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LIT 6856  
Fall 2019  
W 6-8

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### **Into the Archive: Reading and Writing in the Baldwin Library**

This seminar has a dual focus and will be structured accordingly.

First, we'll explore children's literature and its study by way of UF's Baldwin Historical Library of Children's Literature, one of the largest such collections in the world. Suzan Alteri, the Curator of the Baldwin, will work with us closely and co-lead the course. Everyone will develop research and writing/digital projects in the Baldwin. The Baldwin is an extraordinary resource even for those not specializing in children's literature, and one aim of the course is to encourage exploration of the collection. Students in previous iterations have published their Baldwin-based research. We'll experiment with methods of encounter and analysis, such as browsing, textual criticism, and distant reading. We'll read some scholarship on children's literary and material culture as well as on the archive, library, collection, and canon. We will also work to improve the Baldwin's digital presence. Informal reports on ongoing work will be expected.

The course will simultaneously function as a graduate proseminar, addressing topics such as research methods, writing and publication, grant applications, graduate school life, and general matters of professionalization and career planning. We'll have guest speakers on some of these topics and will reflect on the situation of higher education in our long moment of neoliberalism.

Finally, the course also is a "digital depth" course which can be counted toward UF's Certificate in Digital Humanities. To get credit toward the Certificate you will need to develop projects in the digital assignments track below. See <https://digitalhumanities.group.ufl.edu/dh-graduate-certificate/>

Baldwin website: <http://cms.uflib.ufl.edu/baldwin/Index.aspx>

You'll notice that the reading is front-loaded in the semester. That's intentional; I want you to have more time in November especially to work on your projects.

#### Books To Purchase

Leslie Howsam, ed., *The Cambridge Companion to the History of the Book*  
Carolyn Steedman, *Dust: The Archive and Cultural History*

#### Books We'll Sample, usually in part, available electronically via UF or as noted

Melissa Adler, *Cruising the Library: Perversities in the Organization of Knowledge* (I will provide)

Lisa Gitelman, *Paper Knowledge: Toward a Media History of Documents*

Eric Hayot, *The Elements of Academic Style: Writing for the Humanities*

Matthew Jockers, *Macroanalysis: Digital Methods & Literary History*

Karen Kelsky. *The Professor Is In: The Essential Guide to Turning Your PhD into a Job*  
 David McKitterick, *The Invention of Rare Books: Private Interest and Public Memory, 1600-1840*  
 Geoffrey O'Brien, *The Browser's Ecstasy: A Meditation on Reading*  
 Lissa Paul, *The Children's Book Business*  
 Gregory Colón Semenza. *Graduate Study for the 21st Century*  
 Julietta Sigh, *No Archive Will Restore You* (<https://punctumbooks.com/titles/no-archive-will-restore-you/>)  
 Sidonie Smith, *Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times*

(With thanks to Gabriel Duckels at University of Cambridge for help procuring several items.)

Plus assorted articles and chapters, most on electronic reserves, some embedded in the reading schedule, and some I'll send directly to you. <https://ares.uflib.ufl.edu/ares/> - LIT 6856, section 192E. These I'll send to you or make available on Canvas, plus any resources you come across and want to share:

Suzan Alteri, "Mediating the Archives: Child Readers and their Books in Special Collections"  
 Stephen Greenblatt, "Scholarly Publishing and the Dream of the Imperial Message"  
 Emily Murphy, "Unpacking the Archive: Value, Pricing, and the Letter-Writing Campaigns of Dr. Lena Y. de Grummond."  
 Lisa Stead, "Introduction," and Isabella Cosgrave, "Untrustworthy Reproductions and Doctored Archives: Undoing the Sins of a Victorian Biography," in Stead and Smith, *Boundaries of the Literary Archive*.  
 G. Thomas Tanselle, "Reproductions and Scholarship" (1989), from Tanselle's *Literature and Artifacts*

We'll use Canvas for sharing resources and for assignment submission and return.  
<https://elearning.ufl.edu/>

### Assignments and Evaluation

Baldwin title abstracts	20%
Conference paper/article abstract	10%
Grant/fellowship proposal	20%
Baldwin research/DH project(s) with report	50%

Regular attendance and active participation are essential.

Assignments have a dual focus: to encourage and support a variety of work with Baldwin Library materials, physical and/or digital, and to help you plan and practice writing in select academic genres.

On the Baldwin front: researchers tend to visit the Baldwin because they are already working on a topic or question and they want to see particular holdings. A good bit of archival research works this way and you are welcome to go that path. Another possibility is to explore the Baldwin and

see what captures your attention – to start with things that look interesting or amusing. Both general approaches are welcome and both can lead to deeper engagement.

Baldwin title abstracts. This assignment encourages you to explore the collection as you like – either randomly or with a topic or writer or genre in mind -- and also helps Suzan and her colleagues provide better information about holdings. Choose any book in the Baldwin and write a 1-2 paragraph abstract for it. With help from staff in the digital collections and cataloguing units the abstract will be added to local and OCLC catalog records, which will greatly aid the search process for others and give you experience. 3-5 abstracts required. These are due by the end of term but can come in at any point.

Conference paper or article abstract. Write and submit an abstract for a conference paper, book chapter, or article. Word limit should correspond to cfp; if no instructions, limit is 250 words. Abstracts should be single-spaced and should include: title; description of topic; explanation of research question(s); methodology; and objects of inquiry. The abstract will be reviewed by me and two other students for feedback. *The topic can be related to the class and/or the Baldwin, or not.*

Grant or fellowship proposal. Plan and write a proposal for one of the following: Library Enhancement Grant, Tedder Family Fellowship, Support for Workshop or Speaker Series, or Public Humanities Grant. You find descriptions of these grants at the following website: <https://humanities.ufl.edu/fellowships-and-grants/>. If you'd like to see prior grants (including some for the CHPS Library Enhancement Grant, go here: <https://ufdc.ufl.edu/ufirgrants>.

Should you find another grant, e.g. a travel or research grant for which you are eligible and you prefer to write for that opportunity, please feel free to do so. Please include the cfp with your assignment. *The topic can be related to the class and/or the Baldwin, or not.*

Baldwin Project(s). You can do either 1 or 2 projects, depending on complexity and labor and your level of interest. The options are 2 short papers, at 5-7pp. double spaced pages each; 1 longer paper of roughly double length, which can grow out of your first short paper (meaning, if you like the topic you can stay with it; if not, you can change topics); 1 short paper and 1 minor DH project; 1 longer DH project. Options:

1. Topical Research. Write a short research paper on a topic of your choosing, drawing on at least two Baldwin texts. The paper can be all analysis OR it can take the form of some analysis plus proposal for a longer version. Either way, incorporate or make reference to scholarly resources pertinent to the topic or material. You can include a literature review, or add an annotated bibliography, or fold in more organically. You may use any or all of the books for which you've written Baldwin title abstracts. You can give the most emphasis to how these particular materials handle or render the topic in question – meaning, you are not responsible for covering everything about said topic.
2. Textual Criticism. Develop a textual analysis of Baldwin material(s), drawing on the insights of Larkin, McGann, and G. Thomas Tanselle, most principally the distinction between the text and the work. Compare variant editions, perhaps, in terms of typography, binding, or other aspects of material form. Although Tanselle doesn't talk about the paratext, that's another approach: how is the text always already both plural and piecemeal – both part of a network of texts and itself a kind of fragment? This option is the closest to a “conventional” one; I list it here only because textual criticism is less familiar than it used to be.

3. Browsing. Chapters 15-18 of O'Brien's *The Browser's Ecstasy* make a distinction between browsing and "proper reading" (63), and those chapters especially, and book at large, is a kind of browsing experiment or report. Browsing occurs somewhere between aimless drifting and focused research. It isn't as explicitly instrumentalist as traditional research. That doesn't mean it's entirely unmotivated. But its logic is associative. Browsing allows flirtation with interests and objects. It might be a bit harder to browse in the Baldwin, but it can be done, and you can certainly browse in the digital collection. For this option, devise and report on a browsing project, explaining the terms and reflecting upon the activity as a mode of information gathering or the satisfaction of desire. O'Brien provides one possible model. What does browsing look like or do as a research method? What can be learned or unlearned?
4. (DH) Distant Reading. Develop a distant/quantitative experiment with Baldwin materials. It might be computational but it doesn't have to be. One could make, for instance, a graph, map, or tree as Moretti models such. The project should in some way deal with issues of scale and move beyond traditional close reading. Or it could draw on both close and distant reading (thus being "resourceful" reading). What did you learn, or become curious about, through this project?
5. (DH) Digital subcollection project. The Baldwin has a number of digital subcollections, most of which are identified on the website (under "digital collections") – the Afterlife of Alice, Grimm's Fairy Tales, *St. Nicholas Magazine*, etc. We are also planning one on moveable books. The existing ones could benefit from development and expansion. Working with Suzan, improve one of these collections, identifying materials and updating or adding content (historical, contextual, interpretive, pedagogical).
6. (DH) Baldwin digital pedagogy project. Plan and to begin to develop a digital pedagogy project based in the Baldwin. It could be subject or methodology based, and it could be designed in part to expand access to or visibility of the Baldwin. It could also be a syllabus; it could be a module that might be incorporated into your existing or future classes (such as Writing through Media, or any topical course on children's literature). Presumably this project would be drawn from existing digital Baldwin resources, but it could also expand them in some way.
7. (DH) Podcast. Research, write, and produce a podcast drawing on Baldwin materials. Laurie Taylor recommends Anchor for creation and dissemination, although Omeka can also be used, and the Library has podcast kits and can provide support.

You'll also give at least one informal report on your work in progress, in which you describe what you're doing, bring in materials, and take questions. The report should run 15-20 minutes max.

## Schedule

### August

28 Introductions and tour of the Baldwin Library.

### September

4 **Using the Baldwin.** Visit from Emily Faith Brooks and Mary Roca, PhD students UF. Smith, "Caught Up in the Whirlwind"; Kidd, "The Child, the Scholar..."; Alteri, "Mediating the Archives: Child Readers and their Books in Special Collections"; Alteri, "The Classroom as Salon" (<http://english.illinoisstate.edu/digitaldefoe/features/alteri.html>); Kidd, Pearson, and Pyke, "Serendipity and Children's Literature Research in the Library"; Greenblatt, "Scholarly Publishing." Semenza, *Graduate Study for the Twenty-First Century*, Chapters 1 and 2.

Optional: Basbanes, "Obsessed Amateurs" (esp. the section on Baldwin); Bodmer, "A. S. W. Rosenbach"; Lundin, "A Dukedom Large Enough"; Hoyle, "The Kerlan Collection"; Murphy, "Unpacking."

11 **The Book and the Document.** Introduction and Part 1, Howsam, *The Cambridge Companion to the History of the Book*; if possible, skim Part III of the *Cambridge History* also; McKitterick, *The Invention of Rare Books*, Prologue and Chs. 1 & 2; Gitelman, Introduction, *Paper Knowledge*. Smith, Part 3, "Toward a 21<sup>st</sup>-Century Doctoral Education," in Smith's *Manifesto for the Humanities*.

18 **Collecting and Preserving.** Tour of UF Conservation and Preservation Unit (<https://cms.uflib.ufl.edu/conservation/Index.aspx>), with Conservator Katie Smith and Preservation Librarian Fletcher Durant. Benjamin, "Unpacking," "Old Forgotten Children's Books", "Children's Literature," "Program"; Benjamin (with Leslie); *Walter Benjamin's Archive*; Sanchez-Eppler, "In the Archives of Childhood"; Tanselle, "Libraries, Museums, and Reading." Kelsky, *The Professor Is In*, Chs. 1-3.

25 Professor Rae Yan, UF, will visit and talk on "Managing the Job Market." Kelsky, *The Professor Is In*, Parts 2-4; Hayot, *The Elements of Academic Style*, Part 1, "Writing as Practice."

**Conference/article abstract due.**

### October

2 **Archive Fever.** Steedman, *Dust*. Burton, "Introduction"; Taylor, "Acts of Transfer"; Stead, "Introduction"; Adler, Introduction, *Cruising the Library*.

- 9 Singh, *No Archive Will Restore You*; Paul, *The Children's Book Business*, Introduction and Chapter 1; Weikle-Mills, "My Book and Heart."
- 16 **Methods for Literary Studies, Part 1 (The Text and the Work).** Visit with E. Haven Hawley, Chair of Special Collections at UF. Larkin, "A Neglected Responsibility"; McGann, "The Socialization of Texts"; Tanselle, "Reproductions and Scholarship"; O'Brien, *The Browser's Ecstasy*. You may also find Chapter 5 of *The Cambridge Companion* helpful.
- 23 **Methods for Literary Studies, Part 2 (Distant/Resourceful Reading).** Jockers, *Macroanalysis*; Giddens, "Distant Reading and Children's Literature"; Cross, Alan, and Kilner, "Digital Curation, AusLit, and Australian Children's Literature."
- Of additional interest, should you have time:: Underwood, "Theorizing Research Practices We Forgot to Theorize Twenty Years Ago" (<https://www.ideals.illinois.edu/bitstream/handle/2142/48906/theorizing.pdf?sequence=2&isAllowed=y>); Maria Tamboukou, "New Materialisms in the Archive" ([https://maifeminism.com/new-materialisms-in-the-archive-in-the-mode-of-an-oeuvre-a-faire/?fbclid=IwAR28UW9DPWYs4V\\_YiXJP\\_qSTZxAayv9vij\\_qUKmQ-7pwv8jZAG21IVc-pFk](https://maifeminism.com/new-materialisms-in-the-archive-in-the-mode-of-an-oeuvre-a-faire/?fbclid=IwAR28UW9DPWYs4V_YiXJP_qSTZxAayv9vij_qUKmQ-7pwv8jZAG21IVc-pFk)). You may also find Chapter 11 of *The Cambridge Companion* helpful.
- 30 Professor Vanessa Joosen, University of Antwerp, visits. Go to <https://www.uantwerpen.be/en/staff/vanessa-joosen/> for information on Professor Joosen's research projects. We will be discussing grant applications and funding strategies with Professor Joosen. Kelsky, *The Professor Is In*, Part VIII, "Grants and Postdocs."
- Baldwin Project 1 due (if doing 2).**

## November

- 6 Guest Speaker panel, Alt-Ac Careers. Emily McCann (Union), Hélène Huet (Smathers Libraries), Eric Segal (Harn Museum of Art), and Ariel Gunn (Instructional Design); Brenda Bethman and Donna Bickford. Brenda Bethman and C. Shaun Longstreet. Kelsky, *The Professor Is In*, Part X, "Leaving the Cult"; "The Alt-Ac Track." *Inside Higher Ed* (<https://www.insidehighered.com/advice/2013/01/14/essay-preparing-academic-or-alt-ac-careers>); Ashley Sander. "Going Alt-Ac: How to Begin." (<https://www.insidehighered.com/blogs/gradhacker/going-alt-ac-how-begin>); Huet, Alteri, and Taylor, "Manifesto: a Life on the Hyphen: Balancing Identities as Librarians, Scholars, and Digital Practitioners" ([http://www.digitalhumanities.org/dhq/vol/13/2/000418/000418.html?fbclid=IwAR0g567jrmkYRxBW0-5xjq3jPP\\_sVYCYAxCNQqfk3fRwnMad9zG4hNvgwo2Q](http://www.digitalhumanities.org/dhq/vol/13/2/000418/000418.html?fbclid=IwAR0g567jrmkYRxBW0-5xjq3jPP_sVYCYAxCNQqfk3fRwnMad9zG4hNvgwo2Q))
- Please also visit:  
<http://altac.web.unc.edu/>  
Reports and discussion.

- 13 Skype session with UF alum Professor Rebekah Fitzsimmons, Carnegie Mellon University, on digital methods, pedagogy, and career wrangling. Visit: <https://rebekahfitzsimmons.com/current-research/>; Rebekah Fitzsimmons and Suzan Alteri, “Possibly Impossible; Or, Teaching Undergraduates to Confront Digital and Archival Research Methodologies, Social Media Networking, and Potential Failure” (<https://jitp.commons.gc.cuny.edu/possibly-impossible-or-teaching-undergraduates-to-confront-digital-and-archival-research-methodologies-social-media-networking-and-potential-failure/>); *Cambridge Companion to the History of the Book*, Ch. 15.

Reports and discussion.

**Grant/fellowship proposal due.**

- 20 Reports and discussion.

- 27 No class (Thanksgiving break).

### December

- 4 Reports and discussion. **All Baldwin title abstracts due.**

**Baldwin Project #2 or Longer Project #1 due December 9**

### Additional Resources

*On the Child, the Book, The Archive*

Gillian Avery, *Behold the Child*

Nicholson Baker, *Double Fold: Libraries and the Assault on Paper*

Matthew Battles, *Library: An Unquiet History*

Pierre Bayard, *How to Talk About Books You Haven't Read*

Patricia Crain, *The Story of A*

Robert Darnton, *The Case for Books*

Abigail De Kosnik, *Rogue Archives: Digital Cultural Memory and Media Fandom*

Jacques Derrida, *Archive Fever*

Gesa E. Kirsch and Liz Rohan, eds., *Beyond the Archives: Research as a Lived Process*

Alberto Manguel, *A History of Reading and The Library at Night*

Keith O'Sullivan and Pádraic Whyte, eds., *Children's Literature Collections: Approaches to Research*

Francis Spufford, *The Child that Books Built*

Susan Stewart, *On Longing*

### *Advice Literature*

Wendy Laura Belcher, *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*

Robert Boice, *Advice for New Faculty Members*

James English, *The Global Future of English Studies*

Martin Paul Eve, *Open Access and the Humanities*  
 Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*  
 Michelle A. Massé, ed., *Staging Women's Lives in Academia: Gendered Life Stages in Language and Literature Workplace*  
 Gregory Colón Semeenz and Garrett A. Sullivan, Jr., eds., *How to Build a Life in the Humanities: Meditations on the Academic Work-Life Balance*  
 Helen Sword, *Stylish Academic Writing*  
 Ted Underwood, *Why Literary Periods Mattered: Historical Contrast and the Prestige of English Studies*

*On Neoliberalism and Higher Education*

Bledstein, Burton J. *The Culture of Professionalism: The Middle Class and the Development of Higher Education in America.*  
 Bok, Derek. *Higher Education in America.*  
 Bourdieu, Pierre. *Homo Academicus.*  
 Bousquet, Marc. *How the University Works: Higher Education and the Low-Wage Nation.*  
 Donoghue, Frank. *The Last Professors: The Corporate University and the Fate of the Humanities.*  
 Ginsberg, Benjamin. *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters.*  
 Kolodny, Annette. *Failing the Future: A Dean Looks at Higher Education in the Twenty-first Century.*  
 Lambert, Gregg. *Report to the Academy.*  
 Molnar, Alex. *School Commercialism: From Democratic Ideal to Market Commodity.*  
 Newfield, Christopher. *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them.*  
 \_\_\_\_\_. *Ivy and Industry: Business and the Making of the American University, 1880-1980.*  
 \_\_\_\_\_. *Unmaking the Public University: The Forty-Year Assault on the Middle Class.*  
 Readings, Bill. *The University in Ruins.*  
 Slaughter, Sheila, and Gary Rhoades, *Academic Capitalism and the New Economy: Markets, State, and Higher Education.*  
 Washburn, Jennifer. *University, Inc.: The Corporate Corruption of American Higher Education.*