



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

WAI-TE-ATA PRESS

TEXT TECHNOLOGIES

TXTT401 PRINT CULTURE AOTEAROA / NEW ZEALAND

30 POINTS

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015

Teaching dates: 2 March to 5 June 2015

Easter/Mid-trimester break: 3–19 April 2015

Last assessment item due: 5 June 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Tuesdays 10am-1pm, Wai-te-ata Press, Rankine Brown Level 0, RB007 and RB006
plus: JC Beaglehole Room, Victoria Library; Alexander Turnbull Library, National Library of NZ

Names and contact details

Dr Sydney J Shep, Wai-te-ata Press, RB006,
Rankine Brown Building, University Library
tel: 463-5784, e-mail: sydney.shep@vuw.ac.nz

Communication of additional information

via TXTT401 course in Blackboard and email

Prescription

A critical examination of key issues in contemporary print culture theory and research with special emphasis on the historical development of New Zealand cultural identity through print, the problematic relationship between indigenous oral cultures and a colonising graphic medium, print cultures of the diaspora, and New Zealand's role as a node in the international book trade, both past and present.

Course content

In addition to shaping course content around the research interests of participants, TXTT 401 features hands-on experience with letterpress typesetting and printing at Wai-te-ata Press combined with an introduction to digital history approaches and methods, including data mining, visualisation, and mapping.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. demonstrate knowledge of New Zealand-specific print culture issues, such as:
 - a. the role of print in constructing New Zealand cultural identity;
 - b. the impact of print on the development of New Zealand Māori and Pākehā cultural identity;
 - c. the significance of print for peoples and nations of the diaspora;
 - d. New Zealand's role over time in the international book trade.
2. investigate, evaluate, and apply with confidence contemporary print culture theory to a New Zealand context;
3. investigate, evaluate, and apply with confidence a range of methods suited to print culture research including bibliographical forensics and digital history;
4. build advanced research and communication skills through active engagement with and critical reflection on the research design process.

Teaching format

TXTT401 provides an opportunity to put into practice a research-led approach to teaching and learning. RLT combines disciplinary research, inquiry-led or problem-based learning, and an engagement with the scholarship of teaching and learning. RLT puts the student at the centre of the learning experience and encourages the formation and exploitation of collaborative networks to explore new knowledge domains. It not only emphasises the development of research skills, but also embeds critical reflection on the process of acquiring those skills, individually and as a group. RLT places the “teacher” on an equal footing as the “learner” as we explore, develop, and apply new conceptual tools to engage with the ‘interdisciplinarity run riot’ of book history / print culture. Because of our small numbers and the range of disciplinary strengths we bring to the table, we can shape TXTT401 to satisfy our intellectual needs and curiosity. The course will be run as a combination of face-to-face seminar-style meetings and web-based interactions with topics and assignments negotiated from the start with the group. Depending on levels of interest and appropriateness, there will also be opportunities to engage with real-life print culture research projects currently in process.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. complete all assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
2. attend all the scheduled seminars, unless excused by the course coordinator.

Workload

Honours courses typically involve less classroom time and a higher level of independent study than undergraduate courses. In accordance with University Guidelines, TXTT401 has been constructed on the assumption that students will devote 20 hours per week or 300 hours over the trimester, including seminars. Some of the seminars are designed as integrated working, feedback, and consultation sessions. Outside these face-to-face times, you will be expected to prepare in advance for sessions by reading and reviewing required and recommended material, participating in online discussions, and working on the required assessments.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Object Biography (2,000 word literature review and oral presentation 31.03.15)	30%	1, 3	2.4.15
2	Issues and Theories (group role-playing discussion 12.05.15 & individually assessed 2,000 word online reflective journal)	30%	1,2,4	15.5.15
3	Research Proposal (2,500 words)	40%	3,4	5.6.15

Assessment Details

Each of these assessments builds a knowledge base in NZ print culture studies by means of staged learning in the process of research design. Students actively engage with and critically reflect on artefacts, theorists and critics, and research literatures. The various written tasks, all externally assessable, enable students to apply and retain this knowledge. The design of the assessments is intended to build a solid foundation and sound framework of research skills and intellectual engagement to prepare students for further postgraduate study.

A1: Object Biography: Literature review (2,000 words, worth 30%) supported by 10-minute presentation (31.03.15) [0% mandatory course requirement] due 02.04.15

Choose one print artefact from those available at the JC Beaglehole Room and:

1. describe the artefact using the conventions of descriptive bibliography, including notes on copy-specific features;
2. research and select 16-20 items of relevant print and web-based literature which place the artefact in the context of contemporary print culture issues, including theory and case-study research;
3. create a literature map demonstrating main themes in the selected literature and their relationship to each other;
4. write a 200 word annotation for the ten most important items, including précis, critical commentary, and relevance to other works cited (total maximum 2,000 words);
5. post the literature review on the class interactive webpage;
6. talk about your artefact at a '3 Books, 3 Scholars' session, JCBR, 28 April 2015.

Notes: By focusing on a single item, describing it, and placing it in its cultural context, students have an opportunity to engage with the sociology of a single text. Structuring their learning by means of a literature review enables them to identify and address the range of issues at the heart of book history scholarship. The interactive/hypermedia approach enables the written equivalent of

a literature map or network analysis, a common research methods strategy, and encourages students already versatile in new media to think of alternative strategies in processing and publishing their own research. The public presentation enables the development of communication skills suited to introducing and discussing research-in-progress.

A2: Issues and Theories: Reflective journal (2,000 words, worth 30%) supported by group roleplaying discussion (12.05.15) [0% mandatory course requirement] due 15.05.15

In your on-line discussion group, decide on one New Zealand-specific print culture issue:

1. as a group, discuss a range of possible viewpoints from which to address your selected issue;
2. choose one distinct viewpoint each;
3. identify one historic or contemporary print culture critic who would be representative of that viewpoint;
4. individually and in your reflective journal, write a role profile of your selected critic and an overview of your arguments;
5. participate in an on-line discussion forum about your group's issue, adopting the role and presenting the arguments you have prepared;
6. return to your reflective journal and document any modifications to your original arguments as a result of the discussion, and include your assessment of the process. (journal maximum 2,000 words)

Notes: The reflective journal is individually assessed. As a reflective piece of writing, it encourages students to think consciously about the process of theoretical engagement as well as the content, and trains them in an important part of the research process. The theory component of TXTT 401 builds on the work of various writers introduced in other papers and disciplines, and develops further knowledge about the main players in current book history scholarship introduced in the TXTT 401 literature review, and through the essential readings. The group roleplaying discussion gives students an opportunity to assimilate and apply information, prepare and rehearse arguments, and improve the quality of their on-line and written journal reflections through structured peer interaction. Roleplaying is a proven pedagogical technique for knowledge acquisition and retention through application (see for example, Brookfield & Preskill, Discussion as a Way of Teaching. Jossey-Bass, 1999). As a mandatory course requirement, the group roleplaying discussion ensures all students will engage in the reflective process and prepare a considered journal for assessment.

A3: Research Proposal (2,500 words, worth 40%) supported by informal peer feedback (02.06.15) [0% mandatory course requirement] due 05.06.15

In consultation with the course coordinator, identify a topic in New Zealand print culture research utilising primary resources available at local institutions which would be suitable for a postgraduate thesis, an exhibition, web-site, installation, community event, or other outcome. You may wish to work on an aspect within the following research areas currently active at Wai-te-ata Press:

- Wellington's book trade history;
- Ethnic newspapers and print cultures of the diaspora;
- Transnational histories of the book;
- Typographical journals;
- Victorian Correspondence Networks.

Write a research proposal (maximum 2,500 words) which includes: research statement and background; literature review; theoretical framework; research objectives; methodology; methods

of data collection and analysis; presentation of results; anticipated outcomes. Research-in-progress sessions and peer feedback on drafts will be scheduled as part of the proposal activities.

Notes: A fully formed research proposal is a substantial piece of research and writing in its own right. For Honours students who are working on a research methods paper or undertaking an Honours thesis, this assessment will consolidate their knowledge of the research design process; those who have not taken the research methods paper will have an opportunity to undertake an important output of the process. Because New Zealand print culture is a relatively new field, there is not a density of secondary literature to kickstart or shortcut research activity, particularly in the space of a single-semester course. Consequently, the proposal is intended to give students an opportunity to explore new areas within the framework of existing, active Victoria University research projects, with one objective being moving forward into MA/PhD study with a solidly scoped and achievable study. Informal peer feedback on draft proposals enables training in critical thinking and communication and links directly to opportunities for self-reflection / revision.

Submission and return of work

Unless otherwise noted, all assessment items are to be submitted in electronic form via BlackBoard and will be returned promptly with grades and feedback, also uploaded to BB.

Extensions and penalties

Extensions

Extensions in cases of illness, bereavement, and in some cases for serious family or personal problems affecting a student **may** be granted by the Course Lecturer if requested **in advance in writing** by the student **BEFORE** the due date of the assessed work.

The FINAL DATE on which any written material can be accepted is **Friday 5 June 2015 at 5pm**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after this date must be sought in writing from the Course Lecturer, and will only be granted for **serious** medical reasons (supported by a medical certificate), or in case of **serious** personal crisis.

Penalties

Work submitted after the due date will be subjected to a **2% per day penalty** for up to **ten days** (weekends are included and counted as **two days or 4%**). If arrangements for an extension have not been made, and work is still outstanding after ten days beyond the due date, work must still be submitted in order to fulfil the mandatory course requirements, but it will **not** be marked. Students are encouraged to adhere to the word count; if you find yourself going significantly over or under, please discuss the scope of the assessment with your lecturer in advance. Work submitted for grading that goes over or under a margin of 10% will be subjected to a **10% penalty**.

Field trip arrangements

Visits to relevant archive and library repositories such as the JC Beaglehole Room @ VUW Library, and the Alexander Turnbull Library @ NLNZ will occur during the course. Detailed information will be available via BlackBoard.

Set texts

1. Weekly readings available in downloadable .pdfs and hyperlinks in our BlackBoard TXTT401 online course pages;
2. Leslie Howsam, *Old Books New Histories* (Toronto: University of Toronto Press, 2006): copies available for 3-day loan at VUW Library.
3. David Finkelstein and Alistair McCleery, *Introduction to Book History, 2nd edition* (London & New York: Routledge, 2012): copies available for 3-day loan at VUW Library, also available as an e-book.
4. Penny Griffith, Ross Harvey & Keith Maslen, eds. *Book & Print in New Zealand. A Guide to Print Culture in Aotearoa New Zealand* (Wellington: Victoria University Press, 1997): e-version available at www.nzetc.org/tm/scholarly/tei-GriBook.html.
5. subscription to electronic discussion list SHARP-L, www.sharpweb.org/.

Recommended reading

Bibliographic and webliographic references are available *inter alia* in your readings and set texts. We will build a resource sharing network using the cloud-based tool Zotero. Some of these texts are available on 3-day loan or closed reserve at the Victoria University Library; others are web-based resources which require access to the internet. Wellington Public Library and the National Library of New Zealand also have good collections in this subject area.

You are encouraged to read widely in book history periodical literature including *Book History*, the journal of SHARP [Society for the History of Authorship, Reading & Publishing], *Script & Print*, *the Bulletin of the Bibliographical Society of Australia and New Zealand*, *Publishing History*, *Convergence*, *Papers of the Bibliographical Society of America*, *Studies in Bibliography*, *The Library*, and related journals across a range of disciplinary fields. Many are available electronically. There are also now a variety of book history / print culture monograph series coming out of University of Toronto Press, University of Massachusetts Press, Penn State Press, Pickering & Chatto, Palgrave Macmillan, etc.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Provisional Course outline & timetable:

S: = Seminar: Tuesdays 10am-1pm, Wai-te-ata Press, RB 006/7, unless otherwise stated

A: = Assignment (**number and %**). **Weekly readings to be posted in BlackBoard.**

meeting 1 S: 03.03 **establishing the paradigm: print culture as material culture**
bibliographic forensics, the material object

meeting 2 S: 10.03 **setting the stage: orientation to book history**
models, masters, mentors

meeting 3 S: 17.03 **NZ colonial communications: issues & challenges**
orality, literacy, technology and trade, object narratives
visit to JC Beaglehole Room, Level 4, VUW Library

meeting 4 S: 24.03 **the production of print & the gendered workforce**
research-in-progress session: sharing & discussing our artefacts

meeting 5 S: 31.03 **'3 Books, 3 Scholars'** rehearsal, feedback, presentations, JCBR

A: 02.04.15 **literature review due (A1 = 30%)**

Easter & Mid-trimester Break: 3 – 19 April (inclusive)

meeting 6 S: 21.04 **framing contexts: the theories & the players**
the challenge of interdisciplinarity

meeting 7 S: 28.04 **state interventions: archives and evidence**
visit to Alexander Turnbull Library, NZ/Pacific collections

meeting 8 S: 05.05 **trafficking in books: the marketplace of print**
research-in-progress session: sharing & discussing our theories

meeting 9 S: 12.05 **virtual debate** [online interactions, no f2f meeting]

A: 15.05 **reflective journal due (A2 = 30%)**

meeting 10 S: 19.05 **recent NZ print culture research projects: topics and methods**

meeting 11 S: 26.05 **spaces of reading: exploding the boundaries of print**
research-in-progress session: sharing & discussing our projects

meeting 12 S: 02.06 **research proposal:** informal peer feedback, research consultations

A: 05.06 **research proposal due (A3 = 40%)**