In recent years our understanding of literacy and its relationships to ongoing societies and social change has been challenged and revised. The challenge came from many directions. The “new literacy studies,” as they are often called, together attest to transformations of approaches and knowledge and a search for new understandings. Many traditional notions about literacy and its presumed importance no longer influence scholarly and critical conceptions. The gap that too often exists between scholarly and more popular and applied conceptions is one of the topics we will consider.

Among a number of important currents, historical scholarship and critical theories stand out, both by themselves and together. Historical research on literacy has been unusually important in encouraging a reconstruction of the fields that contribute to literacy studies, the design and conduct of research, the role of theory and generalization in efforts to comprehend literacy and, as we say increasingly, literacies (plural). It has insisted on new understandings of “literacy in context,” including historical context, as a requirement for making general statements about literacy, and for testing them, and carries great implications for new critical theories relating to literacy.

This seminar investigates these and related changes. Taking a historical approach, we will seek a general understanding of the history of literacy primarily but not exclusively in the West since classical antiquity but with an emphasis on the early modern and modern eras. At the same time, we examine critically literacy’s contributions to the shaping of the modern world and the impacts on literacy from fundamental historical social changes. Among many topics, we will explore communications, language, family and demographic behavior, economic development, urbanization, institutions, literacy campaigns, both political and personal changes, and the uses of reading and writing. A new understanding of the place of literacy and literacies in social development is our overarching goal.

This course meets a core course requirement for the GIS in Literacy Studies

Objectives
The seminar has a number of purposes:
- learning to analyze and critically evaluate ideas, arguments, and interpretations, and practicing analysis and critical evaluation
- developing and practicing skills in written and oral expression
• engaging in an interdisciplinary conversation about literacy studies, including but not limited to the historical study of literacy and critical approaches to literacy/cies followed in different disciplines and professions
• gaining familiarity with some of the major literature in literacy studies across disciplines
• expanding knowledge of and understanding the value of historical approaches to literacy
• developing new understandings of literacy’s many and complicated roles and connections in the development of modern societies, cultures, polities, and economies
• comparing and critically evaluating different approaches, conceptualizations, theories, methods, and sources that relate to the study and understanding of literacy in its many contexts

Assignments & Evaluation
a. Regular reading, attendance, and preparation for each class meeting. Attendance is expected and taken into account in evaluation.
b. Preparation for class includes writing at least 4 1-2-page commentary papers offering critical perspectives and raising questions about the assigned reading in a particular week. Select any 4 class sessions. In addition, I expect each student to come to all other sessions prepared and with written questions. Papers and questions are due at class at which that topic is discussed. None will be accepted late.
c. Leadership of one or more seminar sessions.
There may also be opportunities to work on Graff’s Literacy Studies at OSU “initiative.”
a, b, & c together=40% of final grade
d. “Using history” projects: 2 5-7 page papers. Everyone will write one “literacy in context” paper and select one other project from the three areas listed. Each mini-essay is a kind of think-piece or intellectual exercise, in learning about literacy in history and from historical perspective.
1) Sketch: “literacy in context”—what does “literacy in context” mean for a particular time, place, people, and form of literacy?
2) Test a theory of literacy in historical context—a historical experiment
3) Probe critically and evaluate a recently proclaimed “new literacy”
4) Future of literacy—forecast, hypothesize, speculate, and judge “the future of literacy” from the perspectives of the history of literacy.
Each paper=30%; 2 papers=60%  Due on weeks 5, and 10

Assigned reading. A seminar is pointless, and painful, unless the participants have read the assigned material with care. I expect you to read all the material assigned for each week’s discussion. Some of the books are out-of-print (not because they have lost their importance or value but because publishers now take books out of circulation very quickly). However, copies of all of them are on reserve in the library. So plan ahead. I encourage you to think about useful questions for discussion, or issues that occur to you after the seminar is over

Leadership of one or more seminar sessions. One (or depending on the number of students in the class two) student is assigned to lead each seminar. The most important task of this assignment is to present questions and perspectives on the major topics and issues of that week, and on the reading specifically, that will generate good discussion. Think about how you will
stimulate discussion. For most weeks, questions and tasks should be made available to all seminar members prior to class, no later than 11:00 a.m. on Tuesdays, by email and at the instructor’s office.

Suggestions: choose particularly important passages in the works for analysis, photocopy them, and spend some time on their explication. (Better yet, distribute them in advance, along with discussion questions.) Choose key ideas and terms for elucidation, or focusing on the questions the work asks, its answers, and its relation to larger issues or themes. Collect some reviews from academic journals and serious publications for nonspecialists and organize discussion around the assessment of these evaluations. Remember that the goal is not especially to find out what is wrong with the work, although that is important, but to understand its significance and contribution to large issues and questions. Think of ways of identifying themes and issues that include specific readings but may also look back to earlier weeks or look ahead to future weeks and topics. Depending on class size, the plan for the session might include breaking into small groups with specific tasks for part of the time. Seminar leaders are not expected to be responsible for the entire session.

Commentary papers. Students should write at least 4 2-page papers commenting on a given week’s reading. These should not summarize the book. Rather, the papers should present your reaction to the book: what strikes you as particularly interesting, important, outrageous, thought-provoking or worth thinking or talking about. They should include questions the reading raises for you and/or questions you wish to raise about the reading. Those questions as well as your comments will help you to prepare for seminar sessions. I will keep track of these papers, but they will not be given formal grades. They are very important. They prompt you to think about the reading before you come to the seminar, and they give me a good idea of how you are reading the material and how you write.

I expect one paper every two weeks, approximately, starting with the second week’s reading assignment. These papers are due at the end of the session at which a book or articles are discussed. They are not acceptable later, and they are an integral part of the seminar. To receive credit for the seminar, you must turn them in on time. I may ask students with especially interesting papers to share with the whole seminar.

“Using history” projects: 2 5-7 page papers. Everyone will write one “literacy in context” paper and select one other project from the three areas listed. Each mini-essay is a kind of think-piece or intellectual exercise in learning about literacy, including contemporary or possible future dimensions or aspects of literacy, by a careful use of historical approaches; historical evidence, findings, or conclusions; historical and other comparisons, historical perspectives or understanding; and historical criticism. Each paper should be based at least in part on required readings and relevant class discussions. There is no requirement to go beyond those materials. The extensive bibliography that accompanies the syllabus will also be very useful in researching and drafting these exercises. Successful approaches to each of the four very general sets of relationships will define their specific tasks, including historical times, places, and persons, as precisely as possible and set limits to the scope of the paper. Use footnotes or endnotes and other scholarly apparatus as needed.
1) Sketch “literacy in context”—what does “literacy in context” mean for a particular time, place, people, and form of literacy? Cast your responses with reference to one (or perhaps two) specific historical time(s). Consider different approaches to “contextualization” including the historical. What is different about historical context? What are its advantages? Its limits? Why do scholars—especially but not only historians—fuss so much about “context(s)”?

2) Test a theory of literacy in historical context—a historical experiment in studying the relationships between the kind of statements that claim the status of “theories” and specific historical circumstances that might support, partially support, or contradict the usefulness of the particular theory. Identifying relevant theories associated with literacy—of which the literature and the discourse on literacy are overflowing, on the one hand, and the specific grounds or situations to test it fairly, on the other hand, are critical to this project. Theories with which we are familiar relate to economics, politics, culture, society, group and individual psychology, communications, etc.

3) Probe critically and evaluate a recently proclaimed “new literacy” The proliferation of “new literacies”—from critical literacy to historical literacy, cyber literacy, emotional literacy, physical literacy, and the like is endless. While we might need to expand the language and conception of literacy and literacy studies to include multiple or plural literacies beyond “traditional alphabetic literacy,” is there no end to the roll call or hit parade? What are the particular attributes, characteristics, requirements, or definitions we employ when we refer to something as a “literacy”? What are its boundaries? What kinds of status or expectations come with labeling some quality or ability as “a literacy”? How does the history of literacy help in answering these kinds of questions?

4) Future of literacy—forecast, hypothesize, speculate, judge “the future of literacy” from the perspectives of the history of literacy—drawing on your understanding of literacy in the past, its changes and continuities, and its significance. How can we use the history of literacy as a laboratory for studying literacy’s futures at different times and places? What influences the development of literacy and literacies? How do those literacies become agents of change or continuity? How does history function as a laboratory for exploring multiple literacies and multiple media, and multiple languages or multilingualism? The task is to use an understanding of literacy, based at least in part on literacy’s history, to help sharpen assumptions and expectations, and ponder the limits and possibilities for change and novelty in the future of literacy and literacies—if, that is, you think that literacy has a “future.”

Turning in assignments
All work that is turned in for evaluation or grading should be typed, usually double-spaced, with margins of 1-1 ½ inches on all sides; printed in 12 point font, in a legible type face. No need for covers or folders. Be sure that your printer ribbon or toner allows you to produce clear copies. Follow page or word limits and meet deadlines. Follow any specific assignment requirements (formatting or endnotes or bibliography, for example). Use footnotes and endnotes as necessary and use them appropriately according to the style guide of your basic field. Commentary papers may be “semi-formal” and also use short titles (as long as they are clear) instead of footnotes.
Your writing should be gender neutral as well as clear and to the point. If you have a problem, see me, if at all possible, in advance of due dates. Unacceptable work will be returned, ungraded, to you. There will be penalties for work submitted late without excuse.

**Civility**
Mutual respect and cooperation, during the time we spend together each week and the time you work on group assignments, are the basis for successful conduct of this course. The class is a learning community that depends on respect, cooperation, and communication among all of us. This includes coming to class on time, prepared for each day’s work: reading and assignments complete, focusing on primary classroom activity, and participating. It also includes polite and respectful expression of agreement or disagreement—with support for your point of view and arguments—with other students and with the professor. *It does not include arriving late or leaving early, or behavior or talking that distracts other students.* Please turn off all telephones, beepers, electronic devices, etc.

**Academic Honesty**
Scholastic honesty is expected and required. It is a major part of university life, and contributes to the value of your university degree. All work submitted for this class must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. This is unacceptable in this class and also prohibited by the University. All cases of suspected plagiarism, in accordance with university rules, may be reported to the Committee on Academic Misconduct. For information on plagiarism, see [http://cstw.osu.edu/](http://cstw.osu.edu/) especially [http://cstw.osu.edu/writing_center/handouts/index.htm](http://cstw.osu.edu/writing_center/handouts/index.htm).

**Writing Center**
All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. The Center offers the following free services: Help with any assignment; One-to-one tutorials; one-to-one online tutorials via an Internet Messenger-like system (no ads or downloads); online appointment scheduling. Visit [www.cstw.org](http://www.cstw.org) or call 688-4291 to make an appointment.

**Disabilities Services**
The Office for Disability Services, located in Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307

**Class cancellation**
In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note on department letterhead be placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

**Books**
*Suggested for purchase:*
Harvey J. Graff, ed. Literacy and Historical Development: A Reader. SIU Press, 2007 (0809327821) We will discuss its use
Michael T. Clanchy, From Memory to Written Record: England, 1066-1307; 2nd ed. Blackwell. 1993 (0-631-16857-5)
Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth-Century City. Transaction, 1987 (1979) (0887388841)
Deborah Brandt, Literacy in American Lives. Cambridge, 2001 (0521003067)

Optional: On reserve—consult as needed
David Barton, Literacy: An Introduction to the Ecology of Written Language. 2nd ed Blackwell, 2006 (1405111437)
Harvey J. Graff, The Labyrinths of Literacy. exp. and rev. ed. Pittsburgh, 1995 (0-8229-5562-8)
____. The Legacies of Literacy. Indiana, 1987 (0253205980)
RA Houston, Literacy in Early Modern Europe. Longman, 2002 (0582368103)
Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985 (0841909660)
Donald McKenize, Bibliography and the Sociology of Texts (Cambridge UP, 1999) (0521-64495X)
David Vincent, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000 (0745614442)

Required reading in BOLD
Most books will be on Closed Reserve in the Library
Journal articles and book chapters available on carmen.osu.edu—indicated with *

Films (tentative list):
“The Return of Martin Guerre” (123) week 3
“The Wild Child” (85) week 4
“Children and Schools in 19th Century Canada” week 5
“My Brilliant Career” (101) week 6
“High School”(75) week 8
Literacy Past and Present: The History of Literacy

Syllabus

Mar. 27, 29; Apr. 3  1. Introduction/Thinking About Literacy: Old and New

Note: suggestions for further reading listed at end of syllabus

David Barton, Literacy: An Introduction….. 2nd ed. (Blackwell, 2006), chs. 1,2,3,8,11,14 (skim remainder if you wish)
*Harvey J. Graff, ed., Literacy and Historical Development [LHD] (SIU Press, 2007), Ch. 1 by Graff


Issues to explore: what is literacy? how do we think about literacy? why? What differences it makes

Apr. 3, 5  2. Ancient Foundings, Ideas, Traditions & Practices

*William V. Harris, Ancient Literacy (Harvard 1989), Introduction, Conclusion, 3-24, 323-337
Background: Harvey J. Graff, *The Legacies of Literacy: Continuities and Contradictions in Western Society and Culture*. Indiana, 1987, ch. 1

Issues to explore: literacy's origins and powers, including the powers of origins; literacy's history in theory and in fact [sic]: finding and probing narratives of literacy; ancient or classical literacy as foundation? peak? standard? contribution to the future?

Apr. 10, 12  3. Transitions to Literacy


Background: Harvey J. Graff, *The Legacies of Literacy*, chs. 2-3

Apr. 17, 19  4. From Script to Print, Oral to Written, Classical to Vernacular, and Other Misunderstood Transformations in the Passage from Tradition to Modern

*LHD: chs. by Eisenstein, Grafton, Davis—as your time allows*

??Andrew Cambers, “Demonic Possession, Literacy and ‘Superstition’ in Early Modern England,” *Past and Present*, 202 (2009), 1-33


Background: Harvey J. Graff, *The Legacies of Literacy*, chs. 4-5
RA Houston, *Literacy in Early Modern Europe*

week 3-4: “The Return of Martin Guerre” (123) (tent.)

Issues to explore: lexicon and lesson in the narratives and theorizations of literacy—formulas for great changes—from oral to written, written to printed; classical to vernacular, sacred to secular; credo to ideology; elite to popular cultures; restricted to mass . . . among asserted transformations in the passages from traditional to modern; technologies; associations and correlates of literacy

Apr. 24, 26  5. Early Modernity (16-18th Centuries)
*Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985, Introduction, chs. 2, 6

??Here or week 4
*LHD Chs. by: Davis, Scribner, Spufford—as your time allows

Background: Harvey J. Graff, The Legacies of Literacy, ch. 6
R A Houston, Literacy in Early Modern Europe

week 4-5: “The Wild Child” (85) (tent.)

Issues to explore: new ideas, philosophies, theories, including prominently those associated with the Enlightenment and its precursors; aspirations for “science”, psychology, and progress; competing assumptions about human nature and learning; dreams different worlds; social and economic change; challenges of tradition v. modern; schools and other institutions

May 1, 3 6. The Literacy Myth: Toward Modern Ways

Could add a week in 6-7?


LHD: Chs. by Grubb, Schofield

Background, Weeks 7, 8, 9: Harvey J. Graff, The Legacies of Literacy, chs. 6-7
David Vincent, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000
Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985

Rec: Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985
David Vincent, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000
Gabriel Tortella, ed., Education and Economic Development Since the
Week 5 or 6 “Children and Schools in 19th Century Canada” (Canada’s Visual History)(tent.)

Paper 1 due Week 6

Issues to explore: literacy & social, cultural, economic, and political change—theory v. experience; institutions & ideologies; relations and consequences: slavery, equality, democracy, citizenship, religion or belief, & literacy; class, race, gender, ethnicity, generation, geography, & literacy: literacy in the making of modern social relations, social structures, political systems, values, schools

??A WORK WEEK FOR 1ST PAPERS, ETC. THEN DELETE NEW WK 14??

May 8, 10 7. Reading and its Histories

Carl Kaestle, Helen Damon-Moore, Lawrence C. Stedman, Katherine Tinsley, and William Vance Trollinger, Jr., Literacy in the United States: Readers and Reading Since 1880. Yale UP 1991, skim ch. 3, read the rest


See also *Robert Darnton, “What Is the History of Books?” and “First Steps Toward a History of Reading,” in his The Kiss of Lamourette: Reflections in Cultural History (Norton 1990), 107-135; 154-190

Background: Harvey J. Graff, The Legacies of Literacy, chs. 6-7

david vincent, the rise of mass literacy

Issues to explore Weeks 6, 7, 8: making and reforming people and cultures; gender, class, generation, race, ethnicity, and geography & literacy: reading, writing, culture/s: relationships, differences, and correlates; uses of literacy; making meaning; homogeneous v. difference, unity, uniformity v. fragmentation & hierarchy. Are we what we read or write?

TURN INTO TWO WEEKS: 8 WOMEN 9 African Amer Additional reading: women lit, educ; African Amers, immigs, etc.?? ??Nord

May 15, 17 8. Reading Women and African Americans
8-

**Select:** Cornelius, “We Slipped and Learned to Read” and at least 3 articles on African-American reading; women reading/writing among others by Nord, Horowitz, Sicherman, Kelley, OR books by Royster, McHenry, and others (see below).

Consider reading and comparing articles on M. Cary Thomas by Sicherman and Horowitz

**LHD:** chs. by Cornelius, Sicherman

**Week 8**

**Women**

*Janet Cornelius, “We Slipped and Learned to Read: Slave Accounts of the Literacy Process, 1830-1860,” Phylon 44 (1983) 171-186 in LHD, [see also her When I Can Read My Title Clear: Literacy, Slavery, and Religion in the Antebellum South. South Carolina, 1991] and/or

*E. Jennifer Monaghan, “Reading for the Enslaved, Writing for the Free; Reflections on Liberty and Literacy,” Proceedings, American Antiquarian Society, 108 (1998), 308-341; or


**Week 9**

**African American & Others**

*Barbara Sicherman, “Reading and Ambition: M. Carey Thomas and Female Heroism,” American Quarterly. 45 (1993) 73-103

*________, “Sense and Sensibility: A Case Study of Women’s Reading in Late-Nineteenth-Century America,” in Reading in America, ed. Cathy N. Davidson (JHUP, 1989), 201-225 [also in LHD]


Elizabeth McHenry, Forgotten Readers: Recovering the Lost History of African American Literary Societies. Duke, 2002


Janice Radway, Reading the Romance: Women, Patriarchy, and Popular Culture. North Carolina, [see Recommended below for her articles]

Week 8 or 9 “My Brilliant Career” (101) (tent.)

May 22, 24 10. 20th C. Literacy Campaigns and their Precedents and Consequences

*Robert F. Arnow and Harvey J. Graff, ed., National Literacy Campaigns in Historical and Comparative Perspective. Plenum, 1987, Introduction and at least one or two other case study chapters, or choose from titles below, at least one of them from the twentieth century [introduction also included in Graff, Labyrinths, ch. 14]


See also: *Freire, The Politics of Education: Culture, Power and Liberation (Bergin and Garvey, 1985), Chs 6,7,8, 43-65, 67-96, 99-108

Select from:
Ben Eklof, Russian Peasant Schools, 1861-1914. California, 1986
Jeffrey Brooks, When Russia Learned to Read: Literacy and Popular Literature, 1861-
1917, Princeton, 1985
Evelyn Rawski, Education and Popular Literacy in Ch’ing China. Michigan 1979
Glen Peterson, The Power of Words: Literacy and Revolution in South China 1949-95. UBC, 1997
Colin Lankshear with Moira Lawler, Literacy, Schooling and Revolution. Falmer, 1987
_____, Education and Revolution in Nicaragua. Praeger, 1986
_____, Children of the Revolution, Delacorte, 1978

Issues to explore: the 20th century in the history of literacy: heir v. alien; continuities v. change; schools & other institutions; equality v. inequalities: race, ethnicity, class, gender, generations; families & the life course; democratization, social and economic opportunities, revolutions; national literacy campaigns; mass society & popular culture; literacy & literacies

May 29, 31 11. The Twentieth Century in Historical Context/ The Myth of Decline & The Future of Literacy/ies

Deborah Brandt, Literacy in American Lives Cambridge, 2001

Optional: LHD: Chs. by Brandt, Dyson

Background: Harvey J. Graff, The Legacies of Literacy, Epilogue
_____, The Labyrinths of Literacy, passim
David Vincent, The Rise of Mass Literacy
Literacy: A Critical Sourcebook, Parts 5, 6 & 7

??list Heath, other community sts?

??12 Many Lits—see 367.01 inc Rose, Shor

Brandt, Literacy in American Lives

367.01H articles
*Mike Rose, “Intelligence, Knowledge, and the Hand/Brain Divide,” Phi Delta Kappan, 89, 9 (2008), 32-639
*_____, “In Search of a Fresh Language of Schooling,” Education Week, Sept. 7, 2005

13
*Stuart A. Selber, “Reimaging Computer Literacy,” Multiliteracies for a New World (SIU Press, 2004), 1-29, 234-238

Jobs  

Optional:  
*Deborah Brandt, “Changing Literacy,” Teachers College Record, 105 (2003), 245-260

13 New Lits

**Zoe Druick on myth of digital literacy**

Milad Doueihi, Digital Cultures (Harvard UP, 2011)[2008, 2009], Introduction 1-11, Ch. 1., 12-51

Ted Stripas, The Late Age of Print: Everyday Book Culture from Consumerism to Control (Columbia UP, 2009)

Week 12 or 13 “High School” (75) (tent.)

Week 14 From Whence We Have Come?

Potluck dinner at the Graffs

Another week for papers? Workshop? Presentations?

Paper 2 due Week 14

*Issues to explore Weeks 11-12-13: literacy and social change; rising or declining
literacy levels or standards; literacy crises; threat or fear of illiteracy; technological imperatives; changing means of expression and modes of communication; new literacies; keeping up, getting ahead, or falling behind; shifting needs and standards--how to tell & what differences it makes

Note: Recent writings on literacy in all its aspects including teaching and learning, the “condition of literacy,” popular culture, “skills,” literacy crises and responses, from a dizzying number of perspectives, are far too many to list. It’s difficult not to trip over them! Caveat lector.

Sample from
Walter Ong, Orality and Literacy. Methuen, 1982
E.D. Hirsch, Cultural Literacy. Houghton Mifflin; his followers; and their critics
Bill Cope and Mary Kalantzis, eds. Multiliteracies: Literacy Learning and the Design of Social Futures. Routledge, 2000
Margaret A. Gallego and Sandra Hollingsworth, eds. What Counts as Literacy: Challenging the School Standard. Teachers College 2000
Ramona Fernandez, Imagining Literacy. Texas 2001
Sonja Lanehart, Sista Speak! Black Women Kinfolk Talk about Language and Literacy Texas 2002
Hugh Lauder, Michael Young, Harvey Daniels, Maria Balarin, and John Lowe, Educating for the Knowledge Economy: Critical Perspectives. Routledge, 2012
Morris Young, Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship. Southern Illinois 2004
Kathleen E. Welch, Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy. MIT, 1999
Ted Stripas, The Late Age of Print: Everyday Book Culture from Consumerism to
Control (Columbia UP, 2009)
Mark Poster, What’s the Matter with the Internet? Minnesota, 2001
Andrea A. diSessa, Changing Minds: Computers, Learning, and Literacy. MIT 2000
Geoffrey Nunberg, ed.: The Future of the Book California 1996
Recommended Reading

[Many Items on the course syllabus are not included in these listings. Review the syllabus as well as this bibliography]

I. Thinking about Literacy: Old and New
II. Ancient Foundings, Ideas, Traditions & Practices
III. Transitions to Literacy: Middle Ages & Early Modern
IV. From Script to Print, Oral to Written, Classical to Vernacular, and . . .
V. Nonverbal
VI. Early Modernity (16-18th Centuries)
VII. The Literacy Myth: Toward Modern Ways
VIII. Reading and its Histories
IX. 18-19th Centuries
X. 20th Century
XI. Reading Women and African Americans
XII. Writing
XIII. 20th C. Literacy Campaigns and their Precedents and Consequences
XIV. Literacies and Lives
XV. The Twentieth Century in Historical Context: The Myth of Decline & The Future of Literacy/ies [a very selective listing]

I. Thinking about Literacy: Old and New

Cambridge Histories of the Book: Great Britain
History of the Book in America
History of the Book in Canada
“Minds, Bodies, Readers,” New Literary History, 37 (Summer 2006)
Asa Briggs and Peter Burke, A Social History of the Media. Polity 2002
Guglielmo Cavallo and Roger Chartier, eds. A History of Reading in the West. Massachusetts, 1999
Albert Manguel, A History of Reading. Viking, 1996
D.F. McKenzie, Bibliography and the Sociology of Texts. Cambridge1999
_____, Making Meaning. Massachusetts 2002

“Special Issue: Beyond Signature Literacy: New Research Directions,” Historical Studies in Education, 19 (Fall 2007)
II. Ancient Foundings, Ideas, Traditions & Practices

Jean Bottero et al, Ancestors of the West. Chicago 1992
Eric Havelock, The Origins of Western Literacy OISE 1976
____, Preface to Plato. Harvard, 1963
____, The Literate Revolution in Greece and its Consequences Princeton 1982
____, The Muse Learns to Write. Yale, 1986
Teresa Morgan, Literate Education in the Hellenistic and Roman Worlds. Cambridge 1998
Jesper Svenbro, Phrasikleia: An Anthropology of Reading in Ancient Greece. Cornell 1988
Rosalind Thomas, Oral Tradition & Written Record in Classical Athens. Cambridge 1989
_____, Literacy and Orality in Ancient Greece. Cambridge, 1992

III. Transitions to Literacy—Medieval and Early Modern

Laruel Amtower, Engaging Words: The Culture of Reading in the Late Middle Ages. New York, 2000
Rosamond McKitterick, The Carolingians and the Written Word. Cambridge 1989
_____, ed. The Uses of Literacy in Early Mediaeval Europe. Cambridge 1990
_____, History and Memory in the Carolingian World Cambridge 2004
Nicholas Orme, Medieval Schools: From Roman Britain to Renaissance. Yale, 2006

Peter Biller and Anne Hudson, eds., Heresy and Literacy, 1000-1530. Cambridge 1994
Janet Coleman, Medieval Readers and Writers, 1350-1400. Columbia 1981
____, Public Reading and the Reading Public in Late Medieval England and France. Cambridge, 1996
Julia Crick and Alexandra Walsham, eds., The Uses of Script and Print. Cambridge 2004
Steven Justice, Writing and Rebellion: England in 1381. California, 1994
Armando Petrucci, *Writers and Readers in Medieval Italy*. Yale, 1995
———, *Public Lettering*. Chicago, 1993
Elizabeth Robertson, “‘This loving Hand’: Thirteenth-Century Female Literacy, Materialist Immanence, and the Reader of the *Ancrene Wisse*,” *Speculum*, 78 (2003), 1
David Rollo, *Glamorous Sorcery: Magic and Literacy in the High Middle Ages*. Minnesota 2000
Kathryn Starkey, *Reading the Medieval Book*. Notre Dame 2004
———, *Listening for the Text*. JHUP 1990
———, *Augustine the Reader*. Harvard 1996
———, *After Augustine*. Penn 2001

IV. From Script to Print, Oral to Written, Classical to Vernacular, and . . .

Mark C. Amodio, *Writing the Oral Tradition*. Notre Dame 2004
Sabrina Baron, Alcorn, Eric N. Lingl-Geust, and Eleanor F. Shevlin, eds., *Agents of Change: Print Culture Attitudes after Elizabeth L. Eisenstein*. Amherst, 2007
———, *Historical Anthropology of Early Modern Italy*. Cambridge, 1987
———, *A Social History of Knowledge*. Polity, 2000
———, *Languages and Communities in Early Modern Europe*. Cambridge 2004
Nicholas Hudson, *Writing and European Thought 1600-1830*. Cambridge 1994
Chicago 1998
Albert B. Lord, Epic Singers and Oral Traditions. Ithaca, 1991
_____ , The Singer of Tales. Cambridge, 1960
Walter D. Mignolo, The Darker Side of the Renaissance: Literacy,
Territoriality, and Colonization. Michigan, 1995
John Miles Foley, ed., Comparative Research on Oral Traditions: A Memorial for
Milman Parry. Columbus, 1987
_____ , ed., Oral Traditional Literature: A Festschrift for Albert Bates Lord. Columbus,
1981
David Olson, The World on Paper: The Conceptual and Cognitive Implications
of Writing and Reading. Cambridge 1994

Lucien Febvre and H-J Martin, The Coming of the Book NLB 1976
Sandra L. Hindman, ed. Printing the Written Word: The Social History of Books,
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David McKitterick, Print, Manuscript and the Search for Order. Cambridge 2003

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