: Aldus Manutius and his press in Venice; Martin Luther and theological polemic

- Adrian Johns, “The Coming of Print to Europe.” In *The Cambridge Companion to the History of the Book*, edited by Leslie Howsam, 107–24. Cambridge Companions to Literature. Cambridge: Cambridge University Press, 2014. <https://doi.org/10.1017/CCO9781139152242>
- Paul Saenger and Michael Heinlen, “Incunable Description and Its Implication for the Analysis of Fifteenth-Century Reading Habits.” In *Printing the Written Word: The Social History of Books, circa 1450-1520*, edited by Sandra Hindman, 225–58. Ithaca: Cornell University Press, 1991 [pdf scan](#)
- Harold Love, “The Manuscript After the Coming of Print.” In *The Oxford Companion to the Book*, edited by Michael F. Suarez, SJ and H. R. Woudhuysen, 196–204. Oxford: Oxford University Press, 2010. <https://www-oxfordreference-com.flagship.luc.edu/view/10.1093/acref/9780198606536.001.0001/acref-9780198606536-e-0013>
- N. F. Blake, “Caxton, William (1415x24–1492), Printer, Merchant, and Diplomat.” In *Oxford Dictionary of National Biography*. Oxford: Oxford University Press, 2008. <https://doi.org/10.1093/ref:odnb/4963>

Essay 1 due Friday, 4 March

03-08 (spring break). Class does not meet

Books before print

03-15

Introduction to medieval manuscripts

Report topics: Manuscript illuminators; Women as makers and owners of medieval European manuscript books (**Olivia**); Women as editors of books in the Ming and Qing dynasties (**Samantha**); University books

- Christopher de Hamel, “The European Medieval Book.” In *The Oxford Companion to the Book*, edited by Michael F. Suarez, SJ and H. R. Woudhuysen, 59–79. Oxford: Oxford University Press, 2010. <https://www-oxfordreference-com.flagship.luc.edu/view/10.1093/acref/9780198606536.001.0001/acref-9780198606536-e-0005>
- G. S. Ivy, “The Bibliography of the Manuscript-Book.” In *The English Library Before 1700: Studies in Its History*, edited by Francis Wormald and C. E. Wright, 32–65. London: Athlone Press, 1958 [pdf scan](#)
- Hanna, *Introducing English Medieval Book History*, Introduction and chap. 7
- Raymond Clemens and Timothy Graham, *Introduction to Manuscript Studies*. Ithaca: Cornell University Press, 2007, pp. 129–133 (“Manuscript Description”) [pdf scan](#)
- Sarah Noonan, Elizabeth Hebbard, and Ian Cornelius, “The Peripheral Manuscripts Project.” Presented at the Focus on the Book, Loyola University Chicago Libraries, November 18, 2021. <https://www.youtube.com/watch?v=FUXABp7Lzhc>

03-22

Late medieval England (1)

Report topics: Books of Hours; Otto Ege; the “clerical proletariat”

- Hanna, *Introducing English Medieval Book History*, chaps. 5–6
- M. B. Parkes, *English Cursive Book Hands, 1250–1500*. Oxford: Oxford University Press, 1969, xxviii–xxx [pdf scan](#)
- “METRO Editions and Editing.” Harvard’s Geoffrey Chaucer Website, 2022. <https://chaucer.fas.harvard.edu/editions-and-editing>

03-29

Late medieval England (2)

Report topics: monastic libraries (**Tori**); Literacy in medieval Europe; medieval portable Bibles

- Hanna, *Introducing English Medieval Book History*, chap. 2
- Ian Cornelius, “The Text of the *ABC of Aristotle* in the ‘Winchester Anthology’.” *Anglia* 139, no. 2 (June 1, 2021): 400–418. <https://doi.org/10.1515/ang-2021-0026>

04-05

Late medieval England (3) Report topics: Lollardy and censorship (**Rebecca**); medieval English dialects (**Dakota**); medieval Jewish books

- Hanna, *Introducing English Medieval Book History*, chaps. 3–4

04-12

Antiquity and early Middle Ages (1)

Report topics: Monastic scriptoria; the *Beowulf* manuscript (**Abby**); the Book of Kells

- Armando Petrucci, “From the Unitary Book to the Miscellany.” In *Writers and Readers in Medieval Italy: Studies in the History of Written Culture*, edited by Charles M. Radding, 1–18. New Haven, CT: Yale University Press, 1995 [pdf scan](#)
- Donald Scragg, “Old English Homiliaries and Poetic Manuscripts.” In *The Cambridge History of the Book in Britain: Volume 1: C.400–1100*, edited by Richard Gameson, 553–61. Cambridge: Cambridge University Press, 2011. <https://doi.org/10.1017/CHOL9780521583459>
- Hanna, *Introducing English Medieval Book History*, Chap. 1

04-19

Antiquity and early Middle Ages (2)

- Richard H. Rouse and Mary A. Rouse, “Wax Tablets.” *Language & Communication: An Interdisciplinary Journal* 9, no. 2–3 (1989): 175–91 [pdf scan](#)

- M. B. Parkes, *Pause and Effect: An Introduction to the History of Punctuation in the West*. Berkeley: University of California Press, 1993, pp. 20–29 (“Changing Attitudes to the Written Word: Components in a ‘Grammar of Legibility’”) [pdf scan](#)
- Guglielmo Cavallo, “Between *Volumen* and Codex: Reading in the Roman World.” In *A History of Reading in the West*, edited by Guglielmo Cavallo and Roger Chartier, 64–89. Studies in Print Culture and the History of the Book. Amherst: University of Massachusetts Press, 1999 [pdf scan](#)

Conclusion

04-26

Presentations of final projects

- D. F. McKenzie, *Bibliography and the Sociology of Texts*. 1986. Reprint, Cambridge: Cambridge University Press, 1999. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=201933>

Final essays due Tuesday, 03 May

5 Assignments and assessment

5.1 Participation

Students will complete the course readings and assignments and participate in discussion.

5.2 Research

Students will conduct independent research on manuscripts and early printed books in the collections of the [Newberry Library](#) and Loyola University [Archives and Special Collections](#).

Students based near the Lakeshore Campus can reach the Newberry Library easily by taking the free Loyola shuttle bus to the Water Tower campus and walking to the library at 60 W. Walton St. Alternatively, take the Red Line to Clark and Division. Review the Newberry’s [COVID-19 visitor policy](#) in advance of your visit.

Research on primary sources should be supported by secondary scholarship. Recent handbooks and collaborative histories supply valuable direction. Bibliographical details are collected on [zotero](#). See too the Oxford Bibliographies for [Medieval Manuscripts](#) and [Printing and the Book](#). The vital guide to medieval manuscripts at the Newberry Library is:

- Paul Saenger, *A Catalogue of the Pre-1500 Western Manuscript Books at the Newberry Library*. Chicago: University of Chicago Press, 1989

See too Clemens and Graham, *Introduction to Manuscript Studies*.

5.3 Assignments

There are three principal assignments, each of which has an oral and written component. Presentations should be about 15 minutes in length, accompanied by slides. Usually a presentation will be followed by class discussion; the best presentations invite thoughtful response from your peers.

Grades are assigned to the written components. Dates are listed on the course schedule.

5.3.1 A report on a printed book

Students will select and study a pre-1800 printed book in the collection of the Newberry Library or the Loyola University Archives and Special Collections. Use the questions in Werner, *Studying Early Printed Books*, 106–17, to guide your attention. Make a presentation to the class, then write up your research as an essay of 10–12 pages.

5.3.2 A topical report

Students will select one of the topics listed on the syllabus and conduct research on it. Make a presentation to the class, then write up your research as a report. The written report should be 8–10 pages in length and is due at the beginning of class one week after the class presentation.

5.3.3 Final project

Students will prepare a final project on a topic of their choice, following discussion with the professor. Projects should be based on study of primary source materials in the Newberry Library and/or Loyola University Archives and Special Collections and supported by relevant secondary scholarship. Make a presentation to the class, then write up your research as an essay of 15–20 pages.

5.4 Weighting of course components

course component	percentage
participation	25
first essay	25
topical report	15
final essay	35

6 Policies

6.1 Attendance

Arrange your schedule to be present for the entire session. If you must miss a class, or if you must arrive late or leave early, inform me in advance by email. See [Participation](#).

6.2 Late work

If illness or another event in your life prevents you from completing a written assignment on time, alert me promptly by email. Do not wait for me to contact you. I will usually accommodate late work, provided that you have a legitimate reason for requesting an extension. Unexcused late work may be marked down.

6.3 Academic integrity

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Plagiarism will result in a grade of zero for the plagiarized exam or assignment and the incident will be reported to your dean. If you are uncertain what constitutes plagiarism, consult the Writing Center's guide on [Defining and Avoiding Plagiarism](#). If you are still uncertain, please ask me. Below is an excerpt from the English Department's statement:

The English Department wishes to make it clear here that no distinctions should be made between the following acts and that all should be regarded as serious and wrong:

- Copying from a published or on-line source, or a source in any medium, without proper documentation
- Purchasing a pre-written paper
- Letting someone else write a paper for you or paying someone to do so
- Submitting as your own someone else's unpublished work, either with or without permission

6.4 Privacy

Assuring privacy among faculty and students engaged in on-line and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. Recordings of instructional activities occurring in on-line or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings.

The instructor of this class will not record class sessions held face-to-face. Class sessions held on-line may be recorded by the instructor for the benefit of students in the course, as insurance against faulty internet connections. Students may record class sessions only with formal written approval from the Student Accessibility Center. See the section [Accommodations and assistance](#).

6.5 Public health

If you contract a potentially contagious illness you should not attend class meetings during the period in which you are contagious. Notify me at the earliest convenient opportunity; I will help you get caught up. You will not be penalized for absences due to illness or COVID-19 quarantine.

In response to changes in COVID-19 infection rates and following guidance of national, state, and city authorities, the University may revise the health policies currently in place. We will comply with University policies.

6.6 Communication

Students are invited to visit **office hours**. No appointment is required. If a schedule conflict prevents you from visiting regular office hours, email me to request an alternative time.

Outside of office hours email is the best way to reach me. I aim to respond to email messages within 24 hours on weekdays and within 48 hours on weekends. I ask that you also respond promptly to any messages I may send.

6.7 Diversity, inclusion, and equity

Loyola University provides equal opportunities in education without regard to, and does not discriminate on the basis of, age, color, disability, family responsibilities, familial status, gender identity or gender expression, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law. Each member of our course has a responsibility to create an environment in which all may flourish.

An additional note on names and gender pronouns: using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, or who may not identify with the sex they were assigned at birth. During our first class, as we introduce ourselves, you may choose to share your name and gender pronouns. If you do not wish to be called by the name listed on the roster, please inform the class. If you prefer to introduce yourself by name only, without pronouns, that is also fine. The goal is to create an affirming environment for all students.

6.8 Accommodations and assistance

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential.

Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu or visit the [SAC website](#).

Additional assistance is available from the following campus offices:

- [Coordinated Assistance & Resource Education \(CARE\)](#) 773.508.8840
- [Wellness Center](#) 773.508.2530

6.9 Statement of intent

By remaining in this course, students agree to accept this syllabus and abide by the guidelines outlined in it. Students will be consulted should there be a necessary change to the syllabus.

7 Version information

Version information for this syllabus is available on [GitHub](#).

8 Questionnaire

Please complete the following questionnaire to help me get to know you. Send your answers by email before the end of first week.

1. Preferred name and pronouns
2. Degree program (BA, MA, or PhD)
3. Languages other than English (fluent or elementary, reading or speaking)
4. Career goals
5. What do you hope to learn in this course?
6. Anything else that you wish me to know relevant to your work in this course