### UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Will B. Mackintosh</td>
<td>Date Prepared: 5/27/13</td>
<td></td>
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<tr>
<td>Course Title:</td>
<td>History of the Book</td>
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<tr>
<td>Department/discipline and course number*:</td>
<td>HIST 440</td>
<td></td>
<td></td>
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</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>History 298 and junior or senior status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable &quot;special topics&quot; course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

Date of first offering of this new course: FALL SEMESTER, year 2014

<table>
<thead>
<tr>
<th>Proposed frequency of offering of the course:</th>
<th>Every 4 semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the faculty who will likely teach the course:</td>
<td>Will B. Mackintosh</td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
</tr>
</tbody>
</table>

This new course will be (check all that apply):

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>General Education**</td>
</tr>
</tbody>
</table>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

### Catalog Description:

History and evolution of books in western culture, from manuscript to print to electronic media.

### COURSE HISTORY

| Was this course taught previously as a topics or experimental course? | YES | X | NO |

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 471A8: History of the Book</td>
<td>Spring 2013</td>
<td>8</td>
</tr>
<tr>
<td>HIST 471A8: History of the Book</td>
<td>Fall 2011</td>
<td>14</td>
</tr>
</tbody>
</table>

| CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course. |

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

### REQUIRED ATTACHMENTS:

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval: [Signature]

CCC Chair Approval: [Signature]

UCC Chair Approval: [Signature]

Date: 8/21/13
Rationale Statement

This course represents a unique opportunity for senior history students to engage deeply with one of the newest and hottest fields in the wider world of historical and literary studies. Students have come to this course expecting to talk about their favorite summer reads, or about the Bible, but the history of the book is a subdiscipline that analyzes books as material objects that are always produced in historically specific ways. This rigorous focus on the production of books is a way to explore the production of knowledge more generally, which means that the History of the Book seminar is an innovative method for approaching some of biggest questions in intellectual history in a way that is accessible to advanced undergraduates. The course combines an intense reading schedule with a semester-long research project on the history of an object in the Special Collections at Simpson Library. As a part of this extended research project, the students must present their findings both in a scholarly context, as a traditional research paper and a presentation to their classmates, and in a popular context, suitable for online publication for a non-specialist audience. This project is designed both to engage students in a sustained research experience and to give them experience in modulating the tone and content of their writing for different audiences, both important postgraduate job skills. This dual focus on advanced concepts in intellectual history and practical skill-building writing makes this course an ideal seminar to round out the department’s offerings at the senior level.

Impact Statement

The History of the Book requires support from the Special Collections at Simpson Library and the Division of Teaching and Learning Technologies in order for the research project assignment to work as designed. Attached are letters of support from both entities expressing their ability to support the course as designed.
Date: May 24, 2013

Re: Statement of Support for the Addition of HIST(471) History of the Book as a Permanent UMW Course Offering

For the Fall, 2011 and Spring, 2013 semesters, I was the librarian instructor for Professor Will Mackintosh’s History of the Book (HIST 471) class. Part of the class requirements is that each student selects a rare book from Simpson Library’s collections to study and research. The students initially attend a Special Collections orientation and research instruction session provided by the Special Collections Librarian and then continue to research their chosen texts over the remainder of the semester.

Simpson Library fortunately has a premier rare books collection which includes over 1500 volumes of works from scholarly fields. There are first editions from literary figures such as James Joyce, Edgar Allan Poe, Willa Cather, Ellen Glasgow, John Dos Passos, and William B. Yeats, as well as atlases, encyclopedias, and treaties on travel, religion, art and history. The collection includes incunabula; books published in the 16th - 19th centuries on such subjects as architecture, history, English and American literature, science, and philosophy; first and limited editions; and fine and private press editions. This rare books collection provides the resources for the students in the History of the Book class to study the history and evolution of print materials.

The class allows students to engage with early primary resources and rare books as part of their educational experience. The students learn how to safely handle rare materials and realize that these resources are just as accessible to them as other materials in the Library. An added benefit of their ongoing class research is that they frequently engage other students to join them in learning more about the Library’s Special Collections holdings.

The History of the Book class has been an excellent addition to the History Department’s curriculum, and UMW Libraries supports the continued use of its resources and staff for this course as a permanent addition to the academic course offerings.

Best regards,

Carolyn Parsons

Carolyn S. Parsons
Special Collections Librarian
To Whom It May Concern:

I am pleased to offer support on behalf of the Division of Teaching and Learning Technologies for the Rare Book History course offered by Will Mackintosh. I have personally worked with Will using the UMW Blogs system to provide a framework to build out a rich database of published rare books held in UMW’s archive. The UMW Blogs system is a robust framework to deliver this course through and I would be happy to continue working with Will and anyone else in the department of History and American Studies in the future to use the UMW Blogs system to meet their needs in this course and future courses offered.

Thank you,

Tim Owens
Instructional Technology Specialist
Division of Teaching and Learning Technologies
(540) 654-1510
HISTORY 471A8: HISTORY OF THE BOOK
Dr. Will Mackintosh, Spring 2013
Wednesday Evening 6:00-8:45 PM, Monroe 233

Office Hours: MWF 10:50-11:50 AM and W 3:00-5:00 PM, in Monroe 216.

Contact Info: The best way to reach me is via email at wmmackint@umw.edu. You can expect that I will respond to you within 24 hours during the week and within 48 hours over the weekend. Before emailing, you might want to check out this helpful guide to emailing professors: http://www.wikihow.com/Email-a-Professor

Course Description

This course will consider the history and evolution of print. We will consider the changing ways in which words have transmitted, and, more importantly, how evolving modes of communication structure the ways in which knowledge is made. This course will focus primarily on the history of the book as a tool of communication and knowledge creation, from its earliest history in antiquity through the print revolution of early modernity and through the fundamental transformations that the industrial revolution of the nineteenth century wrought on books. Although our investigation will necessarily be transnational, the course will focus on the history of the book in the United States. We will consider the relationships between scribes, publishers, and printers and between authors and readers. We will investigate how production, distribution, and preservation shape a book’s meaning. By the end of the semester, we will come to a shared understanding of how texts, print, and books have shaped modern knowledge and the modern world.

Learning Outcomes

- Comprehension of historical process
- Ability to synthesize research findings
- Understanding of the discipline’s methods and processes
- Ability to write with clarity about the past

Required Texts

The following books are available for purchase at the University of Mary Washington Bookstore:

- Michael Denning, *Mechanic Accents: Dime Novels and Working Class Culture in America*
Course Requirements

Below are listed the components of this course, along with the weight that they carry in determining the final grade.

Reading and Class Participation (20%): Students are required to do all the reading listed on the syllabus. The reading will either be in the required texts or in PDFs uploaded to Canvas. Readings are to be completed by the day on which they are listed below, and students must bring the readings to class with them, either on paper or in electronic form.

Students are expected to contribute actively to the collective learning experience of the course. You will be graded on your willingness and ability to contribute to class discussion. In general, your class participation grade will not be judged on whether what you say is “right” or “wrong,” but on whether your comments reflect active thought about the readings, lectures, and discussions. Your grade will also reflect your attendance and your level of preparedness for class discussion.

Leading Class Discussion (15%): Every student will be required to lead class discussion twice over the course of the semester. Discussion leaders will have three responsibilities. First, they must post a 200-word response on Canvas by 6 PM the night before class. This response should reflect on the reading and its relationship to the larger themes of the class and it should pose questions for discussion both online and in class. Second, they must lead discussion in class, helping everyone achieve a fuller understanding of the readings through questions and explanation. Third, they must post a summary of the class discussion on Canvas by 6 PM on the Friday after class. Students must meet with the professor early in the week of their first session leading class discussion in order to plan their discussion, and they are strongly recommended to meet with the professor before their second time leading discussion. Discussion leaders are encouraged to consult the relevant sections of Eliot and Rose’s A Companion to the History of the Book and the History of the Book in America series (on reserve at Simpson) to develop their background knowledge. Students will be able to sign up as discussion leaders during the first week of class.

Research Project (Bibliographic Description Post: 10%; Scholarly Analysis Paper: 20%; Popular Significance Paper: 15%; Class Presentation: 10%): Students will undertake a semester-long research project on a single volume from the Special Collections in Simpson Library. During the first class meeting of the semester, the class will meet with the Special Collections Librarian for an orientation to the collection and to begin the process of choosing a text. Over the course of the semester, students will do a number of assignments related to this volume, including a bibliographical description post on Canvas, a scholarly analysis of the volume’s significance, and a popular adaptation of that scholarly analysis. Each student will also give a presentation to the class about their research. Specific assignments will be distributed before each due date. All assignments must be turned in on time; late papers will be graded down five points per day for a week, after which they will not be accepted. Papers must be turned in on Canvas. Inability to upload your work to Canvas is not an excuse for lateness; make sure you are able to effectively use the technology before the due date.
Final Examination (10%): The class will meet on the scheduled exam date to contribute the fruits of their research to the Book Histories website. Contributions to this website will be assessed as each student’s final grade.

Extra Credit: You will be eligible to receive an extra 5 points on the class presentation assignment if you attend at least one session of the History and American Studies Symposium on Friday, April 26th and turn in a one-page paper summarizing and critiquing one presentation that you found to be of interest. This extra credit assignment is due before the final.

Policies and Procedures:

Grading Scale: I calculate all grades on a 100-point scale, and convert them into letter grades at the end of the semester using the following scale:

- A: Unusual Excellence (93 or higher = A; 90-92 = A-)
- B: Work Distinctly Above Average (87-89 = B+; 83-86 = B; 80-82 = B-)
- C: Work of Average Quality (77-79 = C+; 73-76 = C; 70-72 = C-)
- D: Work of Below Average Quality (67-69 = D+; 61-66 = D)
- F: Failure, No Credit (0-60 = F)

Grading Policies: Please note the following rules related to grading:

- I will upload grades to Canvas, but please be aware that Canvas’s calculations of your final grade are approximate. Canvas can’t be configured to reflect all of my grading policies, so I use an Excel spreadsheet for maximum precision. What you see on Canvas will be a reasonable estimate of your final grade, but it is not a perfect reflection of my calculations.
- When I hand back assignments, I will not entertain any discussion of the grade for the next 24 hours. I will then entertain discussion of the grade for one week, after which point the grade is considered final.
- Students who fail the Bibliographic Description Post, or students who fail to achieve regular and active class participation, will be reported as unsatisfactory on mid-semester reports.

Classroom Rules: Please follow these rules in my classroom at all times:

- Since this is a discussion seminar, no laptop use is allowed in the classroom.
- No cell phone use is allowed in my classroom, including text messaging. If you must write or reply to a message, please leave the classroom and do not return for the rest of the class session. All instances of cell phone use will materially affect your class participation grade. I am really, really serious about this. Every time I see a phone, your class participation grade will plummet. And don’t try using them in your lap or behind your book, either. I can tell. Trust me.
- There is no sleeping or extraneous talking in my classroom. If you have a conversation that cannot wait, then please leave the classroom to have it, and do not come back. If you are too tired to stay awake in class, then stay home, get some sleep, and accept the absence.

Disabilities: The Office of Disability Services is the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you
give me permission to do otherwise. If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, please see: http://academics.umw.edu/disability.

Academic Honesty: It is your responsibility to understand the definition of plagiarism according to Mary Washington’s Honor Code and to avoid plagiaristic practices in your own work. If you do plagiarize or cheat, you can expect to have your case brought before the Honor Council. Several resources are available online to help you identify and avoid plagiarism and to understand Mary Washington's definitions and procedures, and to help you identify and avoid plagiarism. You can access them through the Department of History and American Studies website: http://cas.umw.edu/historyamericanstudies/history-department-resources/plagiarism. If you have further questions about what constitutes plagiarism, please come to me and I will help you avoid it.

This syllabus is subject to change