

## HIST 4224: The History of the Book Spring 2026

Class Hours: MONDAYS 2:00pm – 4:50pm

Meeting in: SAGE 356 – but will vary – see course schedule

### INSTRUCTORS' INFORMATION

Dr. Kathryn Beebe (she/her)

Office: Wooten Hall 244

Email: [Kathryne.beebe@unt.edu](mailto:Kathryne.beebe@unt.edu)

Website: <http://history.unt.edu/people/kathryne-beebe>

Office Hours: Tuesdays and Thursdays, 10:30am–11:30am and Zoom by appointment

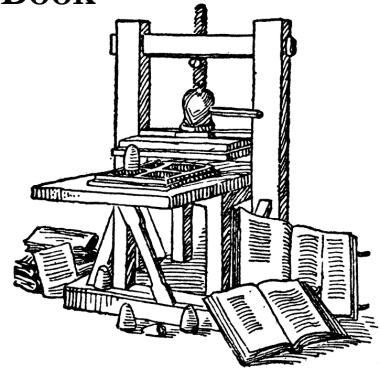
Dr. Samuel Fullerton (he/him)

Office: Wooten Hall 265

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Website: <http://history.unt.edu/people/samuel-fullerton>

Office Hours: Tuesdays, 2–4pm



### STUDENT WELLNESS STATEMENT *(with thanks to Professor Ryan Cordell for inspiration)*

Your welfare and success in this class is one of our primary concerns. Consider this statement a kind of *override switch* for literally everything else on the syllabus. We mean it, we promise — everything on this syllabus is subject to this one clause. We're all doing our best to learn together, working in new ways and in unusual environments. We're caring for others and trying to keep ourselves healthy, sheltered, fed, and sane. Some of us are dealing with fear and loss. Among all these challenges, we still want to come together and talk about the history of "the book". In addition to being fascinating — given this world we find ourselves in, we feel that history is even ... important. We can learn a lot from each other and even have some fun together in the next few months. We will operate from the base assumption that each of you is here in good faith: that you are curious, engaged, and eager to do the best work you can.

Taking all that as given, **we also want you to know that your health—both physical and mental—is always more important to us than this class.** Your family and friends' health is always more important to us than this class. You don't have to apologize if you work at a different pace from what's outlined on this syllabus, or if we need to find an alternative path for you through this class. Our primary role as teachers is to support you however we can, in whatever ways that we can. Let us know how we can do that better. We truly, truly mean all of this. We're here for you. Let's support each other through the challenges and maybe even the joys of this new semester. Let's do this.

## Course Theme Question:

How does technology influence the way we write and think?

### **Class Description [Short]**

This seminar and hands-on workshop explores the influence of changing technologies of writing on the formation of world cultures up to the digital age.

### **Class Description [Long]**

This interdisciplinary class will use the approaches of history, studio art, and art history to explore the influence that changing technologies of writing—from cave paintings, to Gutenberg, to digital e-readers—had on the intellectual, political, and social formation of world cultures. We will also question whether a similar revolution is taking place in the digital age. In a seminar format, we will focus on major developments in the *technologies* of representation—image-making, writing, printing—against their relevant social and historical backgrounds. In addition to seminar-style discussions, practical workshops will explore the physical technologies of the written and printed word through hands-on paper- and parchment-making, calligraphy and illumination, woodcutting, engraving, etching, lithography, letterpress printing, bookbinding, and digital publishing. The course will culminate in a final book-making project that uses one or more of these technologies to explore the boundaries between the oral and written, manuscript and print, self and “other”.

### **READINGS:**

The required text for the **UNDERGRADUATE portion** of the course is:

- Erik Kwakkel, *Books Before Print* (Leeds, ARC Humanities Press, 2018). ISBN-13: 9781942401636. **FREE [E-Book available in UNT Library](#)**. Also available in paperback as ISBN-13: 9781942401629

The required text for the **GRADUATE portion** of the course is:

- *The Book History Reader* (Routledge, 2006; second edition, paperback), edited by David Finkelstein and Alistair McCleery. ISBN-13: 978-0415359481

Several handouts and supplemental readings will also be made available in class and online.

**Student Learning Outcomes:**

Students will be able to:

- **Demonstrate** knowledge of major themes and events in the history of the book.
- **Consider and discuss** definitions and meanings of the “history of the book”; its significance as an object of study; and the major historiographical themes of this subject.
- **Demonstrate** a critical understanding of the changing technologies of writing, and the impact that these changes have had on cultural, intellectual, and political history.
- **Construct** fact-based argument and present them both orally and in writing.
- **Produce** a creative material response to the course theme question that utilizes the technologies and techniques of the written and printed word encountered in the class.

**Course Technology & Skills****Minimum Technology Requirements**

[Note: if you do not have access to the following technology, please contact me immediately, and I will see how I or the department can help.]

- Computer
- Reliable internet access
- Speakers
- Microphone
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

**Computer Skills & Digital Literacy Requirements**

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using word processing programs
- Using online research software

**Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight

- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines for our class:

- **Protect your health and that of our classroom community — DO NOT COME TO CLASS if you feel unwell or have symptoms of any kind. You won't be penalized, and you will be able to access anything you need remotely or through a contactless pick-up of materials.**
- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## Student Academic Support Services

- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#)
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience

- [UNT Writing Center](#): offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- [Succeed at UNT](#): information regarding how to be a successful student at UNT

## COMMUNICATING WITH YOUR INSTRUCTORS

The primary tools that will be used to communicate in this course are your UNT e-mail address and our class CANVAS page. If you have personal concerns or questions, you can contact me via Canvas or through your UNT e-mail address. Send e-mails to [samuel.fullerton@unt.edu](mailto:samuel.fullerton@unt.edu) or [kathryne.beebe@unt.edu](mailto:kathryne.beebe@unt.edu). Students can expect to receive a response to emails within 24 hours, although it may be longer on evenings and weekends. In this online course, I endeavor to offer feedback and grades for assignments within one week, but it is often much sooner. Customize based on your course needs and state any additional communication policies and netiquette for your course, if applicable. UNT's CLEAR has [a webpage for students that provides Online Communication Tips](#) that will help you communicate in a clear, professional way.

## Descriptions of major assignments for UNDERGRADUATES:

### 1. *First Week of Class Introduction Discussion Forum on Canvas* (Total Points: 10)

- Due in Canvas by 11:59pm on Monday, January 19

### 2. *In-Class Participation* — 10 pts per day (10 x 14 = Total Points: 140)

You are expected to come to class prepared to talk about the assigned readings, and to build in class on your class-prep online discussion answers. Readings on the syllabus are listed on the day for which they are due. *Please bring the assigned readings to class with you each day, along with your answers to the class-prep online discussion questions.*

**However, if you are unable to come to class due to illness (be sure to stay home if you are ill!) or another conflict, please contact me, and we can discuss ways that you can still earn participation credit.**

Whether online or in class, however, quality participation also means interacting with your peers in a critical yet positive manner – knowing how to disagree courteously is a valuable skill,

as is learning how to acknowledge the validity of someone else's point. (I encourage everyone to refer to evidence in the source material as often as possible during our discussions.)

### 3. *Two Journals* — 10 pts per entry

(Total Points: 130)

- **ON EVEN WEEKS: a handwritten journal on paper** (one entry per week, due at the beginning of each class **by uploading a digital image of your handwritten journal** to the CANVAS Discussion Forum for that Week)
  - 10 pts/entry for 7 weeks: Week 2, 4, 6, 8, 10, 12, 14, & 16 (Total Points: 8x10 = 80)
- **ON ODD WEEKS a journal blog post entry on the Course Blog: *HISTORY OF THE BOOK @ UNT*: <https://historyofthebookatunt.wordpress.com/>** (one entry per week, due at the beginning of each class)
  - 10 pts/entry for 6 weeks: Week 3, 5, 7, 11, 13, & 15 (Total Points: 6x10 = 60)

We will be recording our reactions to the course readings, ideas, and discussions in two different formats over the course of the semester to see if the different media cause us to think in different ways.

Use both your handwritten journal **and** your Blog posts to gather anything related to the course that you find interesting — images, sketches, quotes, bits of information, your reactions, thoughts, etc. You can doodle, write prose, link to music, video, etc. — anything you find helpful. The blog is an especially good place to gather ideas related to your final creative project and your research paper. While handwritten journals are usually private (and here only seen by other members of our class), the blog is a different, public way of taking notes (seen by anyone with the internet link). You might be surprised at the interaction between your two ways of keeping track of inspiration.

#### FOR A GRADE:

- Make a minimum of one entry per week in the required journaling format, due each Monday by the beginning of class time (the blog is posted online; a digital image of your handwritten journal is posted to the online CANVAS Discussion Forum page for our class by the beginning of class time).
- The **handwritten journal entry** must have a minimum of:
  1. a response in word or image (sketch, doodle, paste-in, etc.) to the reading for the week, **UPLOADED AS A DIGITAL IMAGE** to our CANVAS Page
    - If your response is an image, you must also describe in words how your image relates to the course readings.
    - If you responded in words, your response must be at least a paragraph long.

- The **blog entry** must have:
  1. A title in the following format: COURSE POST WEEK #: SOME SNAPPY TITLE HERE
  2. Each blog post must consist of :
    - one or more images
    - either a link or a quote relating to or commenting on the image(s)
    - a text box in which you make clear the connection(s) to the course readings

Your journal post can be made in response to someone else's post, but you can't repost an image from the entry of someone else who is in the class. (You have to find your own images.)

We will share both our handwritten and blog journal entries throughout the semester and discuss some of the most engaging or thought-provoking as a group.

**NOTE: When your Final Grade is Calculated, your lowest Journal grade overall will be dropped and not included in the final calculation.**

#### ***4. Research Paper and Oral Presentation of Research:*** (320 pts total)

This short, 10 page research paper (2,400 words, double-spaced) will give you the opportunity to engage with the major theme question of the course: *How does technology influence the way we write and think?* through the prism of your choice of any aspect of the History of the Book. You will also present the findings of your research in a five- to ten-minute presentation to the class (via your choice of format: in-person or via a recording or Zoom).

##### **Research Paper Requirements: 300 pts**

- Explicitly engages with the course theme question and an aspect of the History of the Book
- 5-10 pages (a minimum requirement of 1,200 words)
- double-spaced text
- 12 point font
- reference citations (you may use your preferred reference format)
- **DUE into Canvas @ 11:59pm on Monday of Week 11, March 23**

##### **Research Paper Presentations: 20 pts**

- Short, oral presentation of your research findings to the class. **You have the option to present to the class in person, via Zoom, or via a pre-recorded video, if you like.**
- 3 minutes in length
- Images or visual aids encouraged
- Presentations will take place after Spring Break as per the course calendar in Week 12.

### 5. Final Creative Project and Library Display Presentation:

(400 pts total)

In your final, creative bookmaking project, you have the opportunity to put to use the bookmaking techniques that we have explored during the semester and to engage with the course theme question: *How does technology influence the way we write and think?* It could take the form of an artist's book, a sculpture, a codex, or something more traditional. You can give your imagination free rein! We will present our creative projects to the UNT community at large via video at a library-sponsored event and display on the last day of class.

#### Final Creative Project Requirements: 300 pts

- Responds in some way to an aspect of the History of the Book
- uses at least one of the hands-on bookmaking techniques covered in class
- It can be in any material, form, media (visual, audio, etc.) you choose
- **DUE on Monday, April 27, the last day of class**

#### Final Creative Project Presentation: 100 pts

- Class presentation of creative final projects from 3:00pm - 4:50pm on **Monday, April 27, the last day of class**, at UNT Library. **THIS CAN BE DONE REMOTELY, VIA ZOOM, IF YOU CHOOSE, OR BY A PRE-RECORDED VIDEO.**
- No more than 5 minutes in length
- PowerPoint lecture of 3 slides:
  - Title slide, with your name and the title of your project
  - A Process slide, describing your creative process and materials
  - A Product slide, describing the final form of your project

## Descriptions of major assignments for GRADUATES:

Students taking this course for graduate credit will complete **all** the assignments for the class as already outlined above for the undergraduate portion by the listed due dates with the following additions:

### GRADUATE RESEARCH PAPER

GRADUATES will write a graduate-length research paper of 5,000 words (approx. 20 pages double-spaced) on a topic of your choice relating to the History of the Book in any era. The internal due dates for this assignment are:

- GRADUATE Research Paper DRAFT DUE in CANVAS @ 11:59pm on Monday of Week 11, March 23.
- GRADUATE Research Paper REVISED AND FINAL DRAFT DUE in Canvas @ 11:59pm on Monday of Week 15, April 20.



## PEER REVIEW ESSAY

All graduate students must write a short review of one of your fellow graduate students' research paper (2-3 pages, double spaced). This exercise will benefit both you and your partner, helping to sharpen your writing skills and skills of critique. As you approach this task, think about the draft paper's strengths and weaknesses. Ask yourself: what must the author do to improve her or his paper?

- GRADUATE Peer Review Essay DUE in CANVAS (AND to your partner via email) @ 11:59pm on Monday of Week 13, April 6.

## Grading

Grading will be based on class participation, an Introductions Discussion Forum and weekly journals posted to Canvas or the Course Blog (17%), a research paper and its presentation, with options for presentation via Zoom or in a pre-recorded video (37%); and the final, creative bookmaking project and its presentation, with options for presentation via Zoom or in a pre-recorded video (46%).

## UNDERGRADUATES

Assignment	Points Possible
Introductions Discussion Forum (Canvas)	10
In-Class Participation	140
Journal Entries	140
Research Paper	300
Presentation of Research Paper	20
Final, Creative Bookmaking Project	300
Presentation of Creative Project	100
<b>TOTAL POINTS POSSIBLE</b>	<b>1010</b>

## GRADUATES

Assignment	Points Possible
Introductions Discussion Forum (Canvas)	10
In-Class Participation	140
Journal Entries	140
Research Paper	300
Peer Review Essay	150
Presentation of Research Paper Draft	20
Final, Creative Bookmaking Project	300
Presentation of Creative Project	100
<b>TOTAL POINTS POSSIBLE</b>	<b>1160</b>

**NOTE FOR ALL STUDENTS:** When your Final Grade is Calculated, your lowest Journal grade overall will be dropped and not included in the final

Final Grades are determined by  
dividing the total number of points earned / by the total number of points possible.

## Grading Scale

The following grading scale will be used on all assignments and exams:

- 90%-100% = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- (0%-59% = F)

## Extra Credit Opportunities

Extra credit opportunities will be made available at various points throughout the semester at the discretion of the instructor. **The deadline to complete any extra credit opportunities that are made available is 11:59pm on Monday, May 4, the Monday of Finals Week.**

## LATE WORK POLICY

**There will be *no penalties* for late work in this class.** However, I ask for your understanding and help – if you are able to complete the assignments on time, it would really benefit your own learning, and the smooth running of the class.

**The final deadline to turn in any late work will be by 11:59pm on Monday of Finals Week, May 4.** Any later than that, and I cannot be sure that I would be able to grade the assignment in time to submit your final grade for the course.

*However, if you encounter circumstances that would make this difficult or impossible, please let me know, and I will work with you to explore options that will allow you to complete the course successfully. We are here for you, and we will help you succeed in this course, no matter what it takes!*

## Important Dates for this Semester, Spring 2026

- First Day of Class: Monday, January 12 (Week 1 of the Semester)
- NO CLASS on MLK Day – Monday, January 19 (Week 2 of the Semester)
- Handwritten Journal (in class, EVEN weeks) and Blog Journal (online, ODD weeks) entries for both due online, in CANVAS, by the start of class each Monday.
- UNDERGRADUATE Research Paper DUE in CANVAS @ 11:59pm on Monday of Week 11, March 23. Presentation of Research in class.
  - GRADUATE Research Paper DRAFT DUE in CANVAS @ 11:59pm on Monday of Week 11, March 23. Presentation of Research *so far* in class.
  - GRADUATE Peer Review Essay DUE in CANVAS (AND to your partner via email) @ 11:59pm on Monday of Week 13, April 6.
  - GRADUATE Research Paper REVISED AND FINAL DRAFT DUE in Canvas @ 11:59pm on Monday of Week 15, April 20.
- Final Creative Projects DUE by the start of class on Monday, April 27 (last day, Week 16)
- Presentation of Final Creative Projects will take place on Monday, April 27 (last day, Week 16)
- Last Day of Class: Monday, April 27, Week 16.
- No Final Exam.

## COURSE POLICIES

### Artificial Intelligence - AI Policy

Why are you in college? What is the point? What do you want to get from it? — these are important questions to ask if you're thinking about using AI to complete your work in your classes.

- **The Policy:** Academic Integrity: Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized.
- **Generative AI Use Is Prohibited:** The use of generative AI is prohibited in this course. The use of artificial intelligence (AI) to produce any kind of writing for this course is not allowed. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.
- **The Encouragement:** You don't need AI to succeed in this course. It's hard work, sure, and you have lots of demands on your time. Just don't cheat yourself – you're paying for this class – get something out of it. You are smart and capable. YOU CAN DO THIS!

### Attendance Policy

Students attend this course by meeting in class, logging into our Canvas page each week, performing the readings and all assignments. **Please be mindful of the health and safety of everyone in our community and DO NOT ATTEND CLASS if you feel ill.** If requested by the U.S. Department of Education to mark when Federal Student Aid recipients “begin attendance in a course,” I will report the last date a student attended class based on evidence such as a test, participation in class discussion, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. Information about the University of North Texas’ Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5V>.

### Class Participation

See the Course Attendance policy listed above. In addition, the greatest expectations of this course are the expectation of a willingness to explore new concepts and ideas, to work hard, and to create an atmosphere of respect.

In order to succeed in this course, you should:

- plan to log in and check the website announcements and syllabus at least every other day during the week
- to read all of the assigned readings
- to take lots of notes from the readings and the online PowerPoint lectures
- to participate regularly and meaningfully in class discussion
- to complete thoughtfully and submit on time all assignments.

During a 16-week semester, you would expect to meet for class for three hours per week, and to have two hours’ worth of work at home for every hour in class – for a total of nine hours’ work per class per week.

### Late Work

See the Late Work policy under the Grading sections above.

### Assignment Policy

The official due dates for each assignment are listed above, and they will be available online in the Canvas course summary sections. Assignment instructions will be detailed on their individual Canvas assignment pages, which is also where you should turn in your assignments in a .DOC format. All assignments will be scanned with Turnitin software.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any

problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### Instructor Responsibilities and Feedback

- **Instructor responsibilities in the course** include helping students grow and learn; providing clear instructions for projects and assessments; answering questions about assignments; identifying additional resources as necessary; providing grading rubrics; reviewing and updating course content, etc.); as well as helping you to succeed in your chosen goals.
- Students can anticipate a response regarding emails, assignment feedback, and grades in a timely manner – for e-mails, generally within 24 hours (although usually much sooner), and assignment feedback and grades within 1 week.

### Syllabus Change Policy

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### UNT Policies

#### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. First infractions in this course will earn a zero for the assignment; any subsequent infractions will result in a zero for the course and further disciplinary action. **This includes turning in AI-generated material as your own work.**

#### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member (virtual meetings are ok) prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

#### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability,

genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (November 16 – December 3) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link.

Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website \(http://spot.unt.edu/\)](http://spot.unt.edu/) or email [spot@unt.edu](mailto:spot@unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

#### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website \(http://www.ecfr.gov/\)](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form



### Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

### Class Recordings & Student Likenesses

If any synchronous (live) sessions in this course take place (none are currently planned), then they will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. **Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form.** Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### Academic Support & Student Services

#### Student Support Services

##### *Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### *Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### *Additional Student Support Services*

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

## Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

A full Course Schedule is available on the following page.

# COURSE SCHEDULE

*(Note: This most certainly will be subject to change)*

Week	Date, Topic, and Meeting Place	UNDERGRAD Readings	Additional GRADUATE Readings
Week 1 Jan. 12	U 1.1 Introduction to History of the Book  U 1.2 <b>VISIT TO WILLIS LIBRARY: Intro to Special Collections &amp; The Spark Makerspace</b>	Adam Gopnik, "The Information: How the Internet gets inside us", <i>The New Yorker</i> , Feb. 10, 2011. (PDF on Canvas)	
Week 2 Jan. 19	NO Class Meeting – MLK Day	OPTIONAL Extra Credit: A <a href="#">speech by Martin Luther King Jr.</a> , with hand-written corrections and additions by Dr. King, given on July 6, 1965, to the fifth General Synod of the United Church of Christ in Chicago. Digitized at the University of Memphis.  <b>DUE INTO CANVAS FOR ALL @ 11:59pm: Handwritten Journal Image</b>	

<p>Week 3 Jan. 26</p>	<p>U 3.1 The Ancient World</p> <p>U 3.2 Introduction to UNT's Special Collections with Meagan May, Public Services Librarian</p> <p>U 3.3 <i>Cuneiform Workshop</i></p>	<ul style="list-style-type: none"> <li>PODCAST: <a href="#">In Our Time: The Written World, Episode 1- with Melvyn Bragg</a>, BBC Radio 4, 2 Jan 2012.(runtime: 29min) <ul style="list-style-type: none"> <li><a href="#">Podcast Audio</a></li> <li><a href="#">Transcript: The Written World, Ep. 1 (PDF)</a></li> </ul> </li> <li><i>Smithsonian Book of Books</i> (Hereafter <b>SBB</b>), pp. 8-41 and 50-68. (PDF on Canvas)</li> <li>"<a href="#">Premodern Regimes and Practices</a>," in <i>Information: A Historical Companion</i>, ed. by Ann Blair, et al. (Princeton: Princeton University Press, 2021), pp. 3-20.</li> <li>"<a href="#">How to Write Cuneiform</a>," <i>British Museum Blog</i>, n.d.</li> </ul>	<p>David Finkelstein and Alistair McCleery, "Introduction," in <i>BHR</i></p> <p>and</p> <p>Robert Darnton, "What is the History of Books?" in <i>BHR</i></p>
<p>Week 4 Feb. 2</p>	<p>U 4.1 The Codex: Medieval Books</p> <p>U 4.2 <b>VISIT TO UNT SPECIAL COLLECTIONS: medieval books</b></p> <p>U 4.3 <i>European Calligraphy Workshop</i></p>	<p>Kwakkel, <i>Books Before Print</i>, all.</p> <p>SBB, pp. 69-100 ("Illuminating the Dark Ages")[PDF]</p> <p>The interactive website, "<a href="#">The Making of a Medieval Manuscript</a>" at the Fitzwilliam Museum, University of Cambridge</p> <p><b>LISTEN:</b> Podcast - <i>In Our Time: The Written World, Ep. 2 - The Book</i> (runtime: 29 min)</p> <p><a href="#">Audio Transcript of Ep. 2 (PDF)</a></p>	<p>Thomas R. Adams and Nicolas Barker, "A New Model for the Study of the Book," in <i>BHR</i></p>

<p>Week 5</p> <p>Feb. 9</p>	<p>U 5.1 East Asian Printing – Korea and China</p> <p>U 5.2 <b>VISIT TO UNT SPECIAL COLLECTIONS</b></p> <p>U 5.3 <i>Papermaking Workshop</i></p>	<p>Barker, "Woodblock Printing in China"</p> <p>Barrett, "A Message from Iraklion"</p> <p>Mullaney, "Puzzling Chinese"</p>	
<p>Week 6</p> <p>Feb. 16</p>	<p>U 6.1 Gutenberg &amp; Printing:</p> <p>U 6.2 <b>VISIT TO UNT SPECIAL COLLECTIONS: Gutenberg and Early Printing</b></p> <p>U 6.3 <i>Illumination Workshop</i></p>	<p>SBB, pp. 113-153 ("The Gutenberg Revolution" &amp; "'Yes We Have Now Bananas'") [PDF]</p> <p><b>REVIEW for Info on Gutenberg:</b> Podcast - <a href="#">In Our Time: The Written World, Ep. 2 - The Book</a> (runtime: 29 min). <a href="#">Audio Transcript of Ep. 2</a></p> <p><b>Optional, for Enrichment:</b> Podcast, "<a href="#">Singing and Printing: On the Success Formula of the German Reformation</a>," Prof. Henrike Lähnemann, FRIAS Lecture, July 14, 2018 (CC available). (runtime: 43 min)</p>	<p>BHR, Ch. 17 (Eisenstein, "Defining the Initial Shift")</p> <p>And</p> <p>Kathryn Rudy, "Introduction: Hybrid Books in Flux" in <i>Image, Knife, and Gluepot: Early Assemblage in Manuscript and Print</i> (Open Book Publishers, 2019), pp. 1-10, and browse your choice of one of the chapters that follow it.</p>
<p>Week 6</p> <p>TUESDAY, Feb. 17</p>	<p>Tuesday, February 17 – Mardi Gras!</p> <p>SPECIAL EXTRA-CREDIT OPPORTUNITY</p> <p><i>Printing, Pancakes, and Mardi Gras at Mean Greens Cafeteria</i></p>		

<p>Week 7 Feb. 23</p>	<p>U 7.1    Printing in the Modern Age</p> <p>U. 7.2    <b>Letterpress Workshop with Syd Webb, artist and owner of <a href="#">4 Acre Press</a></b></p>	<p>Richard Dale, "<a href="#">Coffee Houses, the Press and Misinformation, (PDF)</a>" in <i>The First Crash: Lessons from the South Sea Bubble</i> (Princeton University Press, 2016), pp. 7-21.</p> <p>"Making Headlines," podcast, season 2, episode 6 of <i>Out in Oak Lawn: A Queer History of Dallas</i>, The University of North Texas, December 8, 2025, <a href="https://outinoaklawn.podbean.com/e/s2e6-making-headlines/">https://outinoaklawn.podbean.com/e/s2e6-making-headlines/</a></p> <p>Search the <i>Associated Press</i> website for "print newspapers" (with no quotation marks around the words) and make sense of the results you find.</p> <p>Tali Arbel, "<a href="#">Print newspapers are dead? Not after historic elections</a>," <i>Associated Press</i>, November 7, 2016.</p>	
<p>Week 8 March 2</p>	<p>U 8.1 The Digital World</p> <p>U 8.2    <i>Digital Publishing Workshop and AI</i></p> <p>Class Discussion: Does the Book have a future?</p>	<p>Bath and Schofield, "The Digital Book," in <i>The Cambridge Companion to the History of the Book</i> (2015), pp. 181-195. (PDF)</p> <p>James Marriott, "The dawn of the post-literate society. And the end of civilisation," Substack, blog post. September 19, 2025. <a href="https://jmarriott.substack.com/p/the-dawn-of-the-post-literate-society-aa1">https://jmarriott.substack.com/p/the-dawn-of-the-post-literate-society-aa1</a>.</p> <p>James D. Walsh, "Everyone Is Cheating Their Way Through College: ChatGPT has unraveled the entire academic project," <i>New York Magazine</i>, May 7, 2025.</p> <p>Hamsa Bastani, et al., "Generative AI Can Harm Learning," The Wharton School Research Paper (July 15, 2024). Accessed May 23, 2025. DOI: <a href="http://dx.doi.org/10.2139/ssrn.4895486">http://dx.doi.org/10.2139/ssrn.4895486</a>.</p>	<p>Southern Environmental Law Center, "New images reveal Elon Musk's xAI datacenter has nearly doubled its number of polluting, unpermitted gas turbines," press release, April 9, 2025. Accessed May 23, 2025. <a href="https://www.selc.org/press-release/new-images-reveal-elon-musks-xai-datacenter-has-nearly-doubled-its-number-of-polluting-unpermitted-gas-turbines">https://www.selc.org/press-release/new-images-reveal-elon-musks-xai-datacenter-has-nearly-doubled-its-number-of-polluting-unpermitted-gas-turbines</a></p> <p>Earle Fisher, "Political courage or corporate convenience? Rethinking xAI in Memphis' Blackest communities," <i>Tennessee Lookout</i>, April 30, 2025. Accessed May 23, 2025.</p>

Week 9 March 9	SPRING BREAK		
Week 10 March 16	<p>U 10.1 Book Publishing and the Book Trade</p> <p>U 10.2 <b>Zoom Classroom visit with <a href="#">Cheryl Klein</a>, Editorial Director at Workman Kids, an imprint of Workman Publishing / Hachette Book Group, New York.</b></p>	<p>Cheryl Klein, "<a href="#">Love and/or Money: Publishing Your Book</a>," in <i>The Magic Words: Writing Great Books for Children and Young Adults</i> (W.W. Norton, 2016), pp. 392-418. (PDF)</p> <p>Picture Books (physical copies on reserve in Willis Library):</p> <p>A selection of books edited by Cheryl Klein will be placed on reserve at Willis Library.</p> <p><a href="#">Under My Hijab</a>, by Hena Khan, illustrated by Aaliya Jaleel; edited by Cheryl Klein (Lee &amp; Low, 2019).</p> <p><a href="#">How This Book was Made</a>, by Mac Barnett, illustrated by Adam Rex; edited by Rotem Moscovitch (Little, Brown, and Company, 2016).</p> <p><a href="#">How a Book is Made</a>, written and illustrated by Aliko (Harper Collins, 1986)</p>	
Week 11 March 23	<p>U 10.1 Artists' Books</p> <p>U 10.2 <b>VISIT to the UNT Special Collections: Artists' Books, Miniature Books, and Zines</b></p> <p>U 10.3 <i>Bookbinding Workshop</i></p>	<p>Johanna Drucker, "<a href="#">The Artist's Book As Idea and Form (PDF)</a>," Chapter 1 in <i>The Century of Artists' Books</i> (New York: Granary Books, 1995).</p> <p><a href="#">UNT's 14th Biennial Artists' Book Competition</a> and its <i>Call for Entries</i></p> <p>Charlie Gleek, "<a href="#">Centuries of Black Artists' Books (PDF)</a>," talk given at the Black Bibliographia: Print/Culture/Art Conference Center for Material Culture Studies, University of Delaware, 27 April 2019.</p> <p><b>RESEARCH PAPERS DUE IN CANVAS @ 11:59pm</b></p>	<p><b>RESEARCH PAPER DRAFTS DUE IN CANVAS @ 11:59pm</b></p>



SATURDAY, March 28	<p><b>SPECIAL EVENT:</b>  <b>UNT Special Collections’</b>  <b>Book Arts Symposium</b>  <i>Rethinking the Codex</i></p> <p><i>(not required — just an opportunity if you are interested!)</i></p>		
Week 12  March 30	U 12.1 <b>Student Presentations of Research</b> (both sections, undergrad and grad)		
Week 13  April 6	U 13.1 Freedom of the Press  U 13.2 <b><i>East Asian Calligraphy Workshop</i></b>	Franklin, "Apology for Printers"  Livingston, "The Use, Abuse, and Liberty of the Press"  The Plum in the Golden Vase (excerpt)	GRADUATE PEER REVIEW ESSAY due in CANVAS (AND to your partner via email) @ 11:59pm
Week 14  April 13	U 14.1 Children’s Books and Book Illustration  U 14.2 <b>Classroom visit with <a href="#">Aalia Jaleel</a>, professional illustrator and animator</b>  U 14.3 <b>VISIT TO UNT SPECIAL COLLECTIONS: Children’s Books</b>	SBB, pp. 235-253 (“A Picture’s Worth...”) and SBB, pp. 255-265 (“Mother Goose and Company”) [PDF]  SBB, pp. 162-177 (“The Bookmaker’s Craft”) [PDF]	
Week 15  April 20	U 15.2 <i>Workshop Final Creative Project</i>		GRADUATE Research Paper REVISED AND FINAL DRAFT DUE in Canvas @ 11:59pm

<p>Week 16 April 27</p>	<p>UNT Library Exhibition of Final Projects</p>	<p><b>FINAL CREATIVE PROJECTS DUE</b></p> <p>Class Presentation of Student Creative Projects "The Future of the History of the Book" UNT Library</p>
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