

**BOOK HISTORY:
EVOLUTION OF THE PAGE FROM SCRIBE TO PRINT**

Fall 2018

ENGL 3303

MWF 12:00-12:50p.m.

MF class meets in English Building, Room 103; Wednesday classes meet in the Formby Room
of the Special Collections Library or in an English Department lab room

Instructor: Sarah Banschbach Valles

Guest Instructor: Sarah Sprouse

Contact info: office: 457 English Building / hours: M 11-11:45, W 9-9:45, by appointment

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Course Description:

Who is the author? And what is a book? And when is a “text” complete? The answers may surprise you! This class will explore the medieval scribal community and the rise of printing companies in the early modern period. Categories of texts, the social impact of manuscripts and print, and the continued significance of these materials will be key components of our studies this semester. We will take a material approach to the history of the book as an object, exploring what the codex can tell us about its previous owners, scribes, and authors. We will also consider where a manuscript “comes from” (animal skin, plant-based inks, goose feather quills, etc.). Additionally, we will examine how print and manuscripts interacted as we strive for an understanding not only of how texts were made, but also of how they reflect an historical and cultural moment. A primary principle of this course will be learning by *doing* in a hands-on way. We will produce commonplace books by learning about each stage of manuscript and book production. These commonplace books will then become editions and finally digital editions as we learn about paleographic methodologies, descriptive bibliography, and modern editorial practices.

This course satisfies a 3000-level distribution requirement (Early British Literature) for the undergraduate degree of English as well as an elective for the Book History minor.

Required Texts:

Brown, Michelle. *Understanding Illuminated Manuscripts: A Guide to Technical Terms*. J. Paul Getty Museum, 1994.

Burrow, J. A. & Thorlac Turville-Petre. *A Book of Middle English*. 3rd Edition. Blackwell Publishing, 2005.

Pettegree, Andrew. *The Book in the Renaissance*. Yale University Press, 2011.

Lynn Staley, trans. *The Book of Margery Kempe*. Norton, 2000.

Course Pack (available at the Copy/Mail Center in the SUB)

Learning Objectives:

The University Catalog states that “the objective of the humanities in a core curriculum is to expand the student’s knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of the human imagination and thought. Through study in disciplines such as literature and philosophy, students will engage in

critical analysis and develop an appreciation of the humanities as fundamental to the health and survival of any society.” By the end of this course students will be able to:

1. Translate simple Middle English texts;
2. Transcribe and translate late medieval English manuscripts;
3. Transcribe and interpret incunabula and other early printed books;
4. Articulate the development of the book through history;
5. Describe the structure of a book using technical terminology;
6. Evaluate the evolution of a text from manuscript to edition; and
7. Explain the difference between a text and a codex.

Learning Assessments:

The objectives listed above will be assessed in the following ways:

1. Daily readings and coursework;
2. Transcription exercises, commonplace book project;
3. Transcription exercises, commonplace book project, Margery Kempe project;
4. Commonplace book project, class discussion, Margery Kempe project;
5. Descriptive bibliography, class discussion, commonplace book project;
6. Commonplace book project, Margery Kempe project, class discussion; and
7. Class discussion, commonplace book project, Margery Kempe project.

Assignments:

Grade Distribution:

Participation: 10%

Daily Transcription: 10%

Commonplace Book: 15%

Printed Edition: 20%

Margery Kempe Project: 20%

Group Project: 25%

Participation: 10%

You will be evaluated on your participation throughout the semester based on work in the following activities:

- Small group discussion
- Full group discussion
- Individual in-class writing
- Bringing required materials (including assigned text, notes, questions, and notebook/pen for taking notes)

Participation in class discussion means: listening attentively, contributing ideas, asking questions, taking notes, etc. There are many ways to participate, but if you sit in the back of the classroom with headphones, then you are clearly not participating.

If you are not in class, you cannot participate, and your grade will reflect not only your absences but also your reduced participation.

Each class, there are two possible Participation points to be earned:

1. Attendance and preparedness for class
2. Participation in class activities and discussion

Daily Transcription: 10%

An important component of learning to read and edit medieval manuscripts and early modern print is the exercise of transcription. Each day you will be required to transcribe one short section of text in Middle English or Early Modern English. This transcription will be done on paper with a pencil per the guidelines found in your course pack. The transcription will be due at the beginning of class. At that time, we will review the transcription and make corrections as a class.

Commonplace Book: 15%

The commonplace book is a critical feature of medieval and early modern Western Europe. This simple, personal codex serves as an individualized compendium of excerpts and/or full copies of other works including such miscellaneous items as herbals, recipes, astronomical texts, calendars, saints' lives, psalms, chronicles, laws, romances, etc. Each commonplace book is unique to the person who created it.

The commonplace book will be your first major project in this course. In class we will produce our own codices into which you will copy at least five passages that you find interesting. You will need to create a bibliography of the sources that you used for later use. The passages must come from medieval manuscripts (website links will be provided) and early print books (website links will be provided). This will not be a formal transcription exercise, but rather a copying one. If you make any modifications to the text as you copy it, you should note this down for later use.

Full instructions and grading rubric will be provided on Wednesday, September 5.

Printed Edition: 20%

This assignment is dependent on successful completion of the Commonplace Book. You and a partner will receive a Commonplace Book prepared by a classmate and then, using the skills learned in class, you will prepare a printed edition of that book. You will need to evaluate differences between the book and its sources and address them in your Critical Apparatus. All formatting and organizational decisions are yours, including what information should go into the introduction. **Full instructions and grading rubric will be provided on Monday, October 1.**

Margery Kempe Essay: 20%

This will be a short (4 pages) but formal essay analyzing the Wynken de Worde pamphlet as an edition of Margery Kempe's book. Using what you have learned about codicology, bibliography, and early print, you will consider how the narrative figure of Margery Kempe changes in the text of the pamphlet and provide an argument for why/how she changes. You must include a works cited. Outside research is permitted for this essay, but the focus should be the two primary sources (pamphlet and manuscript). Essays should be in Times New Roman, 12-point font, and double-spaced. See "Submission of Work" guidelines below. **Full instructions and grading rubric will be provided on Friday, October 5.**

Group Project: 25%

For the final Group Project (four people per group), you will develop a Digital Edition of one Common Place Book and Printed Edition pair. We will use the Margery Kempe Project as our

model for sharing facsimile images and transcriptions of the Common Place Book and Printed Edition. The Digital Edition will also have a Descriptive Bibliography and Introduction. You will create your edition in Digital Mappa <https://digitalmappa.org/>. **Full instructions and grading rubric will be provided on Friday, November 2.** A 10 minute presentation of your project occur during the last week of class.

Grading Breakdown:

90 – 100 = A

Strong, distinguished work. Student writing is prepared and organized. Student shows clear understanding of the literature and writing technique. Writing is sophisticated and coherent.

80 – 89 = B

Above average, high quality work. Student writing is prepared and organized. Student understands a majority of the literature and writing technique. Writing quality is elementary, but clear. Student is coherent, but could be more sophisticated in his/her argument or writing quality.

70 – 79 = C

Average, passing work. Student meets bare minimum requirements for assignment. Assignment is complete but does not offer much introspection or deep-understanding of the literature. Argument and writing quality are elementary. Writing and organizational errors. Inconsistencies present.

60 – 69 = D

Below average work. Student does not meet the minimum requirements for assignment. Assignment is incomplete and unprepared. Basic understanding of text, but no argument – or vice versa.

0 – 59 = F

Fail. Student shows a very limited understanding of the literature or assignment.

Classroom Decorum & Course Policies:

Submission of Work:

Unless granted special permission, students must type and print all assignments. Assignments are due on the deadline at the beginning of class. I will not accept submitted materials in any other manner (i.e. via e-mail, under my door, in my box, etc.) All submitted work **MUST** follow the standard MLA guidelines. This means: typed, double-spaced pages, 1-inch margins, Times New Roman 12-point font (in black ink), page numbers, and a works cited. In order to pass this class, you **MUST** submit all required assignments.

Late Work:

Late work will only be accepted in extreme emergency situations. In emergency situations, students may e-mail me about submitting an assignment late, but must make specific arrangements for that submission. Timeliness and personal responsibility is critical to succeeding in college-level coursework.

University-excused/ Religious Holiday Absences: Prior notice must be given for university-excused absences and for absences due to observance of a religious holiday. If you intend to observe a religious holy day, you should make that intention known in writing to the instructor prior to the absence. A student who is absent for the observance of a religious holy day shall be

allowed to take an exam or complete an assignment scheduled for that day within a reasonable time after the absence.

Absences:

You are allowed THREE unexcused absences. Any subsequent unexcused absences after three will result in one whole grade deduction PER ABSENCE. Only in extreme circumstances will an absence be excused (court-mandated appearance, mandatory sports or TTU-related function, or extended illness). With documentation, your absence may be excused and will not count against your three “free” absences. Please note that a hangover, headache, or a cold does not qualify as an “extended illness.” If you are still reading this, please email me the title of your favorite book and you will get extra credit. After TWO doctor’s notes, you will have used up your excused absences. You cannot succeed in this class if you are absent. After six unexcused absences, you automatically fail this class.

Unless you have made previous arrangements with me, your assignments are due on their scheduled dates regardless of your absences.

If you are in-class, but not present (i.e., on your phone, sleeping, passing notes, messaging on your laptop, listening to music, etc.), you will be considered absent. Physically being in-class does not warrant participation or attendance.

Two tardies (10 or more minutes late for class) will constitute one unexcused absence. If you are running from a class somewhere else on campus and anticipate being a few minutes late, you must notify me prior to class with evidence of the need to arrive late.

Technology Use in the Classroom:

Students must obtain permission from me **PRIOR** to class before using laptops. Texting during class is strictly prohibited. If you are caught texting, I will give you a verbal warning. Any subsequent time you are caught texting, I will simply mark you absent. Headphones and earbuds are strictly prohibited. If you are expecting a call you that must take due to an emergency, please notify me before class and take the phone call outside.

Student Conduct:

The readings we will encounter in this class may be socially, morally, or emotionally challenging for some. You do not have to agree with, or even like, all the texts, but you do have to be able to read and discuss them critically and sympathetically. Please be respectful of other students and your instructor. This classroom will be a safe place for all of us, regardless of our race, ethnicity, age, religion, social class, gender identity, or sexual preference. Please bring any breach of this standard to my attention immediately. Use common sense and be empathetic of others. If you engage in any distracting or delinquent behavior during class, you will be asked to leave and will be counted absent. If such behavior continues, you will be dropped from the course.

Scholastic Dishonesty:

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment

for two courses without the prior permission of the instructor) or the attempt to commit such an act.” It will not be tolerated and may result in the failure of the assignment, at the least, and possible course failure. Additionally, offending students may be referred to Student Judicial Programs. Bottom line: Plagiarism is easy to spot. Don’t do it.

Examples of plagiarism include (but are not limited to):

Outright plagiarism: using someone else’s entire paper as your own;

Ghostwriting: having someone else write your paper for you;

Cut and paste: taking sections from another paper and/or website and including it in your own work; and

Insufficient Citation: failing to cite information obtained from other sources and/or your research.

Writing Assistance:

Students looking for extra assistance during this course should contact the Writing Center, located in Eng/Phil 175. Students can meet with writing tutors to discuss ideas and arguments in texts; the center is not a “fix-it” shop set up to correct errors in grammar and mechanics, although they will assist you with questions regarding any issues. You will need to make an appointment in person, online (<http://uwc.ttu.edu>) or by phone (806-742-2476) and with plenty of time before your due date. Appointments fill up fast, so think ahead!

Americans with Disabilities Act:

“Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. [...] Contact Student Disability Services in 335 West Hall or (806) 742-2405.”

TTU Resources for Discrimination, Harassment, and Sexual Violence:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttspd/> (To report criminal activity that occurs on or near Texas Tech campus.)

Tentative Class Schedule:

DATE	READINGS/ASSIGNMENTS	Unit
8/27 M	Syllabus & Introduction to the Class	Introductions
8/29 W	Clemens & Graham, "Writing Supports" (14-28) <i>Visit Special Collections - Make quills and ink</i>	Basics of Medieval Manuscripts
8/31 F	Burrow & Turville-Petre, "Introducing Middle English" (3-8), Kerby-Fulton, "How to Transcribe Middle English" (29-32)	Basics of Medieval Manuscripts
9/3 M	NO CLASS	
9/5 W	Brown, <i>Understanding Illuminated Manuscripts</i> – Antiphonal, Apocalypse, Astronomical/Astrological Texts, Benedictional, Bestiary, Bible, Bible Historiale, Bible Moralisée, Bible Pauperum, Book of Hours, Breviary, Cartulary, Choir Book, Chronicle, Classical Texts, Collectar, Commentary, Computus Texts, Decretals, Digest, Directory, Diurnal, Divine Office, Epistolary, Evangelary/Evangelistary, Gloss, Gospel Book, Gradual, Heraldry, Herbal, Hexateuch, Homiliary, Hymnal, Kyriale, Lectionary, Liber Vitae, Litany of the Saints, Liturgy, Mappa Mundi, Martyrology, Mass, Medical Texts, Missal, Model Book, Music Manuscripts, Obit, Occupational Calendar, Ordinal, Patristic, Pentateuch, Pontifical, Prayer Book, Psalter, Ritual, Romance, Sacramentary, Saints' Lives, Sanctorale, School Book, Sequentiary, Service Book, Temporale, Tonary, Troper, Volvelle Commonplace Book Project Instructions & Rubric <i>Visit to Spec/Coll - Make quarto quires and bind them</i>	Basics of Medieval Manuscripts
9/7 F	Burrow & Turville-Petre, "Pronouncing Middle English" (9-13), Kerby-Fulton, "4 and 5. Geoffrey Chaucer's "Cook's Tale" 2 versions" (33-36)	Basics of Medieval Manuscripts
9/10 M	Burrow & Turville-Petre, "Vocabulary" (14-18), Burrow & Turville-Petre, "Inflexions – 4.1 Introduction, 4.2 Nouns, 4.3 Pronouns and Articles" (19-27), Clemens & Graham, "Punctuation and Abbreviation" (37-48)	Basics of Medieval Manuscripts
9/12 W	Clemens & Graham, "Text and Decoration" (49-65) <i>Visit to Spec/Coll - Types of medieval books</i>	Basics of Medieval Manuscripts
9/14 F	Burrow & Turville-Petre, "Inflexions – 4.4 Adjectives and Adverbs, 4.5 Verbs" (27-37); Burrow & Turville-Petre, "5. Syntax" (38-55)	Decoration & Illumination in Medieval Manuscripts
9/17 M	Clemens & Graham, "Correcting, Glossing, and Annotation" (66-79), Kerby-Fulton, "Categories of Marginalia: The Annotating and Glossing of Chaucer" (80-92)	Decoration & Illumination in

		Medieval Manuscripts
9/19 W	Clemens & Graham, “Assembling, Binding, and Storing the Completed Manuscript” (93-108) <i>Visit to Spec/Coll - Bindings</i>	Decoration & Illumination in Medieval Manuscripts
9/21 F	Kerby-Fulton, “Annotations and Corrections in the <i>Book of Margery Kempe</i> : Cruxes, Controversies, and Solutions” (109-114); Clemens & Graham, “Assessing Manuscript Origin and Provenance” (115-126)	Decoration & Illumination in Medieval Manuscripts
9/24 M	Clemens & Graham, “Liturgical Books and their Calendars” (127-137)	Special Topics in Medieval Manuscripts
9/26 W	Clemens & Graham, “Books of Hours” (138-151) <i>Visit to Spec/Coll - Books of Hours and how to read a medieval calendar</i>	Special Topics in Medieval Manuscripts
9/28 F	Mary Carruthers, “Memory and the Book” (152-215) Commonplace Book DUE	Special Topics in Medieval Manuscripts
10/1 M	Elizabeth Bryan, “Medieval Scribal Culture and the Enjoining Text” (216-259) Printed Edition Instructions & Rubric	Special Topics in Medieval Manuscripts
10/3 W	Steinberg, “The Incunabula Period” (260-264); Febvre & Martin (trans. David Gerard), “The Book: Its Visual Appearance” (265-286) <i>Visit to Spec/Coll – Books with Annotations (both Renaissance and Medieval)</i>	Special Topics in Medieval Manuscripts
10/5 F	Margery Kempe Day Margery Kempe Paper Instructions & Rubric	Special Topics in Medieval Manuscripts
10/8 M	Belanger, “Descriptive Bibliography” (287-305)	Basics of Bibliographical Practices
10/10 W	Pettegree, “The Invention of Printing” (21-42) <i>Visit to Spec/Coll - Writing a Descriptive Bibliography</i>	Basics of Early Print Culture
10/12 F	Gaskell, “Printing Type” and “Composition” (306-330) In class viewing of <i>The Anatomy of a Book: Format in the Handpress Period</i>	Basics of Print and Book Production
10/15 M	Gaskell, “Presswork” and “Paper” (331-353) In class viewing of <i>The Making of a Renaissance Book</i>	Basics of Print and Book Production
10/17 W	Gaskell, “Binding” (354-356) <i>Visit to Letterpress Studio</i>	Basics of Print and Book Production

10/19 F	Pettegree, "Renaissance Encounters: The Crisis of Print" (43-62)	Basics of Early Print Culture
10/22 M	Marshall, "Palaeography" (357-365) Early Modern Manuscripts Online http://transcribe.folger.edu/	Basics of Early Modern Manuscripts
10/24 W	Marotti, "Manuscript Gatherings and Manuscript Books," "Types of Manuscript Collections," and "Some Physical Features of Manuscript Collections" (366-375) Catalogue of English Literary Manuscripts http://www.celm-ms.org.uk/about.html <i>Visit to Spec/Coll - types of Renaissance books</i>	Basics of Early Modern Manuscripts
10/26 F	Marotti, "The Social Contexts of Manuscript Compilation" (376-385) Printed Edition DUE	Basics of Early Modern Manuscripts
10/29 M	Marotti, "Sixteenth-century Manuscript Collections," "Seventeenth-century Manuscript Collections," and "Textual Stability and Malleability" (386-392)	Basics of Early Modern Manuscripts
10/31 W	Marotti, "Women and the Manuscript System" (393-399) Heather Wolfe "Women's Handwriting" (400-409) <i>Visit to Spec/Coll - Papermaking</i>	Basics of Early Modern Manuscripts
11/2 F	North "Women, the material book, and early printing" (410-416) Final Group Project Instructions, Rubric & Signups	Basics of Early Print Culture
11/5 M	Dutton "Patronage, Licensing, and Censorship" (417-426) Stationer's Register https://archive.org/details/transcriptofregi01statuoft English Short Title Catalogue http://estc.bl.uk/F/?func=file&file_name=log-in-bl-estc	Basics of Early Print Culture
11/7 W	Pettegree, "Market Forces" (249-270) <i>Visit to Spec/Coll - View items with features of patronage, licensing, and censorship</i>	Basics of Early Print Culture
11/9 F	Farmer and Lesser, "What is Print Popularity? A Map of the Elizabethan Book Trade" (427-445)	Basics of Early Print Culture
11/12 M	Pettegree, "Building a Library" (319-332) Annotated Books Online http://www.annotatedbooksonline.com/ Margery Kempe Paper DUE	Basics of Early Print Culture
11/14 W	Daybell, "Materials and Tools of Letter-Writing" (446-457) Early Modern Letters Online http://emlo.bodleian.ox.ac.uk/ <i>Visit to Spec/Coll - Letter-locking and seals</i>	Special Topics
11/16 F	Daybell, "Interpreting Materiality and Social Signs" (458-470) Bess of Hardwick's Letters Online https://www.bessofhardwick.org/background.jsp?id=173	Special Topics

11/19 M	Randall, "Pamphlets and Print Culture" (471-486) British Pamphlets, 17 th Century https://www.newberry.org/british-pamphlets-17th-century English Broadside Ballad Archive EBBA https://ebba.english.ucsb.edu/	Special Topics
11/21 W	NO CLASS	
11/23 F	NO CLASS	
11/26 M	Ferrell, "Sermons" (487-495) Gateway to Early Modern Manuscript Sermons GEMMS http://gemmsproject.blogspot.com/ Virtual Paul's Cross Project https://vpcp.chass.ncsu.edu/	Special Topics
11/28 W	Richardson, "Household Manuals" (496-505) Early Modern Recipe Online Collective EMROC http://emroc.hypotheses.org/ <i>Visit to Spec/Coll - View ephemera</i>	Special Topics
11/30 F	Smyth, "Almanacs and Ideas of Popularity" (506-514)	Special Topics
12/3 M	Digital Edition DUE Presentations	Special Topics
12/5 W	LAST DAY OF CLASSES Presentations	Special Topics