

**Winter 2022 HIST 410/510 The History of the Book Draft Syllabus:
Note the object lists are draft and more extensive than they would be for
each class meeting**

Level: 410
CRN: 23101

Level: 510
CRN: 23102

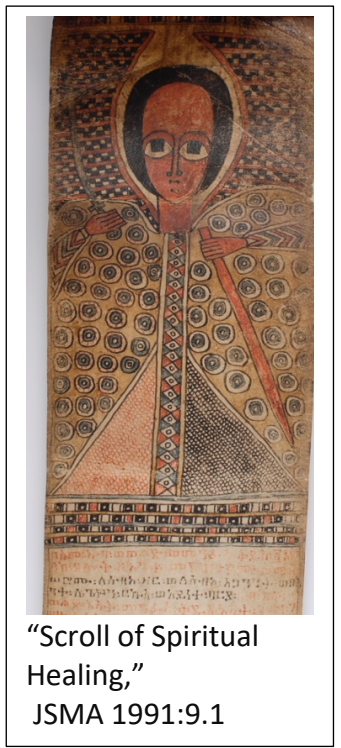
Date and Time:
Monday/Wednesday, 12-1:20

Instructor Information:
Professor Vera Keller
vkeller@uoregon.edu
309 McKenzie Hall

Office Hours:
Mondays and Wednesdays, remote, 2-3.
Join Zoom Meeting
<https://uoregon.zoom.us/j/93331030551?pwd=eFFRV25qL3NIN3IVS1Y0NIEzZkgxdz09>
Meeting ID: 933 3103 0551
Passcode: 341045
For an appointment outside of office hours, contact me at vkeller@uoregon.edu

Location:
LIB 201. The class usually meets in Special Collections and University Archives on the Second floor of Knight Library. Please arrive with enough time before class to wash and dry your hands and put your belongings away in a locker. No pens, food (including gum) or drinks are allowed inside Special Collections.

Course Description:
Books are the interface of materials, bodies and ideas. Our course will explore how each has shaped the other. We will begin with a global survey of the history of the book, from cuneiform inscription to scroll to codex to computer. We will learn about the history of these objects through hands-on engagement with rare materials in Special Collections and University Archives. Along the way, we will learn how to research material objects, honing skills of argument, criticism, presentation and writing. Our view of the what the book has been will span millennia but will also relate to our current times, offering us opportunities to reflect upon our own use of media, to reconsider the present "digital revolution" in the light of past changes, as well as to learn about varying careers in today's book world.



“Scroll of Spiritual
Healing,”
JSMA 1991:9.1

Our historical study of books will investigate how technologies of communication have functioned as agents of change, intersecting with large historical developments including: the rise and spread of religions; changing practices of memory and reading; ideas of authorship, intellectual property and ideas about knowledge itself; interiority and community; visual cultures; the development of written languages and codification of punctuation and grammar; the development of public opinion and democracy; and colonialism and resistance to it. Drawing on all these themes, our course will conclude with a group research project on the history of book collecting in Oregon and at UO and how books have functioned as agents of colonialism.

The course is divided roughly into two parts. The first half considers the history of the book in general trains students in engaging with books as material projects, and explores specific themes in the history of the book that will prepare them for the research project in the second half. The research project is aimed at the former collection of William D. Fenton that is now in the UO Special Collections. Drawing on previous course content, students will choose an individual item from the Fenton collection and research it in relation to the themes of the course. They will draft their initial findings in preparation for a public presentation, receiving critical feedback beforehand from both the instructor and peers. Following the presentation, and informed by questions and feedback they received at the event as well as by further reading, research and consultation with the instructor, students will draft their final research paper.

Course Objectives:

- Developing tools for the study of material culture and the analysis of objects
- Reading, understanding, and criticizing academic prose and historical primary sources
- Developing critical, evidence-based arguments in historical writing
- Refining an ability to grasp complex causality, here through the two-way interaction of material forms and ideas
- Learning to give and receive constructive criticism
- Practicing public oral and visual presentations
- Increasing mindfulness around course participants' own media choices and raising awareness of their own participation in historical change
- Learning about book-related careers

Course Modality:

This is a fully in-person class that meets at the scheduled class meeting times, usually in Special Collections on the second floor of Knight Library. However, I will make every effort to accommodate you if you need to quarantine. Please stay home if you feel sick. If you need additional flexibility UO encourages you to consider WEB courses. If you need accommodation related to a medical or other disability, you can set those up through AEC (<https://aec.uoregon.edu>)

Technical Requirements:

While our classes will be in person, Canvas will still be an important part of our course, and the place to go for course information and engagement outside of class time. Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

Communication:

Every Friday, I will email a checklist of the next week's due dates. When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally one week. I can be reached via email at vkeller@uoregon.edu, and my response time will generally be within 24 hours. Attending office hours, which will be virtual this term, are also a great idea. I'm happy to talk with you about any assignments or learning objectives for the course, but also just to chat more generally about your interests and career choices. **Definitely be in touch with me if you are having trouble with any aspect of the course, so that I can strategize with you about how to help you meet the learning objectives for the course. You can also be in touch with me if you need an extension on an assignment deadline.**

Mandatory Reporter Status:

"I am a [designated reporter/student-directed employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

Classroom Community Expectations:

All members of the class (both students and instructor(s)) can expect to:

Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We will be studying historical materials that deals with possibly psychologically and emotionally disturbing topics, such as the histories of racism and colonialism. As a course, we will have a discussion about how to study

these materials while remaining respectful of and sensitive to the experience of class participants.

Class rosters are provided to instructors with students' legal names. Please let us know if the name or pronouns we have for you are not accurate. It is important to us to address you properly.

Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Class Materials:

Required Text: Amaranth Borsuk, *The Book* (Cambridge, MA : MIT Press, 2018).

This book is available at the UO Duck Store. Three copies of this book will also be on course reserve at Knight Library, and so you may read these copies rather than purchasing one. If you do purchase a copy, please make sure it is the paper, not the digital version, as the format of books matters centrally to this course.

All other undergraduate readings will be available through the Canvas course site.

Graduate Student additional readings will either be available on Canvas or on reserve at Knight Library.

Absences:

Attendance is not graded but will be tracked. If you feel sick, please stay home. If you have to miss class, please be in touch with Prof. Keller for alternative ways to access learning opportunities. We can strategize about alternatives ways to engage with material objects and to replace in-class assignments. However, please bear in mind that this course is not designed to be remote, and the expectation is that students will attend if they are able to do so. If students are not meeting these expectations, I may need to enact a stricter attendance policy, according to which, after three absences, further absences will require a doctor's note, with a penalty of 5% from the final grade for further unexcused absences.

Enrichments:

Most of our course meetings will be based in the hands-on study of historic objects. Additional enrichments include guest speakers and the use of the *Traveling Scriptorium*.

Grade Policies:

Points are awarded based on the following assignments and converted to a letter grade according to this scale.

A + = above 100

A = 95-100

A- = 90-94

B+ = 86-89

B = 83-85

B- = 80-82

C + = 77-79

C= 73-76

C-= 70-72

D+ = 67-69

D= 65-66

F= 0-64

Assignments:

All assignments will be turned in on the Canvas course site. With the exception of in-class assignments, assignments will always be due on Thursdays at 9 pm.

Weekly reading responses: 32%

For weeks 1-7 and 10, choose one of the assigned readings and discuss it in 500-750 words in relationship to one of the objects we looked at in person that week. Due on Thursday at 9 pm. Each response paper is 4%.

In-Class Assignments: 10%

Find Something and Bring it Back x 2: 2 % each (total 4 %)

Book History Bingo: 2%

Bible Assignment: 2%

Writing Reflection: 2%

Research Project: Total 60 %

The research project is a scaffolded research, presentation, criticism and writing exercise that will work on many of the skills listed in the course's learning objectives.

5 %: One paragraph idea of presentation topic due to Prof. Keller

10 %: three-page drafts of five-minute presentations due to Prof. Keller. For full points, this needs to include a Chicago-style bibliography of at least five secondary sources, at least two of which are from the course readings. The draft of the presentation will also function as a draft for your final research paper.

5%: Practice Presentation. I will want to see evidence that you have incorporated any advice I gave on your draft.

3 %: Peer critique of Presentation: You will be paired in-class with a peer for practice presentations. In-class, compose a critique of the presentation with constructive criticism for improvement to the peer, send it via email to the peer and cc Prof. Keller on the email.

5%: Final Public Presentation. I will want to see evidence that you have incorporated advice from peers.

20%: Final Research Paper (3,000-4,000 words for undergraduates). For undergraduates, the research paper will be on the chosen item from the Fenton collection and will develop from the presentation. It needs to engage at least two of the secondary sources read for class and should be written in a formal manner, using Chicago-style citation in the footnotes and bibliography. Due March 11 at 9 pm in Canvas.

Extra credit opportunities: up to 4 %

For each of four class visiting speakers, there will be an extra credit opportunity. To receive credit, write up the question and the answer you received and post to Canvas by the deadline. Each extra credit opportunity is worth 1 %.

Graduate Student Assignments

In addition to the readings assigned to undergraduate, grad students will have an extra reading list (see end of this syllabus). Their weekly response papers should discuss at least two of their readings for the week, at least one of which is the graduate student reading (the other can be the second graduate student reading or one of the undergraduate readings). The final research paper for graduate students will be 6,000 - 7,500 words, and it does not need to be based on items from the Fenton collection. It can reflect either graduate students' own research interests or be historiographical. However, it should engage with the themes of the course and at least two of the secondary sources read for this class. Due March 11 at 9 in Canvas.

Academic Disruption:

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

Covid Containment Plan for Classes:

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support**. Here is information critical to how the UO is responding to COVID-19.

- **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
 - Must to comply with [vaccination policy](#)
 - Must [wear face coverings](#) in all indoor spaces on UO campus
 - Complete weekly [testing](#) if not fully vaccinated or exempted
 - [Wash hands](#) frequently and practice social distancing when possible

- Complete daily [self-checks](#)
 - Stay home/do not come to campus if feeling [symptomatic](#)
 - Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.
- **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
 - *Vaccinated/Asymptomatic students:* Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)
 - *Unvaccinated or partially vaccinated students:* 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
 - *Symptomatic students:* stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provide to arrange for immediate COVID-19 testing.

Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

- **Support:** The following resources are available to you as a student.
 - [University Health Services](#) or call (541) 346-2770
 - [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
 - [MAP Covid-19 Testing](#)
 - [Corona Corps](#) or call (541) 346-2292
 - [Academic Advising](#) or call (541) 346-3211
 - [Dean of Students](#) or call (541)-346-3216

Good Classroom Citizenship

- Wear your mask and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check

- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

Academic Integrity:

The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course.

COURSE SCHEDULE

Week 1: What is the History of the Book?

This week explores the approach of the history of the book in general, and more specifically engages how ideas interface with the different materials used over the course of history and around the world for material supports. This opening discussion suggests the arc of the course by linking the very oldest objects in campus collections (our cuneiform tablets) with our current digital technologies.

January 3

In class: Read Borsuk, *The Book*, ix-xiv; *Epic of Gilgamesh*, Tablet 1, 1-27; and *Enuma Elish*, Tablet 2, 1-48 and Tablet 4, 115-128.

Graduate Students: Read D. F. McKenzie, *Bibliography and the Sociology of Texts* (available as an ebook: <https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/r3itvj/CP71188824840001451>)

At Home: Find something Interesting and Bring it Back

Using one of the sources in "Primary Materials Online" in Borsuk, *The Book*, 309-310, find something interesting to share during the next class. Here are some examples of what might be considered interesting:

- How the physical format of the book affects the way it can be read
- How editions differ
- What you can observe about how the digital medium relates to the previous medium it has "remediated." What do you think you might not be able to observe?
- How media are advertised to specific readerships

You will submit your answer to at least one of these questions on Canvas, and discuss it in person in class.

January 5

In Class: Discuss the object you found and what makes it interesting

At home: Read Borsuk, *The Book*, 1-24.

Grad Students: Read Robert Darnton, "What is the History of the Book?" *Daedalus* 111 (1982), 65-83.

Available here:

https://dash.harvard.edu/bitstream/handle/1/3403038/darnton_historybooks.pdf

Assignment, due on Canvas by January 7 at noon.

Response paper: In between 300 and 500 words, discuss connections you can draw between what we have read so far of Borsuk, *The Book*, and the "something interesting" you found.

Week 2: Tablet, Scroll, Codex

January 10

Meet at Jordan Schnitzer Museum of Art

At home: Read Borsuk, *The Book*, 24-36

Graduate Students: Karl Young, "Notation and the Art of Reading," in *A Book of the Book: Some Works & Projections about the Book & Writing*, ed. Jerome Rothenberg and Steven Clay (New York: Granary, 2000), 25-49.

Objects: *Ethiopian Scroll of Spiritual Healing*, JSMA 1991:9.1, *Monastic Saint holding Scroll*, 1987:152

Christ Pantokrator, 17th Century, MWRU34:8, *Triptych*, 17th century, MWRU34:20, *Fukurokuju Reading Scroll in Garden*, Jpn51:3, *Vegetables*, Yun Shouping, Qing dynasty (1644-1912), MWCH32:Y5

Objects: "Khamisa of Nizami," ca 1515-1520, JSMA Is35:1; *Rustam and the Black Div*, ca. 1550-1560, JSMA 1964:20.5; *Rustam Mourning the Dying Suhrab*, 3rd quarter of the 16th century, Is36:3; *Khavar Nama of Ibn-Husan*, 1621, IS35:2; *Diwan of Hafiz*, 1664, 1964:20.1; *Actor Holding Calligraphic Fan and Chrysanthemums*, Printed hanging scroll, 2007:5.4; Albrecht Durer, *Vision*

of the Seven Candlesticks, 1497-9 1990:1.2 Marcantonio Raimondi, Christ Before Caiaphas (after Albrecht Dürer), ca. 1530-34, 1976:8.296; Etienne Delaune, *Adam and Eve*, 1976:8.297

January 12

At Home: Read Borsuk, *The Book*, 36-60

Graduate Students: Philip Gaskell, *A New Introduction to Bibliography* (Oxford: Clarendon Press, 1972).

Objects:

Cuneiform 001-008

Ashmore Family Papers Subseries E: A Collection of Paper

Torah scroll fragment containing Bamidbar (1601-1650) Vault Oversize MS 138

Burmese palm-leaf manuscript (between 1701 and 1800), MS 108

Ethiopian magic scroll (between 1875 and 1925) Vault MS 131

Armenian manuscript, Vault MS 023

Zacharias Konrad von Uffenbach, *Bibliotheca Uffenbachiana universalis* (Frankfurt, 1729), Z997.U23 1729, vol. 1.

Charles Fletcher Lummis, *Birch bark poems* (1880). Miniature Collection (PS3523.U49 B57 1880)

Karl Peter Koch, *A folio* Z250.5.S96 K62

Frank Marshall Davis, *Black man's verse* (Chicago: Black Cat Press, 1961) PS3507.A727 B6 1961

Richard-Gabriel Rummonds, *Eight parting poems* (Quito: Plain Wrapper Press, 1966)

Jose Luis Borges, *Siete poemas sajones* (Verona: Plain Wrapper Press, 1974)

The Elements: Typography & Bookbinding Workshops, University of Oregon Fine Arts Press (Eugene, 1978). Z250.U579

Susan Lowdermilk, *Flying dream* (Eugene: Lone Goose Press, 1993) N7433.4.L69 F59

Kiki Smith, *Sampler* (San Francisco: Arion Press, 2007) PS1541.A6 2007

CathyDeForest, *Ink and Blood* (Ashland, Oregon: Jubilation Press, 2012) N7433.4.D4299 I55
Travelling Scriptorium

Week 3: Script and Print

January 17

Martin Luther King Jr. Holiday

January 19

At Home: Read Borsuk, *The Book*, 61-97

Graduate Students: Read Elisabeth Eisenstein, "3: Some Features of Print Culture," *The Print Revolution* (1983), 41-90 and Roger Chartier, "The Printing Revolution: A Reappraisal," in *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein*, ed. Sabrina Alcorn Baron, Eric N. Lindquist and Eleanor f. Shevlin (Amherst: University of Massachusetts Press, 2007), 397-408.

Also recommended: Elisabeth Eisenstein, *The printing press as an agent of change : communications and cultural transformations in early modern Europe* (Cambridge: Cambridge University Press, 1979)

In-Class: Book History Bingo

Objects:

Gregory IX, *Decretalium Libri V*, 13th c. Burgess MS 27.
Decretals (Basel: Johann Froben, 15 May 1494) Burgess 56.
Aemilius Macer, *de Viribus herbarum*, 15th century, Burgess MS 34
Breviarum Romanum, 1478, BX2000.A3 R65
Aristophanes, Ἀριστοφάνους Κωμωδίαί ἐννέα (Venice: Aldus, 1498) PA3875.A2 1498
Angelo Poliziano, *Opera Omnia* (Venice: Aldus, 1498). PA8560 1498
Etymologikon, 1499, Burgess 219x
Juvenal, *Persius* (Aldus, 1501) PA6446.A2 1501b
Juvenal, *Persius* (Aldus, 1501), PA6446.A2 1501
Galen, *Methodus medendi*, 1530, Burgess 221x
Leonhard Fuchs, *De Historia Stirpium*, 1549. QK41 .F83 1549
Nicolaus Monardes, *De simplicibus medicamentis ex occidentali india delatus, quorum in medicina usus est* (Antwerp: Plantin, 1574), 55. RBC RS 178.07 1574.
Garcia da Orta, *Due Libri dell'Historia dei Semplici Aromati, et Altre Cose, Che vengono portate dall'indie orientali, pertinenti alla Medicina* (Venice, 1576), 85. RS178. 0616.
Rembert Dodoens *Herbarius seu Stirpium Historia* Antwerp 1582, 580.1 D667H
Rembert Dodoens English translation London: Edward Griffin 1619, 580.1 D667
Bodleian Library, *Catalogus universalis librorum* (Oxford: Lichfield, 1620). Z921.O93 1620
John Gerard *The Herbal or General Historie of Plantes* London 1636, 580.1 G312
John Parkinson, *Theatrum Botanicum*, London 1640, 580.1 P229
William Salmon, *Botanologia The English Herbal or History of Plants*, 1710, 580.1 S835
Letterpressworkbook. James Trissel; James Trissel, printer; Tom Leech, papermaker; Press at Colorado College, printer; Arjo Wiggins Appleton (Firm), papermaker; Strathmore Paper Company, papermaker; Cartiere Miliani Fabriano, papermaker.;;Colorado Springs, Colo. : Press at Colorado College; 1997. Available at Special Collections and University Archives Spec Coll Reference Oversize (Z256 .T7 1997) A sampler of letterpress technique

Week 4

January 24

At Home: Read Andrew Pettegree, "Print and the Reformation: A Drama in Three Acts," *Church History* 86 (2017), 980-997 [you can skip 991-995].

<https://www.cambridge.org/core/journals/church-history/article/print-and-the-reformation-a-drama-in-three-acts/123C0401F52B07F6E2B91221E4D89E38>

Grad Students, Read:

Christopher Du Hamel, *The Book, a History of the Bible* (Phaidon, 2005).

The Christian Bible was the first complete book to be printed in Europe and it remains the global best-selling book. It has played an outsized role in our concept of what a book is or should be. The history of this particular book has much to tell us about the changing material and intellectual practices of the book.

Object List:

The Torah:

Blessings for the reading the Megillah of Esther; Italy, between 1375 and 1425; MS 114

Torah scroll fragment containing Bamidbar, MS138 (between 1600 and 1650)

Torah scroll fragment containing Beraishit (between 1625 and 1675)

MS 137

Hamisha humshe Torah, trans. Moses Mendelssohn 1807-8; BS1225.M396

[Reformation Pamphlets]

Martin Luther, *Evangelium* (Wittenberg, 1521) . BR332.S4 E83 1521

Martin Luther, *Ein troestlich Predigt* (Wittenberg, 1532). Vault BR332.S4 T76 1532

Martin Luther, *Der CIX Psalm Deus Laudem. Wider den verrheter Juda* (Wittenberg, 1535). Vault BS1450 109th. L88 1535

Martin Luther, *Ein Brieff an den Cardinal Ertzbischoff zu Meintz* (Wittenberg, 1546), BS1450 2d. L8 1546

Philip Melanchton, *Eyne Summa der Christlichen leer* (Wittenberg, 1524). BT70.M45 1524

Philip Melanchton, *Der Prophet Daniel* (Wittenberg, 1546). BS1555.M45 1546

In-class Exercise: the book and the Book.

Choose two historic Bibles. What differences can you observe in form and content? Can you draw a connection to this week's reading?

Christian Bibles:

Vulgate, Mid 13th-mid 14th century. Burgess Ms. 28

Bible. Venice, 1481, Burgess 24.

Bible (Basel: Froben, 1495). KGF4607.A25 B535

Biblia, 1511 Burgess 26.

Biblia sacra (Nüremberg, 1529) Vault BS75.B535 1529

der CIX Psalm Deus laudem. Martin Luther, trans. (Wittenberg, 1535) Vault BS1450 109th.L88 1535

Torat ha-masiach (Basel, 1537) PJ4831.M86 1537

Tes Kaines Diathekes hapanta (1546). Vault BS1965 1546

Tes Kaines Diathekes hapanta (1549) Vault BS1965 1549

The Byble (Wyghte, 1551). BS150 1551

German Bible. Frankfurt, 1668. Rare Books Oversize BS239 1668

German Bible. Germantown, PA, 1776. , BS239 1776

Byble. London: Wyghte, 1551. Burgess 22.

Biblia Hebraica (Antwerp: Plantin, 1584). Vault BS1 1584). Vault BS75 1585b

Biblia Sacra (Frankfurt, 1585

La Bible (Geneva, 1588) Vault BS228 1588c

Testamentum Novum. Geneva: 1589. Vault Oversize BX1965 1589

Bible. London: Barker, 1590. Vault BS170 1590

Bibell (Cologne, 1601). Oversize BS239 1601

La sainte Bible (1610) BS230 1610
Bible. London: Barker, 1611. BS185 1611 .L62 .
Bible [quarto]. London: Barker, 1612. Rare Books BS170 1612
Bible. London: Barker, 1613. BS185.1613 L62
Bible [folio]. London, Barker, 1613. Oversize BS185 1613 .L6
Biblia universa (Leipzig: 1657), BS1 1657
The Holy Bible (Field, 1663) BS185.1663 C36
Biblia, Das ist, die gantze Heilige Schrift (Frankfurt, 1668) Oversize BS239 1668
Biblia Sacra. Amsterdam: 1669. RBC BS90 1669
Biblia [Dutch] (1681) BS226.1681
Biblia (Nürnberg, 1700), Oversize BS239 1700
Biblia (Frankfurt, 1704), VaultOversize BS239 1704
Biblia Polyglotta. Ed. Brian Walton. MDCLVII. RBC xxBS1 1654 V.1
Thet Gamla Testamentets (Stockholm, 1724-8). BS1002 1724
Biblia (Germantown, Pennsylvania, 1763), BS239 1763
Y Bibl Sanctaidd (Caerfyrddin, 1770), BS308 1770
The Holy Bible (United States of America, 1791) BS185.W7 1791
The Holy Bible (New York, Society for Propagating Christian Knowledge, 1813) BS185 1813 .N4
The Gospel according to Saint Luke, Translated into the Seneca Tongue
(New York: American Bible Society, 1829). BS345.S37 Luke
The Holy Bible (Cambridge, 1838). BS185 1838
Ke kauhoa hou a ko kakou Haku e ola'i a Isu Kristo (Nu Yoka: 1860) BS335.H35 1860
Matthewnim taaiskit= The Gospel according to Mathew translated into the Nez Perces
languages (New York: 1871). Oregon Collection 226.2 B47N
The Bible comically illustrated (New York: Truth Seeker Co, 1892) BL2775.H43
The English Bible, vol. 1 (Hammersmith: Doves Press, 1905)
The Book of Ruth (Eugene, Or: Fine Arts Press, University of Oregon, approx. 1930)
Ecclesiastes, or, The preacher (Eugene: John Henry Nash Fine Arts Press, 1935) BS1473. N36
1935 (second copy)

January 26: Visual Technologies

At Home: Read Snait B. Gissis, "Visualizing 'Race' in the Eighteenth Century," *Historical Studies in the Natural Sciences* 41:1 (2011), 41-103; read pages 41-76.

Grad Students: Read Daniela Bleichmar, "The Imperial Visual Archive: Images, Evidence, and Knowledge in the Early Modern Hispanic World," *Colonial Latin American Review* 24 (2015), 236-266. Available at: <https://doi.org/10.1080/10609164.2014.972699>

Al Koran (MS 046)

Horae Beatae Virginis Mariae (between 1475 and 1500?) Vault MS 041

Hore beate Marie virginis secundum romanum totaliter ad Longu sine require: cum multis suffragiis & orationibus. Catholic Church, 1510 BX2080.A2 1510

Officium Beatae Mariae Virginis, Pii V. Pont. Max. iussu editum. BX2080.A2 1609

Officium Beatae Mariae, RBC BX 2080 .A2 1609

Horas. 1560, Vault. Q073.

Oraciones Vespertinas de la Passion y Muerte de Christo S. Nvestro. Vol. 2. 1660. RBC BT430.C95 V.2

Iglesia, Nicolás De La, and Nieva Y Murillo, Diego De. *Flores De Miraflores, : Hieroglificos Sagrados, Verdades Figuradas, Sombras Verdaderas Del Mysterio De La Inmmaculada Concepcion De La Virgen*. Burgos, 1659. RBC BT620.I36 1659

Heures nouvelles. Paris : Chez l'auteur; not before 1680. Quayle 157

Heures nouvelles dédiées à Monseigneur Dauphin. Paris : Chez de Hansy, libraire sur le Pont au Change à St. Nicolas; approximately 1690. Quayle 071

Kircher, Athanasius. *China monumentis* (Amsterdam: Jansson, 1667). Rare Books Oversize. DS708.K58.

Kodai moyō. NK1520.K633 1700

Mincho shiken (ND1043.5 M56 1746)

Hokusai, *Hokusai Manga*, vol. 1 NE1325.K3 K387 1815

Thomas Bewick, *A history of British birds* (London, 1821). QL690.G7 B5

Columbus & the egg: the original copper plate (London: Hogarth, 1753).

NE642.H6 A65 1753

William Hogarth, *The rake's progress* (London, 1735) PR3326.B295 H3 1732

A. M. (Aristide Michel) Perrot, *Die Kunst des Kolorirens* (Stuttgart : K. Erhard; 1836).

ND1510.P415 1836

T. H. Fielding, *The art of engraving* (London, 1844). NE830.F4 1844

John F. Earhart, *The color printer: a treatise on the use of colors in typographic printing* (Cincinnati, Ohio : Earhart & Richardson; 189) Z258 .E13

Jacob Bigelow, *American medical botany* (Boston: 1817-1820), 2 vols. QK99.U6 B55 1817

Aves Hawaiienses: The birds of the Sandwich Islands (London: Porter, 1890-99) Oversize

QL694.H3 W5

Helen Damrosch Tee-Van papers, 1900-1969. Ax715

Week 5:

January 31

Intellectual Property: Books and Ideas

We will discuss the first intellectual property lawsuit (1506) and what artist's books can tell us about the relationship between ideas and materiality in books

Read: Borsuk, *The Book*, 97-134 and 146-149

Graduate Students: Read, Adrian Johns, *Piracy: The Intellectual Property Wars from Gutenberg to Gates* (2010).

February 2

Cartography

At home: Read J. B. Harley, "Deconstructing the Map," *Cartographica* 26:1 (1989), 1-20.

Available here: <http://hdl.handle.net/2027/spo.4761530.0003.008>

Grad Students: Read Edward Tufte, *Envisioning Information* (1990)

Objects:

Isidore, *Etimologiarium* (1472). Vault AE2. i81 1472

Hyginus, *Clarrissimi viri Iginij poeticon astronomicon opus utilissimum foeliciter incipit* (Venice: Erhardus Ratdolt, 1482). QB 22 H9

Nuremberg Chronicles

Abraham Ortelius, *Theatrum Orbis Terrarum* (Antwerp: Christopher Plantin, [1579?]).

Sanson, Guillaume, Hooghe, Romeyn De, Mortier, Pierre, Sanson, Nicolas, L'Isle, Guillaume De, Jaillot, Alexis Hubert, and Blaeu, Joan. *Atlas Nouveau à L'usage De Monseigneur Le Duc De Bourgogne : Contenant Les Cartes Geographiques De Toutes Les Parties Du Monde. Où L'on Voit Le Plan De L'un & De L'autre Continent ; Des Mers & Golfes Qui Les Environnent, Des Isles & Presqu'isles Qui Se Trouvent Sur Leurs Côtes, & La Situation Des Empires, Royaumes & Estats Qui Sont Dans L'un & L'autre Hemisphere, &c.* Amsterdam: Chez Pierre Mortier, 1700. Print., 2 volumes

Awnsham Churchill, *A collection of voyages and travels* (Londo: Awnsham Churchill, 1704). G160.C64 1704

Johann Harris, *A compleat collection of voyages and travels* (London, 1705), Oversize G160. H27 1705

Bellin, Jacques Nicolas. *Le Petit Atlas Maritime: Recueil De Cartes Et Plans Des Quatre Parties Du Monde, En Cinq Volumes.* Paris, France]: [s.n.], 1764. Print., 5 volumes,

Jean-François de Galaup La Pérouse, *Voyages. . . autour du monde* (London: Hamilton, 1799), 2 vols. G420 .L2 1799

William Bartram, *Travels through North and South Carolina, 1793*

Alexander von Humboldt, *Researches*, Helen Maria Williams, trans. (1814)

Charles Darwin, *Geological observations on South America* (London: Smith, Elder and Co. 1846).

Week 6

February 7

Periodicals and the Public

At Home: Catherine Squires, "The Black Press and the State: Attracting Unwanted (?) Attention," *Counterpublics and the State*, ed. Robert Asen (2001), 111-136.

Grad Students: Read Jürgen Habermas, *The Structural Transformation of the Public Sphere* (1989)

Objects:

Histoires des Ouvrages des Scavans (1688). RBC AP 252 . B2

The Athenian Gazette (1691). RBC O52 AT42

The Athenian Mercury (1693)/ RB O52 At42

The Athenian oracle (London: A. Bell, 1703-1704).PR3430.D7A64 1703.

The Observator

The Observator and the Rehearsal (1704-1709) DA 490.R4

British journal (London, 1722). Rare Books DA675.L66.

The Philosophical Transactions and Collections to the end of the Year 1700; Abridg'd, and Dispos'd under General Heads. In three Volumes. By John Lowthorp. The Fourth Edition (London: Knapton, 1731). RBC Q111.P45 1731

Opuscula Omnia Actis Eruditorum Lipsiensibus Inserta, Quae ad Universam Matheism; Physicam, Medicinam, Anatomiam, Chirurgiam et Philologiam Pertinent. Volume 1. 1682-1687 (Venice: Pasquali: 1740).

Boston chronicle (Boston, Mass.: 1767) Haycox 0239 Vol. 1.

Colonial Newspapers. Rare Books XX, E187.N38C74, Box 1. 1760-80.

Helen Maria Williams, *Letters written in France, in the summer 1790, to a friend in England; containing, various anecdotes relative to the French Revolution* (London, 1790).

Anti-Jacobin Review, 1798-1821. AP4 A66

Encyclopédie, Suite du Recueil de Planches, Sur Les Sciences et les Arts Mechaniques. V. 3. Geneve: Chez Pellet, Imprimeur. MDCC LXXIX. RBC AE25.E54 Plates V.3

Ladies' Cabinet. RBC AP 4. L15

Annals of Agriculture. RB 630.5 An 7

Vanity Fair. RB 051 V319

English Liberties, RB 342.42,

Destutt Tracy, *A Treatise on Political Economy. . . Elements of Ideology* (Edited by Thomas Jefferson) [Georgetown, 1817). RB 320 D 477

Charles Ganilh, *An Inquiry into the Various Systems of Political Economy* (New York, 1812) [manuscript annotations) RB 330. G15

John Collins, *The Monthly offering* (Boston: Anti-Slavery Office, 1841). E449.M78 1841

Georg Cruikshank's Omnibus (London: Tilte and Bogue, 1842). NC1479.C86 1842.

The Council Fire (Beginning with April 1878 issue, published in Washington, D.C.), vol. 1-4.

The Oregonian and Indian's Advocate RB F871 .O75

February 9

At home: Read Heather Dean, "'The persuasion of books': The Significance of Libraries in Colonial British Columbia," *Libraries & the Cultural Record* 46:1 (2011), 50-72. available here: <https://www.jstor.org/stable/23053620>

Grad Students: Read Susan Pearce, ed. *Interpreting Objects and Collections* <https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/3uoa1r/CP71202798100001451>

Class Visitor: Heather Dean, Associate Director, Special Collections. Special Collections & University Archives. University of Victoria Libraries, via Zoom

In class today, you will adopt a rare book previously belonging to the library of William D. Fenton. Over the course of the term, you will research this object and relate it to the books your classmates have adopted. At the end of the term, we will offer a public program of our research and how the formation of collections relates to wider social, cultural, and intellectual history, including the history of social injustice.

Feb. 10. Assignment: One paragraph idea of presentation topic due to Professor Keller Thursday by 9 pm.

Week 7:

February 14

Assignment: Use the database of the *Cherokee Phoenix (1828-1829)* to find something interesting and bring it back. Be prepared to share what you found in class, with a write-up due in canvas that Thursday by 9 pm.

Class Visitor: Kirby Brown, Associate Professor of Native American Literature, Dept. of English, UO

Read at home: Philip Round, *Removable Type: Histories of the Book in Indian Country, 1663-1880* (Asheville: University of North Carolina Press, 2010), pages 1-4 and 123-149.

Grad Students: Read all of Round, *Removable Type*

Objects:

United States War Department, *Preservation and civilization of the Indians* (1826). E93.U988

Essays on the present crisis in the condition of the American Indians (1829): E98.E91

Worcester, S. A., Boudinot, Elias, and Mission Press, Publisher. *Galvquodi Gowelihi Digotsaledv* (Park Hill): Mission, 1850). BS345.C4 1850

Catherine Alice Michaelis, *Goweli=Book: A Cherokee primer* (Vashon Island: May Day Press, 1993)

Rennard Strickland, *Grandfather was a good witch: Growing up Cherokee* (Eugene, Or.: Lone Goose Press, 2006). E99.C5 S8665 2006

February 16:

Group research time in Special Collections for Fenton project and one-on-one consultations with Prof. Keller

Feb. 17: Three-page drafts of five-minute presentations due to Prof. Keller by 9 pm

Week 8

Feb. 21:

Read: Robert Warrior, "The Work of Indian Pupils: Narratives of Learning in Native American Literature," *People and the Word: Reading Native Nonfiction* (University of Minnesota Press, 2005), 95-142

Grad Students: Read Lisa Brooks, *The Common Pot: The Recovery of Native Space in the Northeast* (University of Minnesota Press, 2008).

Objects:

Chemawa Handbook, Chemawa Indian School, Salem, OR, E97.6.C3A3

Weekly Chemawa American, 371.975

Chemawa: Senior Class Annual 371.975 C43

Indian Citizen, 371.975 In2

Chemawa: The place and the People (Chemawa Indian School, 1958)

Oscar Hiram Lipps Papers, Ax 151, Special Collections and University Archives, University of Oregon Libraries, Eugene, OR.

Feb. 23:

At Home: Read Elizabeth McHenry, "Chapter Two: Thinking Bibliographically," in *To Make Negro Literature: Writing, Literary Practice, and African American Authorship* (Duke University Press, 2021), 78-128.

Class Visitor: Elizabeth McHenry, Prof. of English, NYU, via Zoom

Extra credit: ask Prof. McHenry a question. To receive credit, write up the question and the answer you received and post to Canvas.

Objects

Thomas Frognall Dibdin, *The Bibliographical Decameron* (London: Shakespeare Press, 1817).

Daniel Wallace Culp, *Twentieth Century Negro Literature* (Toronto: Nichols & Co, 1902). Knight Library, 325.26 C899

W. E. B. Du Bois, *A select bibliography of the Negro American* (Atlanta: Atlanta University Press, 1905), Knight Library General Collection, Z1361.N39 D85

W. E. B. Du Bois, *The Negro American Artisan* (Atlanta: Atlanta University Press, 1912). Knight Library General Collection E185.8 D79.

Henry Raup Wagner, *The Plains and the Rockies: A Biobibliography of Original Narratives of Travel and Adventure, 1800-1865* (San Francisco: John Howel, 1921). Z1251.W5 W2

Dorothy Elizabeth Dixon, *Bibliography of the Geology of Oregon* (Eugene: University Press, 1926), Oregon Collection Z6034.U5 O821

Kimball Young and Raymond D. Lawrence, *Bibliography on Censorship and Propaganda* (Eugene: University of Oregon, 1928), Z657 .Y73 [University of Oregon publication. Journalism series v. 1, no. 1.]

Lenwood G. Davis, *Blacks in the Pacific Northwest, 1788-1972: A Bibliography of published works and of unpublished source materials on the life and contributions of black people in the Pacific Northwest* (Monticello, IL: Council of Planning Librarians, 1972), SCUA Oregon Collection Z6034.U5 O821

Steven Chayt, *Collotype: Being a History, Practicum, Bibliography* (Winter Haven, FL: Anachronic Editions, 1983), Oregon Collection Z6034.U5 O821 TR930 .C47 1983

Feminist Theory Collective, *American Women: Our Lives and Labor: An Annotated Bibliography on Women and Work in the United States, 1900-1975* (Eugene, OR: Feminist Theory Collective, 1976). Oregon Collection Z7964.U5 F4

Week 9

Feb. 28

Meet in Dream Lab in Knight Library

-Practice Student Presentations in small groups

-Give and receive constructive criticism

In-Class: One peer presentation critique. Send to peer via email and copy Prof. Keller.

March 2

Meet in Dream Lab in Knight Library

Public Student Presentations

Week 10: The Present and Future of the Book

March 7

At home: Read Borsuk, *The Book*, 188-203 and 244-258.

Class Visitor: Michelle DiMeo, Arnold Thackray Director of the Othmer Library, Science History Institute

March 9

At Home: Read Paul Duguid, "Material Matters: Aspects of the Past and Futurology of the Book," *The Future of the Book*, ed. G. Nunberg (Berkeley, Ca: University of California Press, 1996)

https://people.ischool.berkeley.edu/~duguid/SLOFI/Material_Matters.htm

In-Class: Writing reflection on your own media use

Objects:

Autograph album, 1834049

Rare Books Z42.4.G7 R88 1834

Mourning Hair Album, 1844-1875

Special Collections and University Archives Rare Books TT976 .A48 1844

Scrapbook of Nineteenth-Century Greeting and Advertising Cards

Manuscripts and Archives CA Sc16

Oregana, 1910

LD4368 .07

Fort Huachuca, Arizona photograph album, 1940-1949
PH 203_043

Final Paper Due March 11 at 9 pm on Canvas

Grad Student Reading List

Bleichmar, Daniela. "The Imperial Visual Archive: Images, Evidence, and Knowledge in the Early Modern Hispanic World." *Colonial Latin American Review* 24 (2015), 236-266.

Brooks, Lisa. *The Common Pot: The Recovery of Native Space in the Northeast*. University of Minnesota Press, 2008.

Chartier, Roger. "The Printing Revolution: A Reappraisal." *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein*. ed. Sabrina Alcorn Baron, Eric N. Lindquist and Eleanor f. Shevlin. Amherst: University of Massachusetts Press, 2007. pp. 397-408.

Darnton, Robert. "What is the History of the Book?" *Daedalus*, 111 (1982), 65-83.

Eisenstein, Elisabeth. "3: Some Features of Print Culture." *The Print Revolution*. Cambridge: Cambridge University Press, 1983. pp. 41-90.

Gaskell, Philip. *A New Introduction to Bibliography*. Oxford: Clarendon, 1972.

Habermas, Jürgen. *The Structural Transformation of the Public Sphere*. Trans. Thomas Burger. Cambridge: MIT, 1989.

Du Hamel, Christopher. *The Book, a History of the Bible*. Phaidon, 2005.

Johns, Adrian. *Piracy: The Intellectual Property Wars from Gutenberg to Gates*. Chicago: University of Chicago Press, 2010.

Mckenzie, D. F. *Bibliography and the Sociology of Texts*. London: British Library, 1986.

Pearce, Susan, ed. *Interpreting Objects and Collections*

Round, Philip. *Removable Type: Histories of the Book in Indian Country, 1663-1880*. Asheville: University of North Carolina Press, 2010.

Tufte, Edward *Envisioning Information*. Cheshire: Graphics Press, 1990.

Young, Karl. "Notation and the Art of Reading." *A Book of the Book: Some Works & Projections about the Book & Writing*, ed. Jerome Rothenberg and Steven Clay. New York: Granary, 2000. pp. 25-49.