

ENG/HIST 7884
Literacy Past and Present: The History of Literacy

ENG & HIST 7884	Prof. Harvey J. Graff
Spring 2014	419 Denney Hall
T,Th 1:30-3:18 p.m.	546 Denney Hall, 292-5838; graff.40@osu.edu
Office hours:T,Th 3:30-4:30 &	by appointment

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, politics, 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/> especially 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 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:

David Barton, *Literacy: An Introduction to the Ecology of Written Language*. 2nd ed Blackwell, 2006 (1405111437) [*check price before purchasing*]

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)

Carlo Ginzburg, The Cheese and the Worms. Johns Hopkins UP 1980 (0801843871)

Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in the
Nineteenth-Century City. Transaction, 1987 (1979) (0887388841)

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 (0300054300)

Deborah Brandt, Literacy in American Lives. Cambridge, 2001 (0521003067)

Optional: On reserve—consult as needed

Robert F. Arnove and Harvey J. Graff, ed., National Literacy Campaigns and Movements:
Historical and Comparative Perspective. (1987). new edition, Transaction, 2008
(1412807611)

David Barton, Literacy: An Introduction to the Ecology of Written Language. 2nd ed Blackwell,
2006 (1405111437)

Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds., Literacy: A Critical
Sourcebook. Bedford/St. Martins, 2001 (0312250428)

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 McKenzie, 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

*Harvey J. Graff and John Duffy, "Literacy Myths," Encyclopedia of Language and Education, Vol. 2 Literacy, ed. Brian Street; Nancy Hornberger, general Editor (Berlin and New York: Springer, 2007)

Background: Harvey J. Graff, The Legacies of Literacy: Continuities and Contradictions in Western Society and Culture. Indiana, 1987, Introduction

Rec.: *Jack Goody and Ian Watt, "The Consequences of Literacy," in Literacy Traditional Societies, ed. Goody Cambridge UP 1968, 27-68

*Ruth Finnegan, "Literacy versus Non-Literacy: The Great Divide," in Modes of Thought, ed. Robin Horton and Finnegan. Faber and Faber, 1973, 112-144

*Kathleen Gough, "Implications of Literacy in Traditional China and India," in Literacy in Traditional Societies, ed. Goody (Cambridge UP 1968) 69-84

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

*Eric Havelock, "The Preliteracy of the Greeks," New Literary History (1977), 369-391

*William V. Harris, Ancient Literacy (Harvard 1989), Introduction, Conclusion, 3-24, 323-337

*Rosalind Thomas, "The Origins of Western Literacy: Literacy in Ancient Greece and Rome," in The Cambridge Handbook of Literacy (Cambridge University Press, 2009), 346-361.

*_____, "Writing, Reading, Public and Private 'Literacies': Functional Literacy and Democratic Literacy in Greece," in Ancient Literacies: The Culture of Reading in Greece and Rome, ed. William A. Johnson and Holt N. Parker (Oxford UP, 2009), 13-45.

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

Michael T Clanchy, From Memory to Written Record: England, 1066-1307: 2nd ed. Blackwell, 1993, Introduction; Part II; skim Part 1 for main points and examples

Background: Harvey J. Graff, The Legacies of Literacy, chs. 2-3
RA Houston, Literacy in Early Modern Europe. Longman, 2002

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

Carlo Ginzburg, The Cheese and the Worms. Johns Hopkins, 1980

***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

sample or *skim if possible*: Elizabeth Eisenstein, The printing press as an agent of change. 2 vols. Cambridge, 1979; abridged edition, The Printing Revolution in Early Modern Europe. 1983

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

*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

??Here or week 4

Anthony Grafton, “The Republic of Letters in the American Colonies: Francis
Daniel Pastorius Makes a Notebook,” *American Historical Review*, 117
(2012), 1-39

*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

*Donald McKenzie, Bibliography and the Sociology of Texts (Cambridge UP, 1986,
1999)

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?

Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in
The Nineteenth-Century City. Transaction, 1987 (1979). Read Part I quickly
if you wish

Optional: *Harvey J. Graff, “*The Literacy Myth at 30*,” Journal of Social History, 43
(2010), 635-661

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

Industrial Revolution. Generalitat Valencia, 1990

Readings on economic development and the Industrial Revolution—see Recommended Reading below

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

*Barbara Sicherman, "Ideologies and Practices of Reading" in The Industrial Book, 1840-1880, Volume 3 of A History of the Book in America, ed. Scott E. Casper et al (Univ. of North Carolina Press, 2007), 279-302

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 lit, educ; African Amers, immigs,e tc.??

??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

*Daniel J. Royer, “The Process of Literacy as Communal Involvement in the Narratives Of Frederick Douglass,” African American Review 28 (1994), 363-374, or

Heather Andrea Williams, Self-Taught: African American Education in Slavery and Freedom. Univ of North Carolina Press, 2005, or

*Williams, “‘Clothing Themselves in Intelligence’: The Freedpeople, Schooling, and Northern Teachers, 161-1871,” Journal of African American History, (Sept., 2002)

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]

* _____, “Reading Little Women: The Many Lives of a Text,” in U.S. History as Women’s History, ed. Linda K. Kerber et al (UNC, 1995) 245-266

* _____, “Ideologies and Practices of Reading” in The Industrial Book, 1840-1880, Volume 3 of A History of the Book in America, ed. Scott E. Casper et al (Univ. of North Carolina Press, 2007), 279-302

*Helen Horowitz, “Nous Autres: Reading, Passion, and the Creation of M. Carey Thomas,” Journal of American History 79 (1992), 68-95

*Mary Kelley, “Reading Women/Women Reading: The Making of Learned Women in Antebellum America,” Journal of American History 83 (1996), 401-424

Jane Hunter, How Young Ladies Became Girls: The Victorian Origins of American Girlhood. Yale UP 2002

- *David P. Nord, "A Republican Literature: A Study of Magazine Readers and Reading in Late-Eighteenth-Century New York," American Quarterly, 40 (1988), 42-64
- * _____, "Working-Class Readers: Family, Community, and Reading in Late-Nineteenth-Century America," Communication Research, 13 (1986), 156-181
- * _____, "Religious Reading and Readers in Antebellum America," Journal of the Early Republic, 15 (1995), 241-272
- _____, "Reading the Newspaper: Strategies and Politics of Reader Response, Chicago, 1912-1917," Journal of Communication, 45 (1995), 66-93
- David Nord, Communities of Journalism: A History of American Newspapers and their Readers. Illinois, 2001
- _____, Faith in Reading: Religious Publishing and the Birth of Mass Media in America Oxford 2004

Jacqueline Jones Royster, Traces of a Stream: Literacy and Social Change Among African American Women. Pittsburgh, 2000

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

*McHenry and Shirley Brice Heath, "The Literate and the Literary: African Americans as Writers and Readers—1830-1940," Written Communication, 11 (1994), 419-444

Shirley Wilson Logan, Liberating Language: Sites of Rhetorical Education in Nineteenth-Century Black America. Southern Illinois UP, 2008

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. Arnove 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]

* _____, "Introduction to the Transaction Edition," National Literacy Campaigns and Movements: Historical and Cultural Perspectives. Transaction, 2008, xi-xvi

*Paulo Freire, "The Adult Literacy Process as Cultural Action for Freedom," in The Politics of Education: Culture, Power and Liberation (Bergin and Garvey, 1985), Chs 6, 43-65

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
 Robert Arnove, "The Nicaraguan National Literacy Crusade of 1980," Comparative
 Education Review, 25 (1981), 244-260
 _____, Education and Revolution in Nicaragua. Praeger, 1986
 _____, Education as Contested Terrain: Nicaragua, 1979-1993. Westview, 1994
 Jonathan Kozol, "A New Look at the Literacy Campaign in Cuba," Harvard
 Educational Review, 48 (1978), 341-377
 _____, 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

- *Shirley Brice Heath, "Protean Shapes in Literacy Events," in Spoken and Written
 Language: Exploring Orality and Literacy, ed. Deborah Tannen (Ablex, 1982),
 91-117
- *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

- *Elizabeth Daley, "Expanding the Concept of Literacy." EDUCAUSE Review (2002), 33-40
- *Stuart A. Selber, "Reimagining Computer Literacy," Multiliteracies for a New World (SIU Press, 2004), 1-29, 234-238
- Jobs** *Jeff Madrick, "Goodbye Horatio Alger," The Nation, Feb. 5, 2007, 20-24
- *Doug Henwood, After the New Economy. New Press, 2003, 70-78, 234-235

- Optional: ?***Deborah Brandt, "Changing Literacy," Teachers College Record, 105 (2003), 245-260
- New London Group, "A Pedagogy of Multiliteracies designing Social Futures," in Multiliteracies: Literacy Learning and the Design of Social Futures, ed. Bill Cope and Mary Kalantzis (Routledge, 2000), 9-37 (also Harvard Educational Review, 1996)
- ?*Mike Rose, "The Working Life of a Waitress," Mind, Culture, and Activity, 8 (2001), 3-27

13 New Lits

AND/OR *Zoe Druick on myth of digital literacy*

- Milad Doueihi, Digital Cultures (Harvard UP, 2011)[2008, 2009], Introduction 1-11, Ch. 1., 12-51
- Mizuko Ito, Heather Horst, Matteo Bittanti, dannah boyd, Becky Herr-Stephenson, Patricia G Lange, C J Pasco, and Laura Robinson, Living and Learning with New Media: Summary of Findings from the Digital Youth Project. John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning. M IT Press, 2009
- 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

Jack Goody, The Domestication of the Savage Word. Cambridge 1997

E.D. Hirsch, Cultural Literacy. Houghton Mifflin; his followers; and their critics

Henry Milner, Civic Literacy. University Press of New England, 2002

Sven Birkerts, The Gutenberg Elegies. Fawcett, 1994

Peter L. Shillingsburg, From Gutenberg to Google: Electronic Representations of Literary Texts. Cambridge UP, 2006

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

Colin Lankshear and Peter McLaren, eds, Critical Literacy: Politics, Praxis, and the Postmodern. SUNY, 1993

James Paul Gee, Glynda Hull, and Colin Lankshear, The New Work Order Westview 1996

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

Catherine Prendergast, Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education. Southern Illinois 2003

Morris Young, Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship. Southern Illinois 2004

Cynthia L. Selfe, Technology and Literacy in the 21st Century. Southern Illinois, 1999

Kathleen E. Welch, Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy. MIT, 1999

Ellen J. Esrock, The Reader’s Eye: Visual Imaging as Reader Response JHUP 1994

Paul Messaris, Visual Literacy: Image, Mind, and Reality, Westview, 1994

Arthur I. Miller, Insights of Genius: Imagery and Creativity in Science and Art Cambridge, Mass.: MIT Press, 2000 (1996)

Luc Pauwels, ed., Visual Cultures of Science. Hanover, NH: University Press of New England, 2006

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

R. Howard Bloch and Carla Hesse, eds., Future Libraries. California, 1993

Milad Doueihi, Digital Cultures. Harvard UP, 2011

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

James Collins and Richard K. Blot, Literacy and Literacies: Texts, Power, and Identity.
Cambridge University Press, 2003

Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds., Literacy:
A Critical Sourcebook. Bedford/St. Martins, 2001, Parts 1, 2 & 4

Albert Manguel, A History of Reading. Viking, 1996

D.F. McKenzie, Bibliography and the Sociology of Texts. Cambridge 1999
_____, Making Meaning. Massachusetts 2002

“Special Issue: Beyond Signature Literacy: New Research Directions,” Historical Studies
in Education, 19 (Fall 2007)

“Studies in the Cultural History of Letter Writing,” Huntington Library Quarterly, 66, 3
& 4 (2003)

- Ronald J Diebert, Parchment, Priting, and Hypermedia: Communication in World Order Transformation. Columbia 1997
- Andrew Elfenbein, "Cognitive Science and the History of Reading," PMLA, 121 (2006), 484-502
- Ruth Finnegan, Literacy and Orality. Blackwell 1998
- David Finkelstein and Alistair McCleery, eds., Book History Reader. Routledge 2002, 2nd ed. 2006
- _____, An Introduction to Book History Routledge, 2005
- Kate Flint, "Women and Reading," Signs, 31 (2006), 511-536
- Harvey J. Graff, Alison Mackinnon, Bengt Sandin, and Ian Winchester, eds., Understanding Literacy in its Historical Contexts: Socio-Cultural History and the Legacy of Egil Johansson. Nordic Academic Press, 2009
- Nicole Howard, The Book: The Life Story of a Technology. Johns Hopkins UP, 2009
- Leslie Howsam, Old Books and New Histories: An Orientation to Studies in Book and Print Culture. University of Toronto Press, 2006
- Judy Kalman, "Beyond Defunition: Central Concepts for Understanding Literacy," International Review of Education, 54 (2008), 523-538
- Gunther Kress, Multimodality: A Social Semiotic Approach to Contemporary Communication. Routledge, 2010
- Karin Littau, Theories of Reading Books, Bodies and Bibliomania. Polity Press, 2006
- Denise Schmandt-Besserat, Before Writing Texas, 1992
- _____, How Writing Came About. Texas, 1996
- Paul Starr, The Creation of the Media. Basic 2004
- Brian Stock, "Minds, Bodies, Readers," New Literary History, 37 (2006), 489-501
- Maryanne Wolf, Proust and the Squid: The Story and Science of the Reading Brain. New York, 2007

II. Ancient Foundings, Ideas, Traditions & Practices

- Histories of writing: eg., H-J Martin, The History and Power of Writing. Chicago, 1994
- Jean Bottero et al, Ancestors of the West. Chicago 1992
- Henry Gamble, Books and Readers in the Early Church. Yale 2003
- Anthony Grafton and Megan Williams, Christianity and the Transformation of the Bible: Origen, Eusebius, and the Library of Caesarea. Harvard, 2006
- 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 Preliteracy of the Greeks," New Literary History 8 (1977), 369-392
- _____, The Muse Learns to Write. Yale, 1986
- William A. Johnson, "Toward a Sociology of Reading in Classical Antiquity," American Journal of Philology, 121 (2000), 593-627
- William A. Johnson and Holt N. Palor, eds., Ancient Literacies: The Culture of Reading in Greece and Rome. Oxford, 2009

- Teresa Morgan, Literate Education in the Hellenistic and Roman Worlds. Cambridge 1998
- Milman Parry, The Making of Homeric Verse: The Collected Papers of Milman Parry, ed. Adam Parry. Oxford, 1971
- 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
- Roger Chartier, Inscription and Erasure: Literature and Written Culture from the Eleventh to the Eighteenth Century. Philadelphia, 2007
- Michael Camille, “The Book of Signs: Writing and Visual Difference in Gothic Manuscript Illumination,” Word and Image, 1 (1985), 133-148
- Daniel Hobbins, Authorship and Publicity Before Print: Jean Gerson and the Transformation of Late Medieval Learning. Philadelphia, 2009
- Matthew Innes, “Memory, Oratory, and Literacy in an Early Medieval Society,” Past and Present, 158 (1998), 3-36
- 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
- C.P. Wormald, “The Uses of Literacy in Anglo-Saxon England and its Neighbours,” Transactions, Royal Historical Society, 27 (1977). 95-111
- Franz Bauml, “Varieties and Consequences of Medieval Literacy and Illiteracy,” Speculum, 55 (1980), 237-265
- Peter Biller and Anne Hudson, eds., Heresy and Literacy, 1000-1530. Cambridge 1994
- Elizabeth Hill Boone and Walter D Mignolo, eds., Writing Without Words: Alternative Literacies in Meso-America and the Andes. Duke 2001
- 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
- J.K. Hyde, “Some Uses of Literacy in Venice and Florence in the Thirteenth and Fourteenth Centuries,” Transactions, Royal Historical Society, (1979), 109-129
- Matthew Innes, “Memory, Orality and Literacy in an Early Medieval Society,” Past and Present. 158 (1998), 3-36
- Steven Justice, Writing and Rebellion: England in 1381. California, 1994

- Rebecca Krug, Reading Families: Women's Literate Practice in Late Medieval England. Cornell, 2002
- Seth Lerer, Literacy and Power in Anglo-Saxon Literature. Lincoln, 1991
- Walter J. Ong, The Presence of the Word. Simon and Schuster 1970 among his works
- Nicholas Orme, Medieval Schools: From Roman Britain to Renaissance England, Yale, 2006
- 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
- Paul Saenger, Space Between Words: The Origins of Silent Reading. Stanford, 1997
- Kathryn Starkey, Reading the Medieval Book. Notre Dame 2004
- Brian Stock, The Implications of Literacy. Princeton, 1983
- _____, Listening for the Text. JHUP 1990
- _____, Augustine the Reader. Harvard 1996
- _____, After Augustine. Penn 2001
- Katherine Zieman, Singing the New Song: Literacy and Liturgy in Late Medieval England. Philadelphia, 2008

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

- "How Revolutionary Was the Print Revolution," American Historical Review 107 (2002) 84-128
- 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
- Burke and Roy Porter, eds., The Social History of Language. Cambridge, 1987
- Peter Burke, Popular Culture in Early Modern Europe. Harper and Row, 1978
- _____, Historical Anthropology of Early Modern Italy. Cambridge, 1987
- _____, A Social History of Knowledge. Polity, 2000
- _____, Languages and Communities in Early Modern Europe. Cambridge 2004
- James Daybell, "Interpreting Letters and Reading Script: Evidence for Female Education and Literacy in Tudor England," History of Education, 34 (2005), 695-715
- Marina Frasca-Spada and Nick Jardine, eds. Books and the Sciences in History. Cambridge 2000
- Anthony T. Grafton, "The Importance of Being Printed," Journal of Interdisciplinary History 11 (1980), 265-286
- RA Houston, Literacy in Early Modern Europe. Longman, 2002
- Nicholas Hudson, Writing and European Thought 1600-1830. Cambridge 1994
- Michael Hunter, "The Impact of Print," The Book Collector, 28 (1979) 335-352
- Adrian Johns, The Nature of the Book: Print and Knowledge in the Making.

- Chicago 1998
- Albert B. Lord, Epic Singers and Oral Traditions. Ithaca, 1991
- _____, The Singer of Tales. Cambridge, 1960
- _____, The Singer Resumes the Tale. Ithaca, 1995
- 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
- Walter J. Ong, Ramus, Method, and the Decay of Dialogue. Harvard, 1958
- 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, circa 1450-1520. Cornell, 1991
- Rudolph Hirsch, The Printed Word. Variorum Editions, 1978
- H-J Martin, The History and Power of Writing. Chicago, 1994
- David McKitterick, Print, Manuscript and the Search for Order. Cambridge 2003
- Stephen B. Dobranksi, Readers and Authorship in Early Modern England. Cambridge: Cambridge University Press, 2005
- Paul Grendler, Schooling in Renaissance Italy. HUP, 1989
- Susan Noakes, "The Development of the Book Market in Late Quattrocento Italy," Journal of Medieval and Renaissance Studies 11 (1981), 23-55
- Brian Richardson, Print Culture in Renaissance Italy. Cambridge, 1994
- Diana Robin, Publishing Women: Salons, the Presses, and the Counter-Reformation in Sixteenth-Century Italy. Chicago, 2007
- Anne Jacobson Schutte, "Printing, Piety, and the People in Italy," Archive for Renaissance History, 71 (1981), 5-19
- Robert Scribner, For the Sake of Simple Folk. Cambridge UP 1981
- _____, "Oral Culture and the Diffusion of Reformation Ideas," History of European Ideas, 5 (1984) 237-256
- Gerald Strauss, Luther's House of Learning. JHUP 1979
- Istvan Gyorgy Toth, Literacy and Written Culture in Early Modern Europe. Central European University Press, 2000
- Geoffrey Turnovsky, The Literary Market: Authorship and Modernity in the Old Regime. Penn Press, 2010
- Carlo Ginzburg, The Cheese and the Worms. JHUP 1980
- Ginzburg's critics:
- Dominick LaCapra, "The Cheese and the Worms: The Cosmos of a Twentieth-Century Historian," in his History and Criticism (Cornell, 1985), 45-69

- David Levine and Zubedeh Vahed, "Ginzburg's Menocchio: Refutations and Conjectures," Histoire sociale 34 (2001), 437-464
- Keith Luria, "The Paradoxical Carlo Ginzburg," Radical History Review no.35 (1986) 80-87
- John Martin, "Journeys to the World of the Dead: The Work of Carlo Ginzburg," Journal of Social History 25 (1992), 613-626
- Anne Jacobson Schutte, "Carlo Ginzburg: Review Article," Journal of Modern History 48 (1976), 296-315
- Paola Zambelli, "From Menocchio to Piero Della Francesca: The Work of Carlo Ginzburg," Historical Journal, 28 (1985), 983-999
- Jennifer Andersen and Elizabeth Sauer, eds. Books and Readers in Early Modern England. Penn, 2002
- Margaret Aston, "Literacy and Lollardy," History, 62 (1977), 347-371
- David Cressy, Literacy and the Social Order: Reading and Writing in Tudor and Stuart England. Cambridge 1980
- Natalie Z. Davis, Culture and Society in Early Modern France. Stanford, 1975
- Jane Donawerth, "Women's Reading Practices in Seventeenth-Century England: Margaret Fell's *Women's Speaking Justified*," Sixteenth-Century Journal, 37 (2006), 985-1005
- Margaret J M Ezell, Social Authorship and the Advent of Print Johns Hopkins 1999
- Margaret W Ferguson, Dido's Daughters: Literacy, Gender, and Empire in Early Modern England and France. Chicago 2003
- Adam Fox, Oral and Literate Culture in England 1500-1700. Oxford, 2000
- _____ and Daniel Woolf, eds., The Spoken Word . . . Britain 1500-1800. Manchester 2002
- Egil Johansson, The History of Literacy in Sweden Umea, 1977
- _____, Alphabeta Varia. Orality, Reading and Writing in the History of Literacy. Festschrift in honour of Egil Johansson on the occasion of his 65th birthday. Album Religionum Umense 1. Umea University, 1998
- Klaus-Joachim Lorenzen-Schmidt and Bjorn Poulsen, eds., Writing Peasants . . . Early Modern Northern Europe. Landbohistorisk Selskab 2002
- Lori Humphrey Newcomb. Reading Popular Romance in Early Modern England. Columbia, 2002
- Kevin Sharpe, Reading Revolutions: The Politics of Reading in Early Modern England Yale, 2000
- William W E Slights, Managing Readers: Printed Marginalia and English Renaissance Books. Michigan 2001
- Margaret Spufford, Small Books and Pleasant Histories. Methuen, 1981
- Keith Thomas, "The Meaning of Literacy in Early Modern England," in The Written Word, ed. Gerd Bauman (Oxford UP, 1986) 97-131
- William B Warner, Licensing Entertainment: The Elevation of Novel Reading 1684-1750 California 1998
- Tessa Watt, Cheap Print and Popular Piety 1550-1640. Cambridge 1991
- Nigel Wheale, Writing and Society . . . Britain 1590-1660. Routledge, 1999
- Keith Wrightson and David Levine, Poverty and Piety. Academic 1979

David Zaret, Origins of Democratic Culture. Princeton, 2000

V. Nonverbal

Maarten Bullynck, "The Transmission of Numeracy: Integrating Reckoning in Protestant and North-German Elementary Education," Paedagogica Historica, 44 (2008), 563-585

Peter Burke, Culture and Society in Renaissance Italy. Batsford, 1972

Eugene Ferguson, "The Mind's Eye: Nonverbal Thought in Technology," Science, 197 (1977), 827-836

_____, Engineering and the Mind's Eye. MIT, 1992

William Ivins, Prints and Visual Communications. MIT Press 1969

Hayett Mayor, Prints and People. Princeton 1981

Daniel Calhoun, The Intelligence of a People. Princeton, 1973

Patricia Cline Cohen, A Calculating People: The Spread of Numeracy in Early America. Chicago, 1982

Lisa Gitelman, Scripts, Grooves, and Writing Machines: Representing Technology in the Edison Era. Stanford, 1999

Carolyn Marvin, When Old Technologies Were New: Thinking About Communications in the Late Nineteenth Century. Oxford, 1988

Edward Stevens, The Grammar of the Machine: Technical Literacy and Early Industrial Expansion in the United States. Yale, 1995

Arthur I. Miller, Insights of Genius: Imagery and Creativity in Science and Art. Cambridge, Mass.: MIT Press, 2000 (1996)

Luc Pauwels, ed., Visual Cultures of Science. Hanover, NH: University Press of New England, 2006

Scott McCloud, Understanding Comics: The Invisible Art. New York: A Kitchen Sink Book for Harper Perennial, 1994 (1993).

VI. Early Modernity (16-18th Centuries)

John Bossy, "The Counter Reformation and the People of Catholic Europe," Past and Present no. 47 (1970), 51-70

Kristina Bross and Hilary E. Wyss, eds., Early Native Literacies in New England: A Documentary and Critical Anthology. Amherst, 2008

Matthew P. Brown, The Pilgrim and the Bee: Reading Rituals and Book Culture in Early New England. Philadelphia, 2007

Andrew Cambers, "Reading, the Godly, and Self-Writing in England, circa 1580-1720," Journal of British Studies, 46 (2007), 796-825

_____, "Demonic Possession, Literacy and 'Superstition' in Early Modern England," Past and Present, 202 (2009), 1-33

- Harvey Chisick, The Limits of Reform in the Enlightenment. Princeton, 1980
- Stuart Clark, Varieties of the Eye: Vision in Early Modern European Culture. Oxford, 2007
- William Clark, Academic Charisma and the Origins of the Research University. Chicago, 2006
- Matt Cohen, The Networked Wilderness: Communicating in Early New England. University of Minnesota Press, 2010
- Sheila McIsaac Cooper, "Servants as Educators in Early Modern England," Pedagogica Hustrica, 43 (2007), 547-563
- Stephen B. Dobranski, Readers and Authorship in Early Modern England. Cambridge 2005
- Laurie Ellinghausen, Labor and Writing in Early Modern England 1567-1667. Ashgate, 2008
- Jan Fergus, Provincial Readers in Eighteenth-Century England. Oxford, 2006
- Juliet Fleming, Graffiti and the Writing Arts of Early Modern England. Reaktion Books, 2009
- David D. Hall, Ways of Writing: The Practice and Politics of Text Making in Seventeenth Century New England. Philadelphia, 2008
- William L. Haraway and Brian Spooner, Reading Nastaliq: Persian and Urdn Hands from 1500 to the Present. Costa Mesa, 2007
- Daniel R Headrick, When Information Came of Age: Technologies of Knowledge 1700-1850
- Lisa Jardine and William Sherman, "Pragmatic Readers: Knowledge Transactions and Scholarly Services in Late Elizabethan England," in Religion, Culture, and Society in Early Modern Britain, ed. Anthony Fletcher and Peter Roberts. Cambridge, 1994, 102-124
- James Kearney, The Incarnate Text: Imagining the Book in Reformation England. University of Pennsylvania Press, 2009
- James Leith, "Introduction: Unity and Diversity in Education During the Eighteenth Century," in "Facets of Education in the Eighteenth Century," ed. Leith, Studies on Voltaire and the Eighteenth Century, CLXVII (1977), 13-28
- _____, "The Hope for Moral Regeneration in French Educational Thought," in City and Society in the Eighteenth Century, ed. Paul Fritz and David Williams (Hakkert, 1983), 215-229
- _____. "Modernization, Mass Education, and Social Mobility in French Thought," Eighteenth Century Studies, 2 (1973), 223-238
- David M. Luebke, "Signatures and Political Culture in Eighteenth-Century Germany," Journal of Modern History, 76 (2004), 497-530
- Ian F. McNeely, The Emancipation of Writing: German Civil Society in the Making. Berkeley: University of California Press, 2003
- Chandra Mukerji, "Printing, Cartography and Conceptions of Place in Renaissance Europe," Media, Culture, and Society, 28 (2006), 651-669
- James Van Horn Melton, The Rise of the Public in Enlightenment Europe. Cambridge, 2001
- _____, Absolutism and the Eighteenth-Century Origins of Compulsory Schooling in Prussia and Austria. Cambridge, 1988

- Donna Merwick, "A Genre of Their Own: Kiliaen van Rensselaer's Guide to the Reading and Writing Practices of Early Modern Busheismen," William and Mary Quarterly, 65 (2008), 669-712
- Jennifer E. Monaghan, Learning to Read and Write in Colonial America. Amherst, 2005
- Thomas Munck, "Literacy, Educational Reform and the Uses of Print in Eighteenth-Century Denmark," European History Quarterly, 34 (2004), 275-303
- Kate Peters, Print Culture and the Early Quakers. Cambridge, 2005
- Carol Armbruster, ed. Publishing and Readership in Revolutionary France and America. Greenwood, 1993
- Roger Chartier, The Order of Books. Stanford 1994, ch 1
- _____, Forms and Meanings Penn 1995 ch 1, 4,
- _____, Inscription and Erasure: Literature and Written Culture from the Eleventh to the Eighteenth Century Penn, 2007
- _____, The Cultural Uses of Print in Early Modern France. Princeton 1987
- _____, On the Edge of the Cliff. JHUP, 1997 ch 6.7
- _____, ed., The Culture of Print Princeton 1989
- Robert Darnton, The Business of Enlightenment (Harvard 1979)
- _____, The Literary Underground of the Old Regime (Harvard, 1982)
- _____, The Great Cat Massacre and Other Episodes in Cultural History. Basic Books, 1984
- _____, The Kiss of Lamourette: Reflections on Cultural History (Norton, 1990)
- Francois Furet and Jacques Ozouf, Reading and Writing: Literacy from Calvin to Jules Ferry. Cambridge 1982
- Carla Hesse, The Other Enlightenment: How French Women Became Modern. Princeton 2001
- H-J Martin, "The biblioteque bleue," Publishing History, 3 (1978), 70-102
- Bernard Capp, Astrology and the Popular Press. Faber and Faber, 1979
- John Feather, "Cross-Channel Currents: Historical Bibliography and *L'histoire du livre*," The Library, 2 (1980), 1-15
- _____, The Provincial Book Trade in Eighteenth-Century England. Cambridge 1985
- Ian Haywood, The Revolution in Popular Literature: Print, Politics, and the People 1790-1860. Cambridge 2004
- R A Houston, Literacy in Early Modern Europe. Longman, 2002
- _____, Scottish Literacy and the Scottish Identity: Illiteracy and Society in Scotland and Northern England, 1600-1800. Cambridge 1985
- _____, "The Literacy Myth? Illiteracy in Scotland, 1630-1760," Past and Present, no. 96 (1982), 81-102
- _____, "The Development of Literacy: Northern England, 1640-1750," Economic History Review, 35 (1982) 199-216
- H.J. Jackson, Romantic Readers: The Evidence of Marginalia. New Haven: Yale University Press, 2005
- T.W. Laqueur, "Cultural Origins of Literacy in England, 1600-1800," Oxford Review of Education, 2 (1976) 255-275
- Jacqueline Pearson, Women's Reading in Britain 1750-1835. Cambridge 1999

- Kate Peters, Print Culture and the Early Quakers. Cambridge: Cambridge University Press, 2005
- J.H. Plumb, "The Public Literature and the Arts in the 18th Century," in ibid., 27-48
- _____, "The New World of Children in Eighteenth Century England," Past and Present, no. 67 (1975), 64-95
- James Raven, Helen small, and Naomi Tadmor, eds., The Practice and Representation of Reading in England. Cambridge, 1996
- Anne Jacobson Schutte, "Teaching Adults to Read in Sixteenth Century Venice: Giovannia Anotonio Tagliente's Libro Maistrevole," Sixteenth Century Journal, 17 (1986), 3-16
- Richard B. Sher, The Enlightenment and the Book: Scottish Authors and their Publishers in Eighteenth-Century England, Ireland and America. Chicago, 2006
- Clifford Siskin, The Work of Writing: Literature and Social Change in Britain 1700-1830 JHUP 1998
- William St. Clair, The Reading Nation in the Romantic Period. Cambridge: Cambridge University Press, 2004
- Lawrence Stone, "Literacy and Education in England, 1640-1800," Past and Present no 42 (1969), 61-139
- Antonia Szabaro, Less Rightly Said: Scandals and Readers in Sixteenth-Century France. Stanford, 2010
- Keith Thomas, "The Meaning of Literacy in Early Modern England," in The Written Word, ed. Gerd Bauman (Oxford UP, 1986) 97-131
- _____, "Numeracy in Early Modern England, The Prothero Lecture," Transactions of the Royal Historical Society, 37 (1987), 103-132
- William B. Warner, Licensing Entertainment: The Elevation of Novel Reading in Britain, 1684-1750. California 1998
- R.M. Wiles, "Middle Class Literacy in Eighteenth Century England," in Studies in the Eighteenth Century, ed. R.F. Brissenden (Australian National UP, 1968), 49-66
- _____, "Provincial Culture in Early Georgian England," in The Triumph of Culture, ed. Paul Fritz and David Williams (Hakkert, 1972), 49-68
- Richard D. Brown, Knowledge Is Power: The Diffusion of Information in Early America, 1700-1865. Oxford UP 1989
- _____, The Strength of a People: The Idea of an Informed Citizenry in America, 1650-1870. UNC, 1996
- Lawrence Cremin, American Education: The Colonial Experience. Harper and Row, 1970
- Robert E. Gallman, "Changes in the Level of Literacy in a New Community of Early America," Journal of Economic History, 48 (1988), 567-82;
- David D Hall, Worlds of Wonder, Days of Judgement: Popular Religious Belief in Early New England. Harvard, 1992
- David D Hall, Cultures of Print: Essays in the History of the Book. Univ. of Massachusetts Press, 1996
- Kenneth Lockridge, Literacy in Colonial New England. Norton, 1974
- Gloria L. Main, "An Inquiry into When and Why Women Learned to Write in

- Colonial New England,” Journal of Social History 24 (1991)
- E. Jennifer Monaghan, “Literacy instruction and gender in colonial New England,” American Quarterly, 40 (1988) 18-41
- _____. “Family literacy in early 18th-century Boston: Cotton Mather and his children,” Reading Research Quarterly, 26 (1991), 342-370
- _____, “‘She loved to read in Good Books’: Literacy and the Indians of Martha’s Vinyard,” History of Education Quarterly, 30 (1990),
- * Joel Perlmann and Dennis Shirley, “When Did New England Women Acquire Literacy?” William and Mary Quarterly, 48 (1991), 18-41
- * Joel Perlmann, Silvana R. Siddali, and Keith Whitescarver, “Literacy, Schooling, and Teaching Among New England Women, 1730-1820,” History of Education Quarterly
- Michael Warner, The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America. Harvard 1990
- Hugh Amory and David D Hall, eds. A History of the Book in America. Vol I The Colonial Book in the Atlantic World. American Antiquarian Society/Cambridge 2000
- Bernard Bailyn and John B Hench, eds., The Press and the American Revolution. AAS 1980
- Gillian Brown, The Consent of the Governed: The Lockean Legacy in Early American Culture. Harvard 2001
- Richard D. Brown, Knowledge Is Power: The Diffusion of Information in Early America, 1700-1865. Oxford UP 1989
- _____, The Strength of a People: The Idea of an Informed Citizenry in America 1650-1870. UNC Pr 1996
- Martin Bruckner, The Geographic Revolution in Early America: Maps, Literacy, and National Identity. Chapel Hill; University of North Carolina Press, 2006
- Carolyn Eastman, A Nation of Speechifiers: Making an American Public After the Revolution. Chicago, 2009
- Eugene Ferguson, “The Mind’s Eye: Nonverbal Thought in Technology,” Science, 197 (1977), 827-836
- Albert Furtwangler, Bringing Indians to the Book. The Emil and Kathleen Sick Lecture Book Series in Western History and Biography. Seattle: University of Washington Press, 2005
- Bernardo P. Gallegos, Literacy, Education, and Society in New Mexico, 1693-1821. New Mexico, 1992
- Edward G. Gray, New World Babel: Languages and Nations in Early America. Princeton, 1999
- Sandra M. Gustafson, Eloquence Is Power: Oratory and Performance in Early America. UNC 2000
- David D. Hall and William Joyce, eds., Needs and Opportunities in the History of the Book: America, 1639-1876. AAS, 1987
- Rhys Issacs, The Transformation of Virginia, 1740-1790. UNC 1982, chs. 5-6 [also WMQ 33 1976)
- William Joyce, et al, ed., Printing and Society in Early America. AAS, 1983

- E. Jennifer Monaghan, Learning to Read and Write in Colonial America. Amherst, Mass.: University of Massachusetts Press in Association with the American Antiquarian Society, 2005
- Michele Moylan and Lane Stiles, eds. Reading Books: Essays on the Material Text and Literature in America. Massachusetts, 1996
- Lee Soltow and Edward Stevens, Literacy and the rise of the common School. Chicago 1982
- Harry Stout, "Religion, Communications, and the Ideological Origins of the American Revolution," William and Mary Quarterly 34 (1977)
- Hilary E. Wyss, Writing Indians: Literacy, Christianity, and Native Community in Early America. Massachusetts, 2000

VII. The Literacy Myth: Toward Modern Ways

Readings on economic development and the Industrial Revolution

Colonial period

- David W. Galenson, "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis," in Trade and the industrial revolution, 1700-1850, ed. Stanley L. Engerman Vol 2. Elgar Reference Collection. Growth of the World Economy series, vol. 2. (Elgar,1996): 331-56
- _____, "The Rise of Free Labor: Economic Change and the Enforcement of Service Contracts in England, 1351-1875," Capitalism in context: Essays on economic development and cultural change in honor of R. M. Hartwell, ed. John A. James and Mark Thomas: (Chicago 1994), 114-37
- _____, "Labor Market Behavior in Colonial America: Servitude, Slavery, and Free Labor," Markets in history: Economic studies of the past Cambridge, 1989, 52-96
- _____, "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis," Journal of Economic History 44 (1984) 1-26
- _____, "'The Market Evaluation of Human Capital: The Case of Indentured Servitude,'" Journal of Political Economy 89 (1981), 446-67
- _____, "Literacy and Age in Preindustrial England: Quantitative Evidence and Implications." Economic Development and Cultural Change, 29 (1981) 813-29
- _____, "Immigration and the Colonial Labor System: An Analysis of the Length of Indenture," Explorations in Economic History 14 (1977), 360-77
- Farley Grubb, "Growth of Literacy in Colonial America: Longitudinal Patterns, Economic Models, and the Direction of Future Research," Social Science History, 14 (1990), 451-481
- _____, "Colonial Immigrant Literacy: An Economic Analysis of Pennsylvania-German Evidence, 1727-1775," Explorations in Economic History, 24 (1987), 63-76
- _____, "Educational Choice in the Era Before Free Public Schooling: Evidence from German Immigrant Children in Pennsylvania, 1771-1817," Journal of

Agricultural development

- Anders Nilsson, "What Do Literacy Rates Really Signify? New Light on an Old Problem from Unique Swedish Data," Paedagogica Historica, 35 (1999)
- _____, and Birgitta Svard, "Writing Ability and Agrarian Change in Early Nineteenth Century Rural Scania," Scandinavian Journal of History, 19 (1994)
- Anders Nilsson, et al, "Agrarian Transition and Literacy: The case of Nineteenth Century Sweden," European Review of Economic History, 1 (1999)

Industrialization

- Scott E. Casper, Jeffrey D. Groves, Stephen W. Nissenbaum, and Michael Winship, eds., A History of the Book in America, vol. 3: The Industrial Book, 1840-1880. University of North Carolina Press, 2007
- Francois Furet and Jacques Ozouf, "Literacy and Industrialization: The Case of the Department du Nord," Journal of European Economic History, 5 (1976), 5-44
- David Levine, "Illiteracy and Family Life During the First Industrial Revolution." Journal of Social History, 14 (1980), 25-44
- _____, "Education and Family Life in Early Industrial England," Journal of Family History, 4 (1979), 368-380
- David Mitch, "Education and Skill of British Labour Force," in The Cambridge Economic History of Modern Britain, Vol. 1: Industrialization 1750-1860. Cambridge, 2004, 332-356
- _____, "The Role of Skill and Human Capital in the British Industrial Revolution," in The British Industrial Revolution. An Economic Perspective. 2nd edition. ed. Joel Mokyr (Westview, 1999), 241-279
- _____, "The Rise of Popular Literacy in Europe," in The Political Construction of Education, ed. Bruce Fuller and Richard Rubinson (Praeger, 1992), 31-46
- John Murray, "Literacy and industrialization in modern Germany," in The Industrial Revolution in Comparative Perspective, ed. Christine Rider and Michéal Thompson. (Krieger Publishing, 2000), 17-32
- Stephen J Nicholas and Nicholas, Jacqueline M. "Male Literacy, 'Deskilling', and the Industrial Revolution." Journal of Interdisciplinary History. 23 (1992), 1-18
- Stephen Nicholas and Deborah Oxley, "The Living Standards of Women during the Industrial Revolution, 1795 - 1820," Economic History Review, 2nd ser., 46 (1993), 723-49
- Stephen Nicholas and Deborah Oxley, "Living Standards of Women in England and Wales, 1785-1815: New Evidence from Newgate Prison Records," Economic History Review, 2nd ser., 49 (1996), 591-99
- Stephen Nicholas and Richard H. Steckel, "Heights and Living Standards of English Workers During the Early Years of Industrialization, 1770 - 1815," Journal of Economic History, 51 (1991), 937-57
- Stephen Nicholas, ed., Convict Workers: Reinterpreting Australia's Past. Cambridge, 1988)
- Michael Sanderson, "Literacy and Social Mobility in the Industrial Revolution in

- England," Past and Present, 56 (1972): 75-104
- E.G. West, Education and the Industrial Revolution. London & Sydney: Batsford/
Toronto: Copp Clark, 1975
- E.G. West, "Literacy and the Industrial Revolution." Economic History Review, 31
(1978), 369-83

Other economic

- Brian A'Hearn, Jorg Baten, and Dorothee Crayen, "Quantifying Quantitative Literacy: Age Heaping and the History of Human Capital," Journal of Economic History, 69 (2009), 783-808
- David W. Galenson, "Educational Opportunity on the Urban Frontier: Nativity, Wealth, and School Attendance in Early Chicago," Economic Development and Cultural Change, 43(1995): 551-63.
- _____, "Ethnicity, neighborhood, and the school attendance of boys in antebellum Boston," Journal of Urban History, 24 (1998): 603-26.
- _____, "Ethnic differences in neighborhood effects on the school attendance of boys in early Chicago," History of Education Quarterly, 38 (1998), 17-35
- _____, "Neighborhood effects on the school attendance of Irish immigrants' sons in Boston and Chicago in 1860," American Journal of Education, 105 (1997), 261-93
- Maarten Bullynck, "The Transmission of Numeracy: Integrating Reckoning in Protestant and North-German Elementary Education," Paedagogica Historica, 44 (2008), 563-585
- John Murray, "Generation(s) of human capital: Literacy in American families, 1830-1875," Journal of Interdisciplinary History, 27 (1997), :413-435
- _____, "Human capital in religious communes: Literacy and selection of nineteenth century Shakers," Explorations in Economic History, 32 (1995),:217-235
- _____, "Fates of Orphans: Poor Children in Antebellum Charleston," Journal of Interdisciplinary History, 33 (2003), 519-545
- _____, "Literacy Acquisition in an Orphanage: A Historical-Longitudinal Case Study," American Journal of Education, 110 (2004), 172-195
- John F. Murray, "Family, Literacy, and Skill Training in the Antebellum South: Historical-Longitudinal Evidence from Charleston," Journal of Economic History, 64 (2004), 773-

Other Recommended, especially 18-19th Centuries

- Patrick Brantlinger, The Reading Lesson: The Threat of Mass Literacy in Nineteenth-Century British Fiction. Indiana, 1998
- Harvey J. Graff, Alison Mackinnon, Bengt Sandin, and Ian Winchester, eds., Understanding Literacy in its Historical Contexts: Socio-Cultural History and the Legacy of Egil Johansson. Nordic Academic Press, 2009
- Richard Johnson, "Notes on the Schooling of the English Working Class," in Schooling and Capitalism, ed. R Dale, G Esland, and M MacDonald (Routledge & Kegan Paul, 1976), 44-55

- John O. Jordan and Robert L Patten, eds., Literature in the Marketplace Cambridge 1995
- Thomas Laqueur, "Working-Class Demand and the Growth of English Elementary Education," in Schooling and Society, ed. Lawrence Stone (Johns Hopkins 1976), 192-205
- David Mitch, The Rise of Popular Vernacular Literacy in Victorian England. Penn, 1992
- K C Phillipps, Language and Class in Victorian England. Blackwell, 1984
- W B Stephens, Education, Literacy and Society, 1830-70 . . . Provincial England. Manchester, 1987
- David Vincent, Bread, Freedom and Knowledge (Europa 1981)
- _____, Literacy and Popular Culture: England 1750-1914. Cambridge 1989
- _____, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000
- Richard D. Brown, Knowledge Is Power: The Diffusion of Information in Early America, 1700-1865. Oxford UP 1989
- _____, The Strength of a People: The Idea of an Informed Citizenry in America 1650-1870. UNC Pr 1996
- Oz Frankel, States of Inquiry: Social Investigations and Print Culture in Nineteenth-Century Britain and the United States. Baltimore: Johns Hopkins University Press, 2006
- David A. Gerber, Authors of their Lives: The Personal Correspondence of British Immigrants to North America. New York: New York University Press, 2006
- William J. Gilmore, Reading Becomes a Necessity of Life: Material and Cultural Life in Rural New England, 1780-1835. Tennessee, 1989
- Lee Soltow and Edward Stevens, Literacy and the rise of the common School. Chicago 1982
- _____, "Economic Aspects of School Participation in the U.S.," Journal of Interdisciplinary History, 8 (1977), 221-244
- Edward Stevens, Literacy, Law and Social Order. Northern Illinois 1988
- Carl F. Kaestle, "Between the Scylla of Brutal Ignorance and the Charybdis of a Literary Education: Elite Attitudes Toward Mass Schooling . . .," in Schooling and Society, ed. Lawrence Stone (Johns Hopkins, 1976) 177-191
- _____, Pillars of the Republic. Hill & Wang, 1983
- Kaestle and Maris Vinovskis, Education and Social Change in Nineteenth Century Massachusetts. Cambridge, 1980
- Michael B. Katz, "The Origins of Public Education," History of Education Quarterly, 16 (1976). 381-4-8
- _____, Reconstructing American Education. Harvard, 198_
- Furet and Ozouf, Reading and Writing
- M.J. Maynes, Schooling
- _____, "The Virtues of Archaism," Comparative Studies in Society and History 21 (1979), 611-625

- _____, "Work or School?" in "The Making of Frenchmen," Historical Reflections, 7 (1980), 115-134
- _____, Taking the Hard Road: The Life Course in French and German Workers' Autobiographies in the Era of Industrialization. North Carolina, 1995
- Eugen Weber, Peasants into Frenchmen (Stanford 1976)

VIII. Reading and its Histories

- Andrew Elfenbein, "Cognitive Science and the History of Reading," PMLA, 121 (2006), 484-502
- Karin Littau, Theories of Reading: Books, Bodies and Bibliomania. Cambridge, 2006
- Garrett Stuart, The Look of Reading: Book, Painting, Text. Chicago, 2006
- Maryanne Wolf, Proust and the Squid: The Story and Science of the Reading Brain. New York, 2007
- *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
- See also his The Great Cat Massacre (Basic 1984), and *the critical response*:
- Roger Chartier, "Text, Symbols, Frenchness," Journal of Modern History 57 (1985), 682-695
- Darnton, "The Symbolic Element in History," Journal of Modern History 58 (1986), 218-234
- James Fernandez, "Historians Tell Tales," Journal of Modern History 60 (1988), 113-127
- Dominick LaCapra, History and Criticism (Cornell 1985) 87-94
- _____, "Chartier, Darnton, and the Great Symbol Massacre," Journal of Modern History, 60 (1988), 95-112
- Mark Poster, "Darnton's Historiography," The Eighteenth Century, 27 (1986), 87-92
- Harold Mah, "Suppressing the Text: The Metaphysics of Ethnographic History in Darnton's Great Cat Massacre," History Workshop no. 31 (1998), 1-20
- James Smith Allen, "History and the Novel," History & Theory 22 (1983), 233-252
- Cathy N. Davidson, ed., Reading in America. JHUP, 1989
- Andrew Elfenbein, "Cognitive Science and the History of Reading," PMLA, 121 (2006), 484-502
- Kate Flint, "Women and Reading," Signs, 31 (2006), 511-536
- Leslie Howsan, "What Is the Historiography of Books? Recent Studies in Authorship, Publicity, and Reading in Modern Britain and North America," Historical Journal, 51 (2008), 1089-1101
- Carl Kaestle and Janice Radway, eds., A History of the Book in America Vol. 4 Print in

- Motion: The Expansion of Publishing and Reading in the United States, 1880-1940. Chapel Hill, 2009
- Karin Littau, Theories of Reading Books, Bodies and Bibliomania. Polity Press, 2006
- Martyn Lyons, "French Soldiers and Their Correspondence: Towards a History of Writing Practice in the First World War," French History, 17 (2003), 79-95
- _____, A History of Reading and Writing in the Modern World. Palgrave Macmillan, 2010
- James L Machor, ed., Readers in History: Nineteenth Century American Literature and the Context of Response JHUP 1993
- David Nord, Communities of Journalism: A History of American Newspapers and their Readers. Illinois, 2001
- _____, Faith in Reading: Religious Publishing and the Birth of Mass Media in America. Oxford 2004
- David Paul Nord, Joan Shelly Rubin, and Michael Schudson, eds., A History of the Book in America. Vol 5: The Enduring Book: Print Culture in Postwar America. Chapel Hill, 2009
- Christine Pawley, "What to Read and How to Read: The Social Infrastructure of Young People's Reading, Osage, Iowa, 1870 to 1900," Library Quarterly, 68 (1998), 276-297
- Leah Price, "Reading: The State of the Discipline," Book History, 7 (2004), 303-320
- Jonathan Rose, "Rereading the English Common Reader," Journal of the History of Ideas, 53 (1992) 47-70
- James Raven, The Business of Books: Booksellers and the English Book Trade. New Haven, 2007
- Joan Shelly Rubin, "What is the History of the History of Books?" Journal of American History, 90 (2003), 555-575
- Barbara Ryan and Amy M Thomas, eds., Reading Acts: U.S. Readers' Interactions with Literature 1800-1950. Tennessee 2002
- Brian Stock, "Toward Interpretive Pluarlism: Literacy History and the History of Reading," New Literary History, 39 (2008), 389-413

IX. 18-19th Centuries

- David Allan, Making British Culture: English Readers and the Scottish Enlightenment. Routledge, 2008
- _____, A Nation of Readers: The Lending Library in Georgian England. The British Library, 2008
- Thomas Augst and Kenneth Carpenter, eds., Institutions of Reading: The Social Life of Libraries in the United States. Amherst, 2007
- Thomas Augst and Wayne Wiegand, eds., Libraries as Agencies of Culture. University of Wisconsin Press, 2001
- Natasha Blaisyer, "Calculating Credibility: Print Culture, Trust and Economic Figures in Early Eighteenth-Century England," Economic History Review, 60 (2007), 685-711
- Scott Casper et al, eds., Perspectives on American Book History. Massachusetts 2002

- William Clark, Academic Charisma and the Origins of the Research University. Chicago, 2006
- Stephen Colclough, Consuming Texts: Readers and Reading Communities, 1695-1870. Palgrave MacMillan, 2007
- James P. Danky and Wayne A Wiegand, eds. Print Culture in a Diverse America. Illinois, 1998
- Robert Darnton, The Dead in the Holy Water or the Art of Slander from Louis XIV to Napoleon. University of Pennsylvania Press, 2010
- Toby L. Ditz, "Formative Ventures: Eighteenth-Century Commercial Letters and the Articulation of Experience," in Epistolary Selves: Letters and Letter Writers, 1600-1945, ed. Rebecca Earle. Ashgate, 1999, 59-78
- _____, "Secret Selves, Creditable Personas: The Problematics of Trust and Public Display in the Writing of Eighteenth-Century Philadelphia Merchants," in Possible Pasts: Becoming Colonial in Early America, ed. Robert Blair St. George. Ithaca, 2000, 219-242
- Mike Esbester, "Nineteenth-Century Timetables and the History of Reading," Book History, 12 (2009), 156-185
- Teresa A. Goddu, "The Antislavery Almanac and the Discourse of Numeracy," Book History, 12 (2009), 129-155
- Robert A. Gross, Much Instruction from Little Reading: Books and Libraries in Thoreau's Concord. Virginia, 1988
- _____, "Printing, Politics, and the People," Proceedings of the AAS 99 (1989) 375-397
- _____, "Reading Culture, Reading books," Proc, AAS 106 (1996)
- Ian Haywood, The Revolution in Popular Literature: Print, Politics and the People, 1790-1860. Cambridge, 2004
- David M. Henkin, The Postal Age: The Emergence of Modern Communications in Nineteenth-Century America. Chicago, 2006
- Martin Hewitt, "Comforting the Modern City: The Manchester Free Public Library, 1850-80," Urban History, 27 (2000), 62-88
- H.J. Jackson, Romantic Readers: The Evidence of Marginalia. New Haven, 2005
- 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
- Joseph F. Kett, The Pursuit of Knowledge Under Difficulties: From Self-Improvement to Adult Education in America, 1759-1990. Stanford 1994
- Joseph F. Kett and Patricia A McClung, Book Culture in Post-Revolutionary Virginia. American Antiquarian Society 1984
- Daniel Lindmark, Reading, Writing and Schooling: Swedish Practices of Education and Literacy 1650-1880. Umea, 2004
- Trish Loughran, The Republic in Print: Print Culture in the Age of U.S. Nation Building, 1770-1870. Columbia UP, 2007
- David M. Luebke, "Signatures and Political Culture in Eighteenth-Century Germany," Journal of Modern History, 76 (2004), 497-530
- Jason Lung, "The Socioeconomic Return to Primary Schooling in Victorian England," Journal of Economic History, 66 (2006), 1026-1053

- Martyn Lyons, Reading Culture and Writing Practices in Nineteenth-Century France. Toronto, 2008
- Ian F. McNeely, The Emancipation of Writing: German Civil Society in the Making, 1790s-1820s. Berkeley, 2003
- Thomas Munck, "Literacy, Educational Reform and the Use of Print in Eighteenth-Century Denmark," European History Quarterly, 34 (2004), 275-303
- Christopher Vecsey, "The Good News in Print and Image: Catholic Evangeliteracy in Native America," US Catholic Historian, 27 (2009), 1-19
- Nina Baym, Novels, Readers and Reviewers: Responses to Fiction in Antebellum America. Cornell, 1984
- Richard Brodhead, Cultures of Letters: Scenes of Reading and Writing in Nineteenth Century America. Chicago, 1993
- Mary Kupiec Cayton, "The Making of An American Prophet: Emerson, his Audiences, and the Rise of the Culture Industry in Nineteenth-Century America," American Historical Review 92 (1987)
- Cathy N. Davidson, ed., Reading in America JHUP 1989
- _____, Revolution and the Word: The Rise of the Novel in Amerce. Oxford 1986, 2nd ed. 2004
- Ann Douglas, The Feminization of American Culture. Knopf, 1977
- Michael Hackenberg, ed., Getting the Books Out. Papers of the Chicago Conference on the Book in 19th-Century America. Library of Congress, 1987
- David Henkin, City Reading: Written Works and Public Spaces in Antebellum New York. Columbia, 1998
- Mary Kelley, Learning to Stand and Speak: Women, Education, and Public Life in America's Republic. Chapel Hill: University of North Carolina Press, 2006
- Isabel Lehuu, Carnival on the Page: Popular Print Media in Antebellum America. UNC 2000
- Thomas Leonard, News for All: America's Coming of Age with the Press. Oxford, 1995
- James L. Machor, ed., Readers in History JHUP 1993
- Laura J. Miller, Reluctant Capitalists: Bookselling and the Culture of Consumption. Chicago, 2006
- John E. Murray, "Literacy Acquisition in an Orphanage: A Historical-Longitudinal Case Study," American Journal of Education, 110 (2004), 172
- Michael Newbury, Figuring Authorship in Antebellum America. Stanford 1997
- David Nord, Communities of Journalism: A History of American Newspapers and their Readers. Illinois, 2002
- David Paul Nord, "The History of Journalism and the History of the Book," in Communication and History, ed. Barbie Zelger. Routledge, 2008, 162-180
- Stan K. Pooley and Colen G. Pooley, "'Such a Splendid Tale': The Late Nineteenth-Century World of a Young Female Reader," Cultural and Social History, 2 (2005), 329-351
- Helen Rogers, "The Way to Jerusalem: Reading, Writing and Reformation in an Early Victorian Gaul," Past and Present, 205 (2009), 71-104
- Michael Schudson, Discovering the News. Basic, 1978

- Richard B. Sher, The Enlightenment and the Book: Scottish Authors and Their Publishers in Eighteenth-Century Britain, Ireland and America. Chicago, 2006
- Alison K. Smith, "Authority in a Serf Village: Peasants, Managers, and the Role of Writing in Early Nineteenth Century Russia," Journal of Social History, 43 (2009), 157-173
- Robert Blair St. George, "Reading Spaces in Eighteenth-Century New England," in Gender, Taste, and Material Culture in Britain and North America, 1700-1830, ed. John Styler and Amanda Mickey. Yale, 2006, 81-106
- Carolyn Steedman, "Poetical Maids and Cooks Who Wrote," Eighteenth-Century Studies, 39 (2005), 1-27
- Louise L. Stevenson, "Prescription and Reality: Reading Advisors and Reading Practice, 1860-1880," Book Research Q, 6 (1990-1991), 43-61
- Jane Tompkins, Sensational Designs: The Cultural Work of American Fiction, 1790-1860. Oxford, 1985
- Susan S. Williams, "Widening the World: Susan Warner, Her Readers, and the Assumption of Authorship," American Quarterly, 42 (1990), 565-586
- Ronald Zboray, A Fictive People: Antebellum Economic Development and the American Reading Public. Oxford, 1993, and many articles
- Ronald J. Zboray and Mary Saracin Zboray, Literary Dollars and Social Sense: A Peoples History of the Mass Market Book. New York: Routledge, 2005
- _____, Everyday Ideas: Socioliteracy Experience Among Antebellum New Englanders. Knoxville: University of Tennessee Press, 2006
- Thomas Augst, The Clerk's Tale Chicago 2003
- Helen Damon-Moore, Magazines for the Millions: Gender and Commerce in the Ladies' Home Journal and the Saturday Evening Post, 1880-1910. SUNY, 1994
- Michael Denning, Mechanic Accents: Dime Novels and Working-Class Culture in America. Verso, 1987
- Daphne Desser, "Fraught-Looking: Competing Desires for Connection and Separation in the Writings of American Missionary Women in Nineteenth-Century Hawai'i," College English, 69 (2007), 443-469
- Ellen Gruber Garvey, The Adman in the Parlor: Magazines and the Gendering of Consumer Culture, 1889s to 1910. Oxford, 1996
- Anne Ruggles Gere, Intimate Practices: Literacy and Cultural Work in U.S. Women's Clubs, 1880-1920. Illinois, 1997
- Eddy Jacalyn, Bookwomen: Creating an Empire in Children's Book Publishing 1919-1939. Wisconsin, 2006
- Lawrence W. Levine, Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America. Oxford 1978
- Laura J. Miller, Reluctant Capitalists: Bookselling and the Culture of Consumption Chicago, 2006
- Richard Ohmann, Selling Markets: Magazines, Markets, and Class at the Turn of the Century. Verso, 1996
- Christine Pawley, Reading on the Middle Border. Massachusetts 2001

- Catherine Prendergast, "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement," Harvard Educational Review 72 (2002) 206-229
 _____, Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education. Southern Illinois 2003
- Abigail A. Van Slyck, Free to All: Carnegie Libraries and American Culture 1890-1920 Chicago 1995
- Morris Young, Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship. Southern Illinois 2004
- Robert Darnton (see above)
 James Smith Allen, In the Public Eye: A History of Reading in Modern France 1800-1940. Princeton, 1991
 _____, "Toward a Social History of French Romanticism," Journal of Social History, 13 (1979), 253-276
- Ronald Fullerton, "Creating a Mass Book Markets in Germany," Journal of Social History 10 (1977), 265-283
 _____, "Toward a Popular Culture in Germany," ibid., 12 (1979)
- Martyn Lyons, Readers and Society in Nineteenth-Century France: Workers, Women, Peasants. Palgrave 2001
- Richard Altick, The English Common Reader Chicago 1957
- Peter Bailey, Leisure and Class in Victorian England. Toronto, 1978
- G.A. Cranfield, The Press and Society. Longman, 1978
- Kate Flint, The Woman Reader 1837-1914. Oxford 1993
- Louis James, Fiction for the Working Man. Oxford UP, 1963
- A.J. Lee, The Origins of the Popular Press. Croom Helm, 1974
- Martyn Lyons, "Oral Culture and Rural Community in Nineteenth-Century France," Australian Journal of French Studies, 23 (1986), 102-114
- Jane Mace, Playing With Time: Mothers and the Meaning of Literacy. UCL 1988
- Sally Mitchell, "Sentiment and Suffering: Women's Recreational Reading," Victorian Studies 21 (1977), 29-45
- Victor Neuberg, Popular Literature. Penguin 1977
 _____, "The Literature of the Streets," in The Victorian City, ed. H.J. Dyos and Michael Wolff (Routledge and Kegan Paul, 1973) I: 191-210
- Jacqueline Pearson, Women's Reading in Britain, 1750-1835: A Dangerous Recreation Cambridge 1999
- Sian K. Pooley and Colin G. Pooley, "'Such a Splendid Tale': The Late Nineteenth-Century World of a Young Female Reader," Cultural and Social History 2 (2005), 329-351
- Carolyn Steedman, "Poetical Maids and Cooks Who Write," Eighteenth-Century Studies, 39 (2005), 1-27
- James Walvin, Leisure and Society. Longman, 1978
- Jonathan Rose, The Intellectual Life of the British Working Classes. Yale, 2001
- William St. Clair, The Reading Nation in the Romantic Period. Cambridge, 2004
- R.K. Webb, The British Working Class Reader. Allen & Unwin, 1955

Susan E. Whyman, The Pen and the People: English Letter Writers 1660-1800. Oxford, 2009

X. 20th Century

Janet Carey Eldred and Peter Mortensen, "Reading Literacy Narratives," College English, 54 (1992), 512-539

Nancy C. Carnevale, A New Language, A New World: Hlean Immigrants in the United States, 1890-1945. Urbana, 2009

Charles Cohen and Paul Boyer, eds., Reform and the Culture of Print in Modern America. Madison, 2008

Susan Kates, "Literacy Voting Rights and the Citizenship Schools in the South, 1957-1970," CCC, 57 (2006), 479-502

Stephen Schneider, "The Sea Island Citizen-Ship Schools: Literacy, Community Organization, and the Civil Rights Movement," College English, 70 (2007), 144-167

Richard Hoggart, The Uses of Literacy. 1957

Tim Lacy, "Dreams of a Democratic Culture: Revising the Origins of the Great Books Idea, 1869-1921," Journal of the Gilded Age and Progressive Era, 7 (2008), 397-442

Jane Mace, Playing With Time: Mothers and the Meaning of Literacy. UCL 1988

Janice Radway, Reading the Romance: Women, Patriarchy, and Popular Culture. UNC

_____, A Feeling for Books: The Book-Of-The-Month Club, Literary Taste, and Middle-Class Desire UNC 1997

_____, "The Book of the Month Club and the General Reader: On the Uses of Serious Fiction," in Reading, ed. Davidson 259-284

_____, "Interpretive Communities and Variable Literacies," Daedalus 113 (Summer 1984), 49-73

_____, "Reading is Not Eating: Mass-Produced Literature and the Theoretical, Methodological, and Political Consequences of a Metaphor," Book Research Quarterly 2 (1986) 7-29

_____, "Women read the romance," Feminist Studies, 9 (1983) 53-78

Gideon Reuveni, Reading Germany: Literature and Consumer Culture in Germany before 1933. Berghan, 2006

Jonathan Rose, The Intellectual Life of the British Working Classes. Yale, 2001

Joan Shelly Rubin, The Making of Middle Brow Culture. UNC 1992

_____, "Self, Culture and Self-Culture in Modern American: The Early History of the Book-of-the-Month Club," Journal of American History 71 (1985), 782-806

_____, "'Information, Please!' Culture and Expertise in the Interwar Period," American Quarterly, 35 (1983) 499-517

Joan Shelley Rubin, Songs of Ourselves: The Uses of Poetry in America. Harvard

University Press, 2007
Dorothy Sheridan, Brian Street, and David Bloome, eds., Writing Ourselves: Mass-Observation and Literacy Practices. Hampton, 2000
David Welky, Everything Was Better in America: Print Culture in the Great Depression. Urbana, 2008
Raymond Williams—works

XI. Reading Women and African Americans

African American

Allen Dwight Callahan, The Talking Book: African Americans and the Bible. Yale, 2006
*Janet Cornelius, When I Can Read My Title Clear: Literacy, Slavery, and Religion in the Antebellum South. South Carolina, 1991
_____, "We Slipped and Learned to Read: Slave Accounts of the Literacy Process, 1830-1860," Phylon 44 (1983) 171-186
David Freedman, "African-American Schooling in the South Prior to 1861," Journal of Negro History, 84 (1999), 147
Valene Kinloch, Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth. New York, 2010
Elizabeth McHenry, Forgotten Readers: Recovering the Lost History of African American Literary Societies. Duke, 2002
E. Jennifer Monaghan, "Reading for the Enslaved, Writing for the Free: Reflections on Liberty and Literacy," Proceedings, American Antiquarian Society, 108 (1998), 308-341
Robert C. Morris, Reading, Riting, and Reconstruction: The Education of Freedmen in the South, 1861-1871. Chicago 1976
Hilary J. Moss, Scholarly Citizens: The Struggle for African American Education in Antebellum America. Chicago, 2009
Daniel J. Royer, "The Process of Literacy as Communal Involvement in the Narratives of Frederick Douglass," African American Review 28 (1994), 363-374
Jacqueline Jones Royster, Traces of a Stream: Literacy and Social Change Among African American Women. Pittsburgh, 2000
Heather Andrea Williams, Self-Taught: African American Education in Slavery and Freedom. Chapel Hill: University of North Carolina Press, 2005
Thomas Webber, Deep Like the Rivers: Education in the Slave Quarter Community. Norton 1978

Women Reading

Beth Daniell and Peter Mortensen, eds., Women and Literacy: Local and Global Inquiries for a New Century. New York, 2007
James P. Danky and Wayne A. Wiegand, eds., Women in Print: Essays on the Print Culture of American Women from the Nineteenth and Twentieth Centuries. Madison: University of Wisconsin Press, 2006

- James P. Darsky and Wayne A. Wiegand, eds., Women in Print: Essays on the Print Culture of American Women from the Nineteenth and Twentieth Centuries. Madison, 2006
- Cathy N. Davidson, ed., Reading in America Johns Hopkins 1989
- Jacalyn Eddy, Bookwomen: Creating an Empire in Children's Book Publishing, 1919-1939. Madison, 2006
- Kate Flint, "Women and Reading," Signs, 31 (2006), 511-536
- Dena Goodman, Becoming a Woman in the Age of Letters. Ithaca, 2009
- Heidi Hackel and Catherine E. Kelly, eds., Reading Women: Literacy, Authorship, and Culture in the Atlantic World, 1500-1800. Philadelphia, 2007
- Helen Horowitz, "Nous Autres: Reading, Passion, and the Creation of M. Carey Thomas," Journal of American History 79 (1992), 68-95
- Jane Hunter, How Young Ladies Became Girls: The Victorian Origins of American Girlhood. Yale UP 2002
- Mary Kelley, Learning to Stand and Speak: Women, Education, and Public Life in America's Republic. Chapel Hill, 2006
- _____, "A More Glorious Revolution?: Women's Antebellum Reading Circles and the Pursuit of Public Influence," New England Quarterly, 76 (2003), 163-196
- _____, "The Need of Their Genius?: Women's Reading and Writing Practices in Early America," Journal of the Early Republic, 28.1 (Spring 2008)
- Mary Kelley, "Reading Women/Women Reading: The Making of Learned Women in Antebellum America," Journal of American History 83 (1996), 401-424
- Mary Kelley, Learning to Stand and Speak: Women, Education, and Public Life in America's Republic. Chapel Hill: University of North Carolina Press, 2006
- James L. Machor, ed., Readers in History Johns Hopkins 1993
- David Nord, Communities of Journalism: A History of American Newspapers and their Readers. Illinois, 200
- Barbara Ryan and Amy M. Thomas, eds., Reading Acts: U.S. Readers' Interactions with Literature, 1800-1950. Tennessee, 2002
- Barbara Sicherman, "Reading and Ambition: M. Carey Thomas and Female Heroism," American Quarterly, 45 (1993) 73-103
- _____, "Reading Little Women: The Many Lives of a Text," in U.S. History as Women's History, ed. Linda K. Kerber et al (UNC, 1995) 245-266
- _____. "Sense and Sensibility: A Case Study of Women's Reading in Late-Nineteenth-Century America," in Reading in America, ed. Davison, 201-225
- Helen Damon-Moore, Magazines for the Millions: Gender and Commerce in the Ladies' Home Journal and the Saturday Evening Post, 1880-1910. SUNY, 1994
- Cathy N. Davidson, Revolution and the Word: The Rise of the Novel in America. Oxford 1986
- Linda J. Docherty, "Women as Readers: Visual Representations," Proceedings of the AAS, 107 (1997), 335-388
- Kate Flint, The Woman Reader 1837-1914. Oxford 1993

- Anne Ruggles Gere, Intimate Practices: Literacy and Cultural Work in U.S. Women's Clubs, 1880-1920. Illinois, 1997
- Ellen Gruber Garvey, The Adman in the Parlor: Magazines and the Gendering of Consumer Culture, 1889s to 1910. Oxford, 1996
- Elizabeth Long, Book Clubs. Chicago 2002
- Jane Mace, Playing With Time: Mothers and the Meaning of Literacy. UCL 1988
- Sally Mitchell, "Sentiment and Suffering: Women's Recreational Reading," Victorian Studies 21 (1977), 29-45
- Janice Radway, Reading the Romance: Women, Patriarch, and Popular Culture. UNC
- Laura Rivera, Laboring to Learn: Women's Literacy and Poverty in the Post-Welfare Era. Urbana, 2008
- Megan Sweeney, Reading Is My Window: Books and the Art of Reading Women's Prisons. University of North Carolina Press, 2010

XII. Writing

- Michael Camille, "The Book of Signs: Writing and Visual Difference in Gothic Manuscript Illumination," Word and Image, 1 (1985), 133-148
- Janet Carey Eldred and Peter Mortensen. Imagining Rhetoric: Composing Women of the Early United States. Pittsburgh, 2002
- Konstantin Dierks, In My Power: Letter Writing and Communications in Early America. Philadelphia, 2009
- Janet Carey Eldred and Peter Mortensen. Imagining Rhetoric: Composing Women of the Early United States. Pittsburgh, 2002
- Dena Goodman, "L'ortographe des dames: Gender and Language in the Old Regime," French Historical Studies, 25 (2002), 191-223
- Christopher Hilliard, To Exercise Our Talents: The Democratization of Writing in Britain. Cambridge, Mass.: Harvard Univerdity Press, 2006
- Catherine Hobbs, Nineteenth-Century Women Learn to Write. Virginia, 1995
- Jane Hunter, How Young Ladies Became Girls: The Victorian Origins of American Girlhood. Yale UP 2002
- Susan Miller, Assuming the Position: Cultural Pedagogy and the Politics of Commonplace Writing. Pittsburgh, 1998
- Michele Moylan and Lane Stiles, eds., Reading Books: Essays on the Material Text and Literature in America. Masschusetts 1996
- Carolyn Steedman, The Tidy House. Virago, 1982
- Steedman, "A Woman Writing a Letter," in Epistolary Selves: Letters and Letter-Writers, 1600-1945, ed. Rebecca Earle. Ashgate, 1999, 111-133
- Tamara Plakins Thornton, Handwriting in America: A Cultural History. Yale 1996

XIII. 20th C. Literacy Campaigns and their Precedents and Consequences

- Robert Arnove, "The Nicaraguan National Literacy Crusade of 1980,"
Comparative Education Review, 25 (1981), 244-260
- _____, Education and Revolution in Nicaragua. Praeger, 1986
- _____, Education as Contested Terrain: Nicaragua, 1979-1993. Westview, 1994
- Jeffrey Brooks, When Russia Learned to Read: Literacy and Popular Literature, 1861-1917. Princeton, 1985
- Ben Eklof, Russian Peasant Schools, 1861-1914. California, 1986
- Jonathan Kozol, "A New Look at the Literacy Campaign in Cuba," Harvard Educational Review, 48 (1978), 341-377
- _____, Children of the Revolution. Delacorte, 1978
- Colin Lankshear with Moira Lawler, Literacy, Schooling and Revolution. Falmer, 1987
- Glen Peterson, The Power of Words: Literacy and Revolution in South China 1949-95. UBC, 1997
- Evelyn Rawski, Education and Popular Literacy in Ch'ing China. Michigan 1979
- Richard Rubinger, Popular Literacy in Early Modern Japan, Honolulu, 2007

XIV. Literacies and Lives

- David Barton and Mary Hamilton. Local Literacies: Reading and Writing in One Community. Routledge, 1998
- David Barton, Mary Hamilton, and Roz Ivancic, eds. Situated Literacies: Reading and Writing in Context. Routledge, 2000
- Janet Carey Eldred and Peter Mortensen, "Reading Literacy Narratives," College English, 54 (1992), 512-539
- Ralph Cintron, Angels' Towns: Chero Ways, Gang Life, and Rhetorics of the Everyday. Beacon, 1997
- Eve Gregory and Ann Williams, City Literacies: Learning to Read Across Generations and Cultures. 2000
- Shirley Brice Heath, Ways With Words: Language, Life, and Work in Communities and Class Rooms. Cambridge, 1983
- Jonathan Kozol, Amazing Grace: The Lives of Children and the Conscience of a Nation. Crown, 1965
- _____, Ordinary Resurrections: Children in the Years of Hope. Crown, 2000
- Mike Rose, Lives on the Boundary: The Struggles and Achievements of America's Underprepared. Free Press, 1989
- _____, The Mind at Work: Valuing the Intelligence of the American Worker. New York: Viking, 2004

XV. The Twentieth Century in Historical Context/ The Myth of Decline & The Future of Literacy/ies [a very selective listing]

- Sven Birkerts, The Gutenberg Elegies. Fawcett, 1994
- Bill Cope and Mary Kalantzis, eds. Multiliteracies: Literacy Learning and the Design of Social Futures. Routledge, 2000
- Ramona Fernandez, Imagining Literacy. Texas 2001
- Margaret A. Gallego and Sandra Hollingsworth, eds. What Counts as Literacy: Challenging the School Standard. Teachers College 2000
- James Paul Gee, Glynda Hull, and Colin Lankshear, The New Work Order Westview 1996
- Jack Goody, The Domestication of the Savage Word. Cambridge 1997
- Harvey J. Graff and John Duffy, "Literacy Myths," in Encyclopedia of Language and Education, 2nd ed., volume 2, ed. Brian V. Street and Nancy H. Hornberger. Springer, 2008, 41-52
- Griswold, Wendy, "The Idea of the Reading Class," Contemporary Sociology, 30 (2001), 4-6
- _____, Regionalisms and the Reading Class. Chicago, 2008
- Griswold, Wendy, Terry McDonnell, and Nathan Wright, "Reading and the Reading Class in the Twenty-First Century," Annual Review of Sociology, 31 (2005), 127-141
- John Halverson, "Goody and the Implosion of the Literacy Thesis," Man., n.s., 27 (1992), 301-317
- _____, "Olson on Literacy," Language in Society, 20 (1991), 619-640
- E.D. Hirsch, Cultural Literacy. Houghton Mifflin; his followers; and their critics
- Susan Kates, "Literacy, Voting Rights, and the Citizenship Schools in the South, 1957-1970," CCC 57 (2006), 479-502
- Sonja Lanehart, Sista Speak! Black Women Kinfolk Talk about Language and Literacy Texas 2002
- Colin Lankshear and Peter McLaren, eds, Critical Literacy: Politics, Praxis, and the Postmodern. SUNY, 1993
- David P. Levine, "The Birth of the Citizenship Schools: Entwining the Struggles for Literacy and Freedom," History of Education Quarterly, 44 (2005), 388-414
- Henry Milner, Civic Literacy. University Press of New England, 2002
- New London Group, "A Pedagogy of Multiliteracies designing Social Futures," in Multiliteracies: Literacy Learning and the Design of Social Futures, ed. Bill Cope and Mary Kalantzis (Routledge, 2000), 9-37 (also Harvard Educational Review, 1996)
- Walter Ong, Orality and Literacy. Methuen, 1982
- Ted Striphas, The Late Age of Print: Everyday Book Culture from Consumerism to Control. New York, 2009
- Scott McCloud, Understanding Comics: The Invisible Art. New York: A Kitchen Sink Book for Harper Perennial, 1994 (1993).
- Arthur I. Miller, Insights of Genius: Imagery and Creativity in Science and Art Cambridge, Mass.: MIT Press, 2000 (1996)

Luc Pauwels, ed., Visual Cultures of Science. Hanover, NH: University Press of New England, 2006

Lesley Bartlett, "Human Capital or Human Connections?: The Cultural Meanings of Education in Brazil," Teachers College Reader, 109 (2007), 1613-1636

_____, "Literacy's Verb: Exploring What Literacy Is and What Literacy Does," International Journal of Educational Development (2007)

_____, The Word and the World: The Culture and Politics of Literacy in Brazil. Hampton Press, 2009

John M. Duffy, Writing From These Roots: Literacy in a Hmory-America Community. Honolulu, 2007

R. Howard Bloch and Carla Hesse, eds., Future Libraries. California, 1993

Andrea A. diSessa, Changing Minds: Computers, Learning, and Literacy. MIT 2000

Ellen J. Esrock, The Reader's Eye: Visual Imaging as Reader Response JHUP 1994

Mizuko Ito, Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media. MIT Press, 2010

Mark Poster, What's the Matter with the Internet? Minnesota, 2001

_____, "Global Media and Culture," New Literary History, 39 (2008), 685-703

Geoffrey Nunberg, ed.: The Future of the Book California 1996

Andrea A. Lunsford, Helene Moglen, and James Slevin, eds., The Right to Literacy MLA, 1990

Cynthia L. Selfe, Technology and Literacy in the 21st Century. Southern Illinois, 1999

Ira Shor, Empowering Education: Critical Teaching for Social Change Chicago 1992

Kathleen E. Welch, Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy. MIT, 1999

Hugh Armory, "Review Essay: Physical Bibliography, Cultural History, and the Disappearance of the Book," Papers of the Bibliographical Society of America, 78 (1984), 341-347

Dennis Baron, A Better Pencil: Readers, Writers, and the Digital Revolution. Oxford, 2009