

## **ENG 700: Bibliography and Methods**

This course takes up selected topics in bibliography, the history of the book, textual criticism, editorial principle and theory, with a particular interest in how these disciplines can inform literary interpretation and criticism. The main purposes of the course are to foster an intelligent sensitivity to the physical dimensions of books and reading and to introduce basic resources and methods for research. In addition to weekly readings, there are a number of assignments intended to ensure that seminar members give themselves a firm footing in their own fields of interest as well as a practical acquaintance with research methods. Each participant will produce a conference-worthy presentation based on the production of either an article-length piece of writing or an edition of one or more texts. Those with a view to writing an MA or PhD thesis may wish to concentrate upon a subject or concern related to the longer research project they perhaps now only dimly envision. Each participant will also be responsible for leading the seminar discussion on one or more of the readings for each meeting.

**Learning objectives:** Students in this course will be able to describe the historical phases of the manufacture, distribution, consumption, and manipulation of the physical book from classical antiquity to the present day. Students will learn how to apply what they have learned about book production processes so as to generate (1) principles and practices for editing literature; (2) a scholarly edition. They will learn how to access physical and online library resources; how to combine those resources in order to produce the fullest possible bibliography of previous research on specific authors and/or topics; and how to produce spoken and written criticism that makes significant use of research yielded by library work. Students will produce examples of two of the major genres of literary scholarship: (1) the edited collection of essays; (2) the scholarly or critical edition of one or more works of literature.

### **Required Texts**

- Simon Eliot and Jonathan Rose, eds., *A Companion to the History of the Book* (2007, 2009)  
James L. Harner, ed., *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*, 5th ed. (2008)  
Jerome McGann, *A Critique of Modern Textual Criticism* (1984)

### **Recommended Texts**

- Richard Altick, *The English Common Reader* (1957)  
Fernando Báez, *A Universal History of the Destruction of Books, From Ancient Sumer to Modern Iraq*, trans. Alfred MacAdam (2008)  
Roger Chartier, *Forms and Meanings* (1995)  
Roger Chartier, *The Order of Books*, trans. Cochrane (1994)  
T. S. Eliot, *Inventions of the March Hare*, ed. Ricks (1996)  
D. C. Greetham, *Textual Scholarship: An Introduction* (1994)  
Alberto Manguel, *The Library at Night* (2008)  
Alberto Manguel, *A Reader on Reading* (2010)

David Nicholls, ed., *Introduction to Scholarship in Modern Languages and Literatures*. 3<sup>rd</sup> ed. (2007)  
William St Clair, *The Reading Nation in the Romantic Period* (2004)\*

\* But see: Thomas F. Bonnell, "When Book History Neglects Bibliography: Trouble with the 'Old Canon' in *The Reading Nation*", *Studies in Bibliography*, 57 (2005-6): 243-61.

### **Assignments and Evaluation:**

Seminar discussion:	20%
Shorter research methods assignments:	20%
Midterm bibliography assignment:	20%
Seminar paper or edition:	40%

## **Calendar and Reading Schedule**

**August 29 Introduction to the course**

**September 5 Labor Day holiday: no class meeting**

### **September 12 Bibliography and the History of the Book**

*Readings:* Thomas R. Adams and Nicolas Barker, "A New Model for the Study of the Book", in *A Potencie of Life: Books in Society – The Clark Lectures 1986-1987* (London: The British Library; New Castle, DE: Oak Knoll Press, 1993, 2001), pp. 5-43. (WebCampus)  
Simon Eliot and Jonathan Rose, Introduction (Eliot and Rose)  
T. H. Howard-Hill, "Why Bibliography Matters" (Eliot and Rose)  
David Greetham, "What is Textual Scholarship?" (Eliot and Rose)  
Alexis Weedon, "The Uses of Quantification" (Eliot and Rose)  
Stephen Colclough, "Readers: Books and Biography" (Eliot and Rose)  
Michelle P. Brown, "The Triumph of the Codex: The Manuscript Book before 1100" (Eliot and Rose)  
M. T. Clanchy, "Parchment and Paper: Manuscript Culture 1100-1500" (Eliot and Rose)  
Lotte Hellinga, "The Gutenberg Revolutions" (Eliot and Rose)  
David J. Shaw, "The Book Trade Comes of Age: The Sixteenth Century" (Eliot & Rose)

### **September 19 Bibliography and the History of the Book**

*Readings:* John Feather, "The British Book Market 1600-1800" (Eliot and Rose)  
Russell L. Martin III, "North America and Transatlantic Book Culture to 1800" (Eliot and Rose)  
Rob Banham, "The Industrialization of the Book 1800-1970" (Eliot and

- Rose)
- Simon Eliot, "From Few and Expensive to Many and Cheap: The British Book Market 1800-1890" (Eliot and Rose)
- Robert A. Gross, "Building a National Literature: The United States 1800-1890" (Eliot and Rose)
- David Finkelstein, "The Globalization of the Book 1800-1970" (Eliot and Rose)
- Jonathan Rose, "Modernity and Print I: Britain 1890-1970" (Eliot and Rose)
- Beth Luey, "Modernity and Print III: The United States 1890-1970" (Eliot and Rose)

**September 26 Introduction to Reference Resources and Special Collections**

With Priscilla Finley, Humanities Librarian – class meeting at Lied Library, Pioche Room: bring Harner and RebelCards

**October 3 On Reading**

*Readings:* Alberto Manguel, *A History of Reading* (1996):

*(on reserve)*

- "The Last Page"
- "The Missing First Page"
- "Picture Reading"
- "The Shape of the Book"
- "Private Reading"
- "Metaphors of Reading"
- "Reading within Walls"
- "Forbidden Reading"

Nicolas Barker, "Libraries and the Mind of Man", in *A Potencie of Life: Books in Society – The Clark Lectures 1986-1987* (London: The British Library; New Castle, DE: Oak Knoll Press, 1993, 2001), pp. 179-94.

**October 10 Problems in Textual Studies: Multiple Texts, Multiple Authors**

*Readings:* Fredson Bowers, "Textual Criticism and the Literary Critic", in *Essays in Bibliography, Text, and Editing* (Charlottesville: University Press of Virginia, 1975), pp. 296-325.

*(on reserve)*

G. Thomas Tanselle, "The Editorial Problem of Final Authorial Intention", *Studies in Bibliography*, 29 (1976): 167-211.

Hans Zeller, "A New Approach to the Critical Constitution of Literary Texts", *Studies in Bibliography*, 28 (1975): 231-64.

Jerome J. McGann, *A Critique of Modern Textual Criticism* (Chicago: University of Chicago Press, 1984).

D. F. McKenzie, *Bibliography and the Sociology of Texts* (London: The British Library, 1986).

**October 17 Midterm Bibliography Assignment**

Prepare a prospectus, a table of contents, and a list of contributors for a hypothetical volume of essays in one of your fields of interest. In this class meeting each participant will give a short presentation on his or her volume and solicit brief discussion.

- October 24 Problems in Textual Studies: Multiple Texts, Multiple Authors**  
**Readings:** Jerome McGann, *The Textual Condition* (1991): Introduction, Chapters 1-3.  
 (on reserve) G. Thomas Tanselle, "Historicism and Critical Editing", *Studies in Bibliography*, 39 (1986): 1-46.  
 G. Thomas Tanselle, "Textual Instability and Editorial Idealism", *Studies in Bibliography*, 49 (1996): 1-60.  
 Paul Werstine, "Shakespeare", in *Scholarly Editing: A Guide to Research*, ed. D. C. Greetham (New York: The Modern Language Association of America, 1995), pp. 253-82.  
 Randall McLeod, "Un Editing Shak-speare", *Sub-Stance*, 33-34 (1982): 26-55.  
 Peter Stallybrass, "Editing as Cultural Formation: The Sexing of Shakespeare's Sonnets", in *The Uses of Literary History*, ed. Marshall Brown (Durham, NC, and London: Duke University Press, 1995), pp. 129-41.
- October 31 Problems in Textual Studies: Decisions and Revisions in *The Waste Land***  
**Readings:** Jim McCue, "Editing Eliot", *Essays in Criticism*, 56.1 (2006): 1-27.  
 Jim McCue, "Dilemmas and Decisions in Editing Eliot", *Literary Imagination*, 14.1 (2012): 2-24.
- On reserve:** Valerie Eliot, ed., *The Waste Land: A Facsimile and Transcript of the Original Drafts, with the Annotations of Ezra Pound* (1974)  
 Lawrence S. Rainey, ed., *The (Annotated) Waste Land* (2005) – electronic copy available online through Lied Library  
 ———, *Revisiting The Waste Land* (2005) – electronic copy available online through Lied Library
- November 7 Annotation and Marginalia**  
**Readings:** Stephen Barney, ed., *Annotation and Its Texts* (New York: Oxford University Press, 1991), selected essays:  
 • Stephen G. Nichols, "On the Sociology of Medieval Manuscript Annotation", pp. 43-73.  
 • Anthony Grafton, "*Discitur ut agatur*: How Gabriel Harvey Read His Livy", pp. 108-29.  
 • Peter W. Cosgrove, "Undermining the Text: Edward Gibbon, Alexander Pope, and the Anti-Authenticating Footnote", pp. 130-51.  
 • Thomas McFarland, "Who Was Benjamin Whichcote? or, The Myth of Annotation", pp. 152-77.  
 Michael Cordner, "Annotation and Performances in Shakespeare", *Essays in Criticism*, 46.4 (1996): 289-301.
- On reserve:** Anthony Grafton, *The Footnote: A Curious History* (Cambridge, Mass.: Harvard University Press, 1997).  
 Alexander Pope, *The Dunciad*, 1743 text, ed. James Sutherland (New

Haven: Yale University Press, 1953)

**November 14 Manuscript Studies: Emily Dickinson**

*Readings:* Editions of Dickinson's poems (see below)

- On reserve:* Ralph W. Franklin, *The Editing of Emily Dickinson: A Reconsideration* (Madison: University of Wisconsin Press, 1967).  
———, ed., *The Manuscript Books of Emily Dickinson*, 2 vols. (Cambridge, Mass.: Belknap Press of Harvard University Press, 1981).  
———, ed., *The Poems of Emily Dickinson*, 3 vols. (Cambridge, Mass.: Belknap Press of Harvard University Press, 1998).  
Sharon Cameron, *Choosing Not Choosing: Dickinson's Fascicles* (Chicago: University of Chicago Press, 1992).  
Marta Werner and Jen Bevin, eds., *The Gorgeous Nothings* (New York: New Directions, 2013).  
Cristanne Miller, ed., *Emily Dickinson's Poems: As She Preserved Them* (Cambridge, Mass.: Harvard University Press, 2016).

**November 21 Manuscript Studies: Emily Dickinson (cont.)**

*Readings:*

1. Ralph Franklin, "The Emily Dickinson Fascicles", *Studies in Bibliography* 36 (1983): 1-20.
2. Sharon Cameron, *Choosing Not Choosing: Dickinson's Fascicles* (Chicago: University of Chicago Press, 1992).
3. Jerome J. McGann, "Emily Dickinson's Visible Language", *The Emily Dickinson Journal*, 2.2 (1993): 40-57. With:
  - Jerome J. McGann, *Black Riders: The Visible Language of Modernism* (Princeton: Princeton University Press, 1993), pp. 26-41.
4. Martha Nell Smith, "The Importance of a Hypermedia Archive of Dickinson's Creative Work", *The Emily Dickinson Journal*, 4.1 (1995): 75-86.
5. Martha Nell Smith, "A Hypermedia Archive of Dickinson's Creative Work, Part II: Musings on The Screen and The Book", *The Emily Dickinson Journal*, 5.2 (1996): 18-25.
6. Mary Carney, "Dickinson's Poetic Revelations: Variants as Process", *The Emily Dickinson Journal*, 5.2 (1996): 134-38.
7. Marget Sands, "Re-Reading the Poems: Editing Opportunities in Variant Versions", *The Emily Dickinson Journal*, 5.2 (1996): 139-48.
8. Dorothy Huff Oberhaus, "Emily Dickinson's Fascicles: Method & Meaning", *The Emily Dickinson Journal*, 5.2 (1996): 149-54.
9. Lionel Kelly, "Emily Dickinson: Imagining a Text", *The Emily Dickinson Journal*, 5.2 (1996): 155-61.
10. Cristanne Miller, "Whose Dickinson?", *American Literary History*, 12.1&2 (Spring/Summer 2000): 230-53.
11. Gabrielle Dean, "Emily Dickinson's 'Poetry of the Portfolio'", *TEXT*, 14 (2002): 241-76.
12. Marta L. Werner, "Writing's Other Scene: Crossing and Crossing-Out in Emily Dickinson's Manuscripts", *TEXT*, 17 (2005): 197-221.

**November 28** Presentation and discussion of Research Projects

**December 5** Presentation and discussion of Research Projects

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

**Copyright** – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you

to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at:

<http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor **in** front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:

<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching** –The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895- 3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

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**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>.

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**Tutoring** -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

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