Introduction

Welcome to Visual Rhetoric and Early Modern English Print Culture. The aims of this course are as follows:

- to introduce you to key features of the history and print culture of early modern England;
- to introduce you to the range and richness of printed material that is primarily visual, rather than verbal;
- to introduce you to some of the ways that people have discussed these works;
- to consider the relevance of theories of visual rhetoric to these works;
- to support you in researching and writing a research paper on a topic of your choice within the area of the course.

Textbooks

In the bookstore


Course pack that includes the following essays and book chapter:


To download

Acheson, Katherine. “Military Illustrations, Garden Design, and Marvell’s *Upon Appleton House*.“ Download through course website. 2 files.


**Major Assignments**

*Report on the historical context of your image(s):* 10 minutes long. This presentation will be about the subject area of your images. For example, if your image is political, you will need to research the political context for the image; if it’s scientific, you will need to look at the history of science, probably focusing on the specific science of the image(s). Your research will be primarily in books and articles, especially recent ones. You should do enough research that you feel you can speak confidently of the context for the image(s). You should talk for 10 minutes, and be prepared to answer questions or take suggestions for further research for another 5 minutes or so. I would like you to hand in your list of works consulted on the day of your presentation. This assignment is worth 20% of your final grade.

For a top grade, the presentation will:

- reflect the highest quality sources
- include information about all significant aspects of the subject of the image(s)
- contain only information that is pertinent to the topic of the image(s)
- include a speculative statement about the function of the image(s) in their context
- be delivered in a clear and effective manner;
- respect the time limits given

*Research Essay.* 15-25 pages long. In this essay you will analyze an image or a set of images, taking into account scholarly knowledge of the area to which they pertain, and their relation to other similar printed images. We will talk about this as we go along in the course. The essay is due on Nov. 24 and is worth 60% of your final mark. Extensions may be granted for one week without cause as long as you notify me before Nov. 21. Only medical reasons, supported by a doctor’s note, will be accepted for a paper otherwise submitted after the due date. Late papers will have 2% per day, including weekends, deducted from their grade.

The essay will be graded as follows:

Relation of image(s) to historical and cultural context: 20%
Analysis of images: 20%
Use of theoretical resources: 10%
Structure of essay, including paragraphing and the construction of argument: 10%
Writing, including spelling, grammar, sentence structure, word choice, and aspects of argument: 20%
Use of evidence, including documentation: 20%
Conference Paper. 20 minutes long; you will be asked to stop speaking at 22 minutes, so be sure
to time your presentation beforehand. From your research essay you will prepare a conference
paper for our symposium on Dec. 1. We will also talk about how to craft and deliver this paper in
the course.

This paper is worth 20% of your final mark. Please send me a copy of the paper electronically on
the day of the symposium (or before); this will help me to remember what you’ve said, although
the mark will be based on the oral presentation. If there is a medical reason for your absence on
the day of the symposium, we will make arrangements to hear the paper when you are well again.

The paper will be graded as follows:

The opening paragraph
a) is compelling and clear, and prepares the audience for the full exposition of the argument in
the course of the paper
b) outlines an interesting topic, and suggests some aspects of an argument about it
c) is unclear, has few or no elements of argument, and does not engage the audience’s attention

The argument
a) is strong and clear; each section of it clearly links with the next and previous sections, and with
the overall thesis; each section has a main point, supported by evidence
b) is usually apparent; unfolds in a fairly logical way; has many good points to make, usually
supported by evidence
c) is unclear, does not proceed logically, and is not well-supported by evidence

The evidence and use of theory
a) is top-quality, is always clearly relevant, and is always integrated stylistically and topically
into the argument
b) is good, stronger in some parts than others, and is usually well integrated into the argument
c) is poor-quality, is often not relevant, and is not well integrated into the argument

The presentation
a) effectively and attractively communicates the substance and importance of the argument to the
audience
b) delivers the substance of the argument, but is not crafted with much attention to how the
audience can hear and absorb it
c) is not compelling in either substance or style

The conclusion
a) wraps up the argument, and suggests the wider implications of the findings to an area within
which the paper falls
b) wraps up the argument
c) does neither of the things in a.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Homework in addition to reading</th>
<th>Discussion topics and activities in class</th>
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<tbody>
<tr>
<td>Sept. 8</td>
<td></td>
<td></td>
<td>Introduction Using EEBO Other resources (BPI, BM) Syllabus</td>
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<tr>
<td>Sept. 15</td>
<td>Eisenstein, chs. 1-4</td>
<td>Bring a question or observation about the reading.</td>
<td>Topic: print media, print culture Possibly: screening of “The Machine That Made Us”</td>
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<td>Sept. 22</td>
<td>Acheson</td>
<td>Conduct searches in EEBO and the BM and make a preliminary decision about the image(s) you will study. Bring copies of one image that interests you, for each of the class members, including me.</td>
<td>Topic: composing the research essay Be prepared to talk about your search and what interests you about the image.</td>
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<td>Sept. 29</td>
<td>Ong</td>
<td>The ONDB is one of the resources under “on-line reference” in the library’s menus. Look up a person who is related to your image or images.</td>
<td>Topic 1: Ong Topic 2: biographies: report on a few interesting details, and whether or not you see any connection between the biography and the image or images.</td>
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<td>Oct. 6</td>
<td>Reading: Watt and Hunter</td>
<td></td>
<td>Topic 1: The social use of prints Topic 2: Organizing print collections</td>
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<td>Oct. 13</td>
<td>THANKSGIVING MONDAY</td>
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<td>Oct. 20</td>
<td>Reading: Kress and Van Leeuwen, “Introduction,” chs. 2 and 3.</td>
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<td>Topic 1: Kress and Van Leeuwen Topic 2: Researching the historical context of your image(s)</td>
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<td>Oct. 27</td>
<td>Reading: Kress and Van Leeuwen, ch. 5; one of the “print</td>
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<td>Topic 1: KVL, ch. 5 Topic 2: the possible application of KVL to</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Topic</td>
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<td>Nov. 3</td>
<td>PRESENTATION ON HISTORICAL CONTEXT</td>
<td>examples of “print[s] of the month” (BPI)</td>
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<td>Nov. 10</td>
<td>Reading: Orgel (two essays)</td>
<td>Topic: Orgel: literary history and the printed image</td>
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<td>Nov. 17</td>
<td>Reading: Traub</td>
<td>Topic: Traub: social history and the printed image</td>
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<td>Nov. 24</td>
<td>ESSAY DUE</td>
<td>Topic: how to write a conference paper</td>
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<td>Dec. 1</td>
<td>SYMPOSIUM</td>
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