



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 329: Special Topic: Comparative History

Writing, Reading and Print: Transformations in Society and Culture

TRIMESTER 2 2012

16 July to 17 November 2012

Trimester dates

Teaching dates:	16 July to 19 October 2012
Mid-trimester break:	27 August to 9 September 2012
Study week:	22–26 October 2012
Examination/Assessment Period:	26 October to 17 November 2012

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

Course Coordinator:	Dr Susann Liebich
Office:	OK 423
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Office hours:	Wednesday 3-4 pm, or by arrangement

Class times and locations

Lecture	Monday, 11.00- 11.50am in MY (Murphy) LT 220
Seminars (from week 2)	during week 1 you will be asked to sign up for one of the following classes:
	Monday, 12.10-2.00pm in OK (Old Kirk) 406
	Wednesday, 4.10-6.00 pm in OK (Old Kirk) 406

Teaching learning summary

HIST 329 is taught in one 50-minute lecture and one two-hour seminar per week. Students are expected to attend the weekly lecture and seminar. Students will be required to sign up to a seminar during the first week of the trimester. The seminars involve discussion of essential readings as provided in the Book of Readings, and all students are expected to do the specific reading before the seminar.

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the HIST 329 Blackboard site.

Course prescription

This course will focus on comparative history, with a particular emphasis on the history of writing, reading and print culture.

Course content

Writing, reading and print culture are part of everyday modern life. This course explores one central proposition: that print, and writing and reading more generally, can be seen as agents of social, political and cultural change. The course spans the period from the advent of print with moveable type in Europe in the fifteenth century to the role of reading and writing in the digital age. Some of the topics under examination include orality vs. literacy, manuscript and print culture, the conditions in which books and print are produced and consumed, censorship, print culture and imperialism, and the expansion of reading publics. The course will draw on examples and archives from Europe, the Americas, Asia, Australia and New Zealand, and each weekly theme will be discussed in a comparative context. Students will be encouraged to follow their own research interests, using archival repositories in Wellington and the increasing number of digital archives relevant to print culture topics available online.

Learning objectives

Students of HIST 329 will become familiar with the approach of comparative history as a way of understanding the past, and will develop knowledge in the fields of cultural and social history, intellectual history, and the history of print culture. Lectures are designed to provide historical context, while the seminar discussions of set readings will encourage students to synthesise, critically analyse and evaluate questions and debates in the field of the history of writing, reading and print culture.

Students who pass this course should be able to:

1. Describe, and critically evaluate the strengths and limitations of comparative history; and successfully apply the approach of comparative history as a method to interrogate issues of the past (*research essay, in-class test*);
2. Develop an understanding of, and critique, the field of the history of writing, reading and print culture as it relates to processes of historical change (*in-class test*);
3. Demonstrate a high level of oral presentation and communication skills, including summarising of a range of arguments and engaging in informed discussions in seminar meetings (*seminar paper and discussion*);
4. Develop further their research skills, including the critical analysis and evaluation of existing scholarly literature and of primary sources (*seminar paper, literature review, research essay*);
5. Demonstrate and develop skills in written presentation of historical ideas and argument, including the ability to synthesise complex information in succinct form and to present a coherent argument in writing, based on primary and secondary sources, and adhering to scholarly conventions (*literature review, research essay*).

Need help with your writing and study methods?

Students are encouraged to visit the website of Victoria's Student Learning Support Service for information on study skills and academic writing workshops in Trimester 2, 2012:

http://www.victoria.ac.nz/st_services/slss/index.aspx

Graduate attributes

As with all History courses, learning objectives of HIST 329 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to HIST 329 throughout the trimester. This includes: attending eleven 50-minute lectures, ten two-hour seminars, and the 50-min test; and all the requisite reading, researching, writing and studying time for seminar discussions and set assessment tasks.

Group work

There is no assessed group work for this course.

Set texts:

HIST 329 Book of Readings, available from vicbooks, Student Union Building.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended reading (in alphabetical order):

Please check the library catalogue for the availability of these books as they each have a different availability status. Also check the Course Reserve for HIST 329:

<http://victoria.lconz.ac.nz/vwebv/enterCourseReserve.do>

Baron, Sabrina Alcorn, Eric N. Lindquist, and Eleanor F. Shevlin, eds. *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein*. Amherst: University of Massachusetts Press, 2007.

Cavallo, Guglielmo, and Roger Chartier, eds. *A History of Reading in the West*. Amherst: University of Massachusetts Press, 1999.

Chartier, Roger. *Cultural History: Between Practices and Representations*. Translated by Lydia G. Cochrane. Ithaca, N.Y.: Cornell University Press, 1988.

Chartier, Roger. *The Order of Books: Readers, Authors and Libraries in Europe Between the Fourteenth and Eighteenth Centuries*. Translated by Lydia G. Cochrane. Cambridge: Polity Press, 1994.

Cohen, Deborah, and Maura O'Connor, eds. *Comparison and History: Europe in Cross-National Perspective*. New York: Routledge, 2004.

Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, 1984.

Eisenstein, Elizabeth L. *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early Modern Europe*. Cambridge: Cambridge University Press, 1979.

Eliot, Simon, and Jonathan Rose, eds. *A Companion to the History of the Book*. Malden, MA: Blackwell Pub., 2007.

- Febvre, Lucien, and Henri-Jean Martin. *The Coming of the Book: the Impact of Printing 1450-1800*. Translated by David Gerard. London: N.L.B., 1976.
- Finkelstein, David, and Alistair McCleery. *An Introduction to Book History*. New York: Routledge, 2005.
- Finkelstein, David, and Alistair McCleery, eds. *The Book History Reader*. London, New York: Routledge, 2002.
- Hall, David D. *Cultures of Print: Essays in the History of the Book*. Amherst: University of Massachusetts Press, 1996.
- Howsam, Leslie. *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*. Toronto: University of Toronto Press, 2006.
- Johns, Adrian. *The Nature of the Book: Print and Knowledge in the Making*. Chicago: University of Chicago Press, 1998.
- Lyons, Martyn. *A History of Reading and Writing in the Western World*. Houndmills, Basingstoke: Palgrave Macmillan, 2010.
- Pearson, David. *Books as History: the Importance of Books beyond their Texts*. London: British Library; New Castle, DE: Oak Knoll Press, 2008.
- Towheed, Shafquat, Rosalind Crone, and Katie Halsey, eds. *The History of Reading: A Reader*. London: Routledge, 2011.

Assessment requirements

This is an internally-assessed course. The assessment procedure aims to establish that the students have gained a good overall understanding of the approach of comparative history, and of the field of the history of writing, reading and print culture, and that they have developed in-depth knowledge of one particular aspect within the broader field. All assignments are designed to help students develop skills in critical analysis and evaluation of primary and secondary sources, and to develop further their oral and written communication skills.

1) Seminar-paper and discussion – worth 10% – date to be arranged in first week.

Students are expected to choose one text of the seminar readings; prepare a written, critical summary and evaluation of the text (c. 300-500 words); and take responsibility of leading the class discussion of the specific reading. The written critical reflection of the set reading has to be submitted in hard copy at the end of the respective seminar.

Learning objective: This assignment is designed to develop critical and analytical thinking, and skills in summarising complex information and arguments. In addition, students will further develop their oral communication and presentation skills.

The marker will be looking for:

- A clear and concise summary of the text and its argument – What is the text about? What are its main question(s) and argument?
- A brief critical evaluation of the text – How did the writer attempt to explore the question(s)? Is the argument convincing? What critiques of the argument might be offered?
- Informed and constructive discussion of the reading in class – You should prepare at least two to three questions to stimulate discussion in the seminar and lead class discussion.

2) Literature Review, 1,500 words (+/- 5%) – worth 25% – due 17 August 2012.

The literature review requires students to select and review a number of relevant secondary sources on a specific topic area of their own choosing. It is highly recommended that students choose a topic that is related to the topic of their research essay. The literature review has to be submitted in hard copy to the History Office (Old Kirk, 4th floor) by 5pm on the due date.

Learning objective: The assignment is designed to develop critical understanding of key concepts and arguments within one major topic area in the field of the history of print culture. Further, this assignment allows students to develop their research skills in identifying and critically evaluating relevant secondary sources.

The marker will consider the extent to which you have:

- selected relevant sources to the topic you chose;
- effectively summarised and critically assessed the secondary sources;
- organised your literature review logically; and evaluated conflicting or different arguments in relation to each other;
- presented your literature review in clear and concise language;
- employed the referencing and footnoting standards of the discipline.

3) **Research Essay**, 3,500 words (+/- 5%) – worth **45%** – due **28 September 2012**.

Students can choose an essay question from a list of suggested topics or develop their own essay question in consultation with the course coordinator. A list of suggested essay questions will be circulated at the beginning of term. Students are strongly encouraged to align the topic they chose for the literature review (assignment 2) with their research essay topic. The research essay has to be submitted in hard copy to the History Programme Office (Old Kirk, 4th floor) by 5pm on the due date.

Learning objective: The assignment gives students the opportunity to carry out independent historical research using primary sources in conjunction with secondary literature. Students will further develop their skills in research, critical thinking and analysis, and expression of ideas and an argument.

The essay will be judged according to the student's ability to:

- identify, access and utilise appropriately relevant primary sources;
- engage critically with a range of relevant secondary sources, and place the topic within its historiographical context;
- develop and maintain a coherent argument throughout the essay;
- present an argument in a coherent structure, including consistent and rational paragraphing;
- present an argument in clear and fluent, and accurate, language;
- employ the discipline-specific scholarly apparatus including referencing in footnotes, and bibliography.

4) **In-class test** (50 min) – worth **20%** – to be held in last lecture session, **15 October 2012**.

The test assesses students' overall understanding of the course and to what extent the learning objectives have been achieved. Accordingly, students are most likely to succeed in this task if they have attended class consistently, and prepared for and participated in the seminar discussions. The test will be in essay form, and you will be required to answer broad thematic questions, drawing on your knowledge developed in lectures and seminar discussions. The lecture in week 11 will provide an opportunity for revision, and further guidance on how to prepare for the test and what to expect will be given in the seminars.

Penalties and late submission of work

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first weekday late and 2% thereafter per each weekday, up to a maximum of 10 weekdays. After 10 days, work can be accepted for mandatory course requirements but will not be marked.

Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide documentation** (e.g. a medical certificate). If granted an extension, students must agree to

a new due date. Contact your lecturer as soon as a problem emerges. Extension forms are available in the History Programme office.

Note that Friday, **2 November** is the **final date** on which any written work can be accepted by the Programme, as this is the date on which we must certify whether students have met the course requirements. The provision of late submission with penalty does not apply beyond this date.

Return of marked course work

Essays will be returned during lectures, seminar papers will be returned during seminars. If students fail to attend these times, they may collect their essay from the History Programme Office in level 4, Old Kirk Building during office hours and must show their Student ID card before collection. Students will be able to pick up the final test from the History Programme Office also.

Mandatory course requirements

To gain a pass in this course each student must:

- complete the assignments specified for this course, on or by the specified dates (subject to the provisions above for late work) and sit the in-class test;
- Attend at least 8 of the 10 seminars.

The seminar attendance requirement sets a minimum standard. Students are strongly encouraged to attend all seminars. Seminar participation is a central part of the course. Seminar readings and discussion form the basis for the end of course test.

Class representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Statement on legibility

Students are expected to print or type submitted work, and write clearly in in-class-tests. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is

presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. For that purpose, the course coordinator reserves the right to ask students for an electronic version of their assignments. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about_victoria/avcacademic.