

LIS 612  
History of Books and Libraries  
Dr. Rebecca Knuth  
Spring, 2014, Thursday 5:00-7:40

Books are the carriers of civilization.  
Without books, history is silent,  
literature dumb, science crippled,  
thought and speculation at a standstill.

Without books, the development of  
Civilization would have been impossible.  
They are the engines of change,  
Windows on the world, "Lighthouses"  
(as the poet said)  
"Erected in the sea of time."  
They are companions, teachers,  
magicians, bankers of the treasures  
of the mind.

Books are humanity in print.  
--Barbara Tuchman

#### ACCESSIBILITY

Office telephone: 956-5810  
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Office hours: Thursdays 2-5:00 Whenever my door is open or By appointment

DESCRIPTION OF COURSE: The history of print communication: the recording, preservation, and transmission of knowledge and the development of libraries from earliest times through the 20th century. Studies developments in both Eastern and western cultures with emphasis on printing as a major instrument of communication and cultural transmission, and libraries as political and cultural institutions and ideological targets.

PREREQUISITE: none

#### COURSE LEARNING OBJECTIVES:

- \* to familiarize the student with the history of the book and libraries from the ancient world to the twentieth century.
- \* to place the book and libraries within the broad context of human communication.
- \* to introduce students to the origin and historical development of librarianship
- \* to foster critical appreciation of the book as a technological instrument and of books and libraries as social, cultural, and intellectual influences.

\* to understand the modern destruction of books and libraries

### STUDENT LEARNING OUTCOMES

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

1a) Apply LIS theory and principles to diverse information contexts

1b) Demonstrate understanding of the historical context of information services and systems

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.

3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

COURSE/TEACHING PHILOSOPHY: I believe that instructors and students form communities in which they share in learning. Each person's enthusiasm, expression of thoughts and perspectives, and positive and supportive behavior contributes to a learning environment where people can expand their worlds and build a foundation for future learning. As an instructor, my role is to participate as one of the learners while facilitating student learning by structuring experiences and content.

TEACHING METHODS: Includes readings, written assignments, lectures, videos, speakers, small group & team work, discussions, presentations

INSTRUCTOR'S EXPECTATIONS: Students will come to class having done the readings and completed assignments due that day. All students should bring copies or the originals of their assignments to class for use in discussions and turn their assignments in at the end of class. It is wise to keep copies or back-up files of assignments in case of loss. Please come to class even if you haven't completed the assignment—just let me know that it will be late. Students who miss class should inform the instructor. Roll will be kept and points deducted for missed sessions unless make-up work is completed within two weeks of missing class. Students should make every attempt to be on time. No computers are allowed in the classroom.

### PROFESSIONAL EXPECTATIONS

All students in the LIS Program are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students.php?page=profexp>

RESEARCH METHODS: Historiography, Case Study, Comparative

**TECHNOLOGY REQUIREMENTS:** Students are expected to use word processing for assignments and use automated systems (UH, indexes, etc.) and the WEB to access materials and enhance the content of assignments.

**COURSE INFORMATION:** Texts: Knuth, Rebecca. *Libricide: The Regime-Sponsored Destruction of Books and Libraries in the 20<sup>th</sup> Century* and Lerner, Fred. *The Story of Libraries, 2<sup>nd</sup> edition, 2009* and a Packet of Readings to be Purchased. Packets details presented in first class.

**Grades:** Grades on each assignment will be A+, A, A-, B+, B, B-, C+..... For final grades, weighting will be based on approximately these percentages

<u>%age</u>	<u>Assignments</u>
5	Assignment #1 questions
10	Assignment #2 essay
10	Assignment #3 essay
10	Assignment #4 short presentation: 5 minutes on a topic as assigned. Be clear, concise and provide the most important information in the time allowed.
10	Assignment #5 Dewey essay
5	Assignment #6 Reaction Paper
5	Assignment #7 Chart
10	Assignment # 8 Libricide Essay
15	Midterm
20	<b><i>Presentation on Research topic.</i></b> 15-20 minutes. Emphasis on a comprehensive (information rich), interesting & stimulating presentation. Might include overheads, short video clips, handouts, samples of books or materials, or anything that would enhance class interest and understanding. Some topics need a plethora of scanned images (*) Annotated bibliography of references with at least five sources (can't count class readings) due on day of presentation.

100

### LIS 612 CLASS SCHEDULE AND ASSIGNMENTS

	<b>SESSION CONTENT</b>	<b>READINGS AND ASSIGNMENTS</b>
1 Jan.16 8	INTRODUCTION & review of syllabus Cognitive and Language development CAVE ART 282 [Making of mankind] DVD 8699 On the Rocks	
2 Jan. 23	EARLY LIBRARIES & WRITING SYSTEMS Incas, Mayans  ==Inca Civilization & Inca record knots  DVD: Decoding Mayan glyphs	Cheira: <u>They Wrote on Clay, Babylonian Tablets Speak Today.</u> 17-22, 50-79  Nemet-Najat: Daily Life in Ancient Mesopotamia <i>Lerner</i> Ch. 1 Earliest Libraries  <u>Schramm, The Story of Human Communication: Cave Painting to Microchip,</u> 49-65 Invention of writing

		<p><u>Ass.#1</u>: Answer the questions at the end of the Schramm article. 1-6.</p>
<p>3 Jan. 30</p>	<p>CLAY, CUNEIFORM EARLY LIBRARIES: Mesopotamia and Egypt</p> <p>==Scribes of ancient Egypt _____</p> <p>**Champollion and the Rosetta Stone _____</p> <p>8419 Along the Nile: papyrus</p> <p>DVD: Egyptian Book of the Dead (100)</p>	<p>Harris, 3-15, 17-35 Origin of Libraries, Babylonian and Assyrian libraries, Egyptian libraries</p> <p><u>Ass. #2</u>: Certain conditions are important prerequisites for library growth. Write a 3 page essay discussing these conditions in terms of the rise of libraries in <u>either</u> Babylonian and Assyria <u>or</u> Egypt.</p>
<p>4 Feb 6</p>	<p>GREECE, ROME</p> <p>==Library of Pergamum</p> <p>**Development of the Alphabet _____</p> <p>**Greek and Roman Libraries _____</p> <p>Be prepared to discuss why some think that the destruction of knowledge is a good thing</p> <p>17014 Alexandrian Library Video</p>	<p><i>Lerner</i>, Ch. 2 Libraries of Classical Antiquity</p> <p>Della, "From Romance to Rhetoric: The Alexandrian Library in Classical and Islamic Traditions," <i>American Historical Review</i>, Dec. 1992, 1449-1466.</p> <p>Thiem, Jon. "Great Library of Alexandria Burnt"</p> <p>.</p>
<p>5 Feb. 13</p>	<p>DIFFUSION BYZANTINE/ISLAMIC LIBRARIES</p> <p>==Dev. Of Arabic Calligraphy _____</p> <p>==Byzantine Empire _____</p> <p>DVD Decoding the Past: Secrets of the Koran</p>	<p>"diffusion" in <i>Intl. Enc. Soc. Sciences</i>, 1968, pp. 169-173</p> <p>Green, "The History of Libraries in the Arab World: A Diffusionist Model." <i>Libraries and Culture</i> 23(4), 1988, 454-473.</p> <p>Harris: 71-87</p> <p>Lerner Ch. 5 Islamic Libraries</p> <p><u>Ass. #3</u>: Write an essay (3 pages) with the thesis that diffusion is an explanatory model for library history. Define and discuss the diffusion model as pertaining to books and libraries in culturally interactive societies. Use examples of diffusion in at least three different time periods.</p>

6 Feb. 20	<p>ASIA, PAPER, PARCHMENT 8414 Paper from China</p> <p>Assignment #4 Topics          ==Dev. Of Chinese script &amp;          Calligraphy _____          ==Qin Dynasty _____          ==Early Chinese wood-blocks          _____</p> <p>VHS 7154 Shodo: The Path of Writing (28)</p>	<p>Lerner, Ch. 4 Libraries of the Orient</p> <p><u>Ass. #4</u> (==) give a 5 minute presentation on a topic from list to left. You must be clear, concise and provide the most important information in the time allowed.</p> <p>== Charms of Empress Shotoku _____          ==Diamond Sutra _____          ==Yong Lo Da Dian encyclopedia _____          ==Korean Printing _____</p>
7 Feb. 27	<p>MIDDLE AGES</p> <p><b>Assignment #4 Topics:</b> (Time frame, characteristics)          ==Dark Ages          ==Middle Ages          ==Renaissance</p> <p>==Carolingian renaissance &amp; Alcuin          _____          ==Book of Hours: _____</p> <p>18270 Parchment Makers          DVD Dark Age England (segment)</p>	<p>Lerner, Ch. 3 Lanterns of the Dark Ages</p> <p>Cahill, <u>How the Irish Saved Civilization</u>, p. 156-196</p> <p>==<u>Ass. #4</u> (rest of class) give a 5 minute presentation on a topic from list to left as assigned. You must be clear, concise and provide the most important information in the time allowed.</p> <p>==scriptoriums _____          ==Chained books _____</p>
8 March 6	<p>MIDDLE AGES TO RENAISSANCE</p> <p>20134 A World Inscribed          DVD 5268 Book of Kells</p> <p>**St. Benedict, the Benedictine Order, (especially in terms of books, libraries)          _____</p>	<p>Papermaking, p. 283-299</p> <p>Diringer, "Introduction"-- The Illuminated Book 148-153 in Winkler (ed.) <u>Reader in the History of Books and Printing, 1978.</u></p> <p>Bland, Medieval Illumination in the West. 154-177 in Winkler (ed.) <u>Reader in the History of Books and Printing, 1978.</u></p> <p>Lerner, Ch. 6 High Middle Ages</p>
9 March 13	<p>PRINTING</p> <p>VHS 1017 The Day the Universe          Changed          Impact of printing</p> <p>**Gutenberg Bible (forms, fate, cost)          _____</p>	<p>Barker, "The Invention of printing," Quarterly Journal of the Library of Congress, v. 35, 1978, 64-76.</p> <p>Eisenstein, "In the Wake of the Printing Press" 40-54, Quarterly Journal of the Library of Congress, v. 35, July 1978.</p> <p>Boorstin, <u>The Discoverers: A History of Man's Search to</u></p>

	<p>**Expansion of printing around world _____</p>	<p><u>Know His World and Himself</u>. 480-554</p> <p>Will pass out midterm study sheet help</p>
<p>10 March 20</p>	<p>PRINTING</p> <p>**The Inquisition &amp; The Index _____</p> <p>VCR 5299 Singer of Tales</p>	<p>Burns, <u>the Power of the Written Word</u>. "The Renaissance: Humanism." 197-213.</p> <p>Goldstone, <u>Out of the Flames</u></p> <p>McMurtrie, <u>The Book: The Story of Printing and Bookmaking. The Master printers of Venice</u>," 197-215.</p> <p>Schramm, <u>The Story of Human Communication: Cave Painting to Microchip</u>, 117-133 Day of the printer</p>
	<p>SPRING BREAK</p>	
<p>11 April 3</p>	<p>PUBLISHING &amp; THE BOOK TRADE: 1700s and 1800s.</p> <p>UNIVERSITY &amp; NATIONAL LIBRARIES</p> <p>**Secularization of the Monasteries and effects on libraries _____</p> <p>**History of the British Library _____</p> <p>**William Morris and Kelmscott Press _____</p> <p>VHS 1317: Tour of the Library of Congress</p> <p>DVD Mt Athos</p>	<p>Katz, <u>History of the Book</u> 185-213</p> <p>Lerner, Ch. 8 ("Treasures of the Book") and 9 ("Repositories of Knowledge"); 10 ("Libraries for the People")</p> <p>"Godspeed" 71-137</p> <p>MIDTERM DUE</p>
<p>12 April 10</p>	<p>PRINTING &amp; LIBRARIES IN AMERICA; CATALOGUING</p> <p>Debate on Melvil Dewey to argue pro or con as assigned</p> <p>**Benjamin Franklin and Books _____</p> <p>**Printing &amp; Literacy in Hawaii _____</p> <p>**Dev. Of the Hawaii Public Library System _____</p> <p>**Development of children's services in public libraries &amp; school libraries _____</p>	<p>Lerner, Ch. 12 ("Putting Knowledge to work") and 11 ("Craft of Librarianship")</p> <p>Garrison, <u>Apostles of Culture: The Public Librarian and American Society, 1876-1920</u>. 105-170. "Melvil Dewey"</p> <p>Assignment #5: Write a 2 page paper arguing that Melvil Dewey should/should not be honored as the patron saint of American librarianship</p>

	<p>BOOKBINDING</p> <p>Traditional Bookbinding by Trevor Lloyd &amp;  <a href="http://www.youtube.com/watch?v=aT5toj4EG80">www.youtube.com/watch?v=aT5toj4EG80</a></p>	
<p>13 April. 17</p>	<p>IN AMERICA  Knuth presentation: fate of C. libraries</p> <p>EARLY COMPUTERS  **Ada Lovelace &amp; Charles Babbage  _____</p> <p>**Bletchley park and the Code Breakers  _____</p> <p>FUNCTION OF LIBRARIES  FRAMEWORK OF DESTRUCTION</p> <p>Discuss framework/components &amp; make chart</p>	<p>“Destiny” 383-409</p> <p>Bobinski, <u>Carnegie Libraries: Their History and Impact on American Library Development</u>. 3-23, 183-201.</p> <p><i>Libricide</i>: Ch. 1, 2</p> <p>Assignment #6 Write a two page reaction to the Libricide chapters. Be sure to address the issue of what it is about the function of libraries that make them targets.</p>
<p>14 April 24</p>	<p>DESTRUCTION OF BOOKS &amp; LIBRARIES: 20<sup>TH</sup> CENTURY</p> <p>Dvd The Rape of Europa  **Hitler’s Museum _____</p> <p>**IBM and the Holocaust _____</p>	<p>Knuth 3, 4, 5, 6  Be prepared to discuss the chapters</p> <p>Assignment #7 Use chart we made in class and enter the components in Libricide for each of the three case studies.</p>
<p>15 May 1</p>	<p>DESTRUCTION—20<sup>TH</sup> CENTURY LIBRARIES</p> <p>**The Monuments Men &amp; Book Depots _____</p> <p>**History of paperbacks _____</p> <p>evaluations</p> <p>VHS 1148: Slow Fires: acidification</p>	<p>Libricide: Ch., 7,8, 9</p> <p>Ass. #8: Write a 2- page essay about libricide as the collision of ideas. Use the libricides in Ch. 7 (China) and 8 (Tibet) as examples.</p>