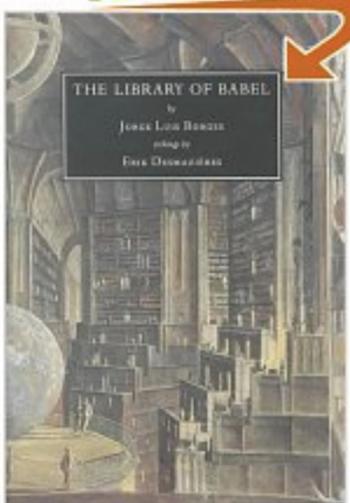


SEARCH INSIDE!™



The Library of Babel (Pocket Paragon) (Hardcover)

by [Jorge Luis Borges](#) (Author), [Erik Desmazieres](#) (Author), [Andrew Hurley](#) (Translator),
of an indefinite, perhaps infinite

★★★★★ (8 customer reviews)

Availability: CURRENTLY

I return again to bookmarking Borges. Except now I have made my bookmarks public. Why do I believe in you, reading these notes. 6 April 1:10 am



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```
1 <!DOCTYPE html>
2 <html>
3   <head>
4     <meta charset="UTF-8">
5     <title>Title goes here</title>
6   </head>
7   <body>
8
9   </body>
10 </html>
```

BOOKS!!

ECL 596: Professor Jessica Pressman
Fall 2025

Day 4: Old/New Media

Jessica Pressman “[Old/New Media](#)” in *The Johns Hopkins Guide to New Media* (2022)

ADMIN

- Extra credit: Tuesday & stacks experience
-

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Raine Porath
Office AL 232

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Thurs. 2:00pm – 4:00pm

No appointment needed!



Discussion

- Take aways from Special Collections?
- Pressing questions?
- Excitements?

Discussion

- What did you learn from the reading?
- What is book history?
- Why/how might it matter to you and your learning?

Michelle Levy and Tom Mole,
“Introduction” to *The Broadview
Introduction to Book History*

Introduction

Book history is the study of books as physical objects: as devices for storing and circulating knowledge and ideas. It is also, therefore, the study of how books are produced, circulated, and received at different historical times and places. It is interested in every aspect of books: how they are made; how they are promoted and sold; how they are purchased, used, kept, organized, and re-circulated; and by whom. The books it studies

THE BROADVIEW
INTRODUCTION TO
BOOK HISTORY



MICHELLE LEVY & TOM MOLE

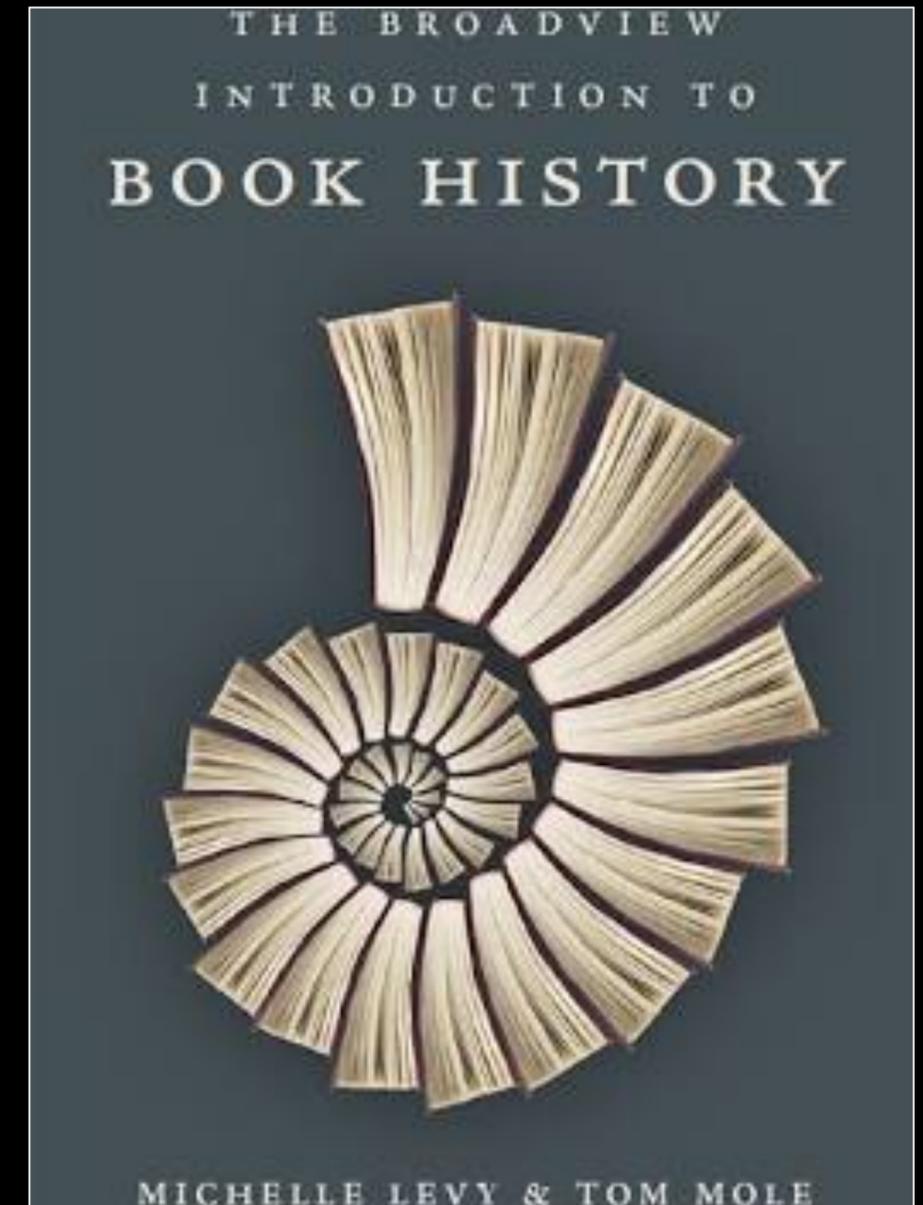
“Book history emerged it as a distinctive and dynamic field of inquiry in the 1980s and 1990s were bringing together a variety of existing intellectual activities and setting them into new relationships with one another”
(xviii)

Michelle Levy and Tom Mole,
“Introduction” to *The Broadview
Introduction to Book History*

4 Epochs of Book History:

1. 1st C: Emergence of codex
2. 15th C: Invention of moveable type
3. Late 18th C: expansion of affordable print, copyright, literacy, etc.
4. Late 20th C: new media

• xiii



From your blogs

- JESSICA: In *The Broadview Introduction to Book History*, Michelle Levy and Tom Mole explain the four epochs of book history. Even before the first epoch of books, we read from scrolls and, because of Christianity, codices became more commonplace. Second, after hundreds of years, “the printing press...made it possible to produce large numbers of (reasonably) accurate copies much faster” (xv). Because printed matter was so much quicker, it was also much more expensive. However, the third epoch occurred over several years as the prices decreased and the prints were continuously used. Finally, we stand in the fourth epoch, with digitized books we can hold in our back pocket.

Discussion

- What might Book History study/show/iluminate?

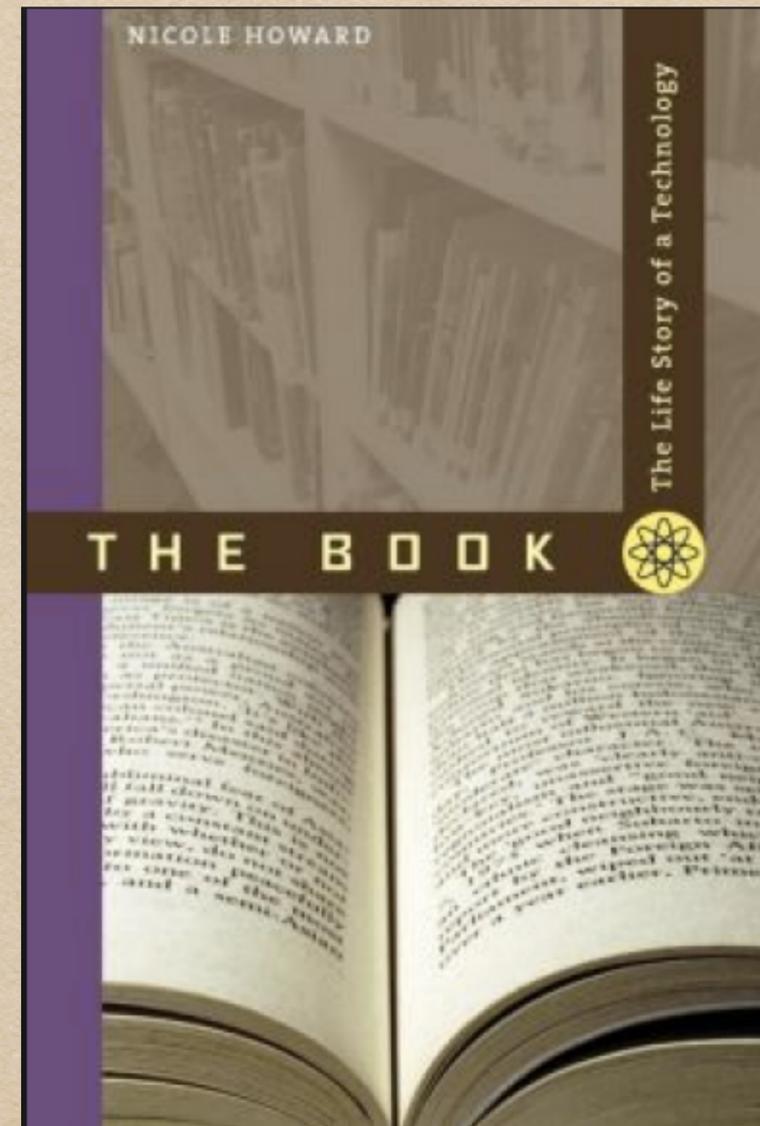
From your blogs

- OZ: Reading “Book History” by Levy and Mole, I quickly realized that **books not only convey certain content, but are also material objects with a history.** When someone asks me what a book is, I don’t know how to answer the question. To be honest, I never thought about it. I saw the book as a book.

Biography of a Technology

- ◆ “As with a person’s biography, the **biography of a technology** is not limited to the object alone, but **must encompass the history** of people, places, and ideas that gave rise to the innovation”

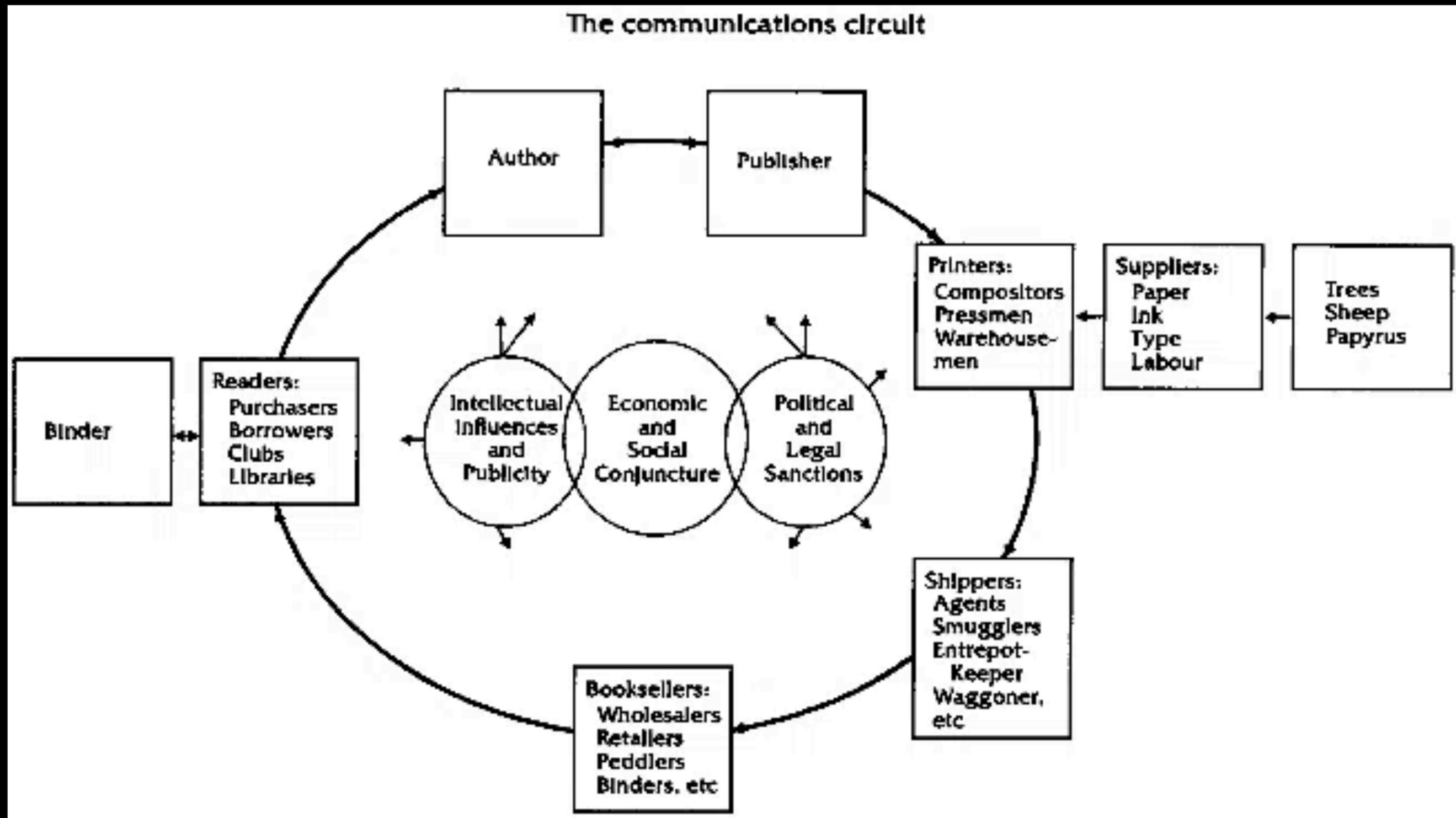
(Nicole Howard, *The Book: The Life Story of a Technology* (The Johns Hopkins Press, 2005: vii)



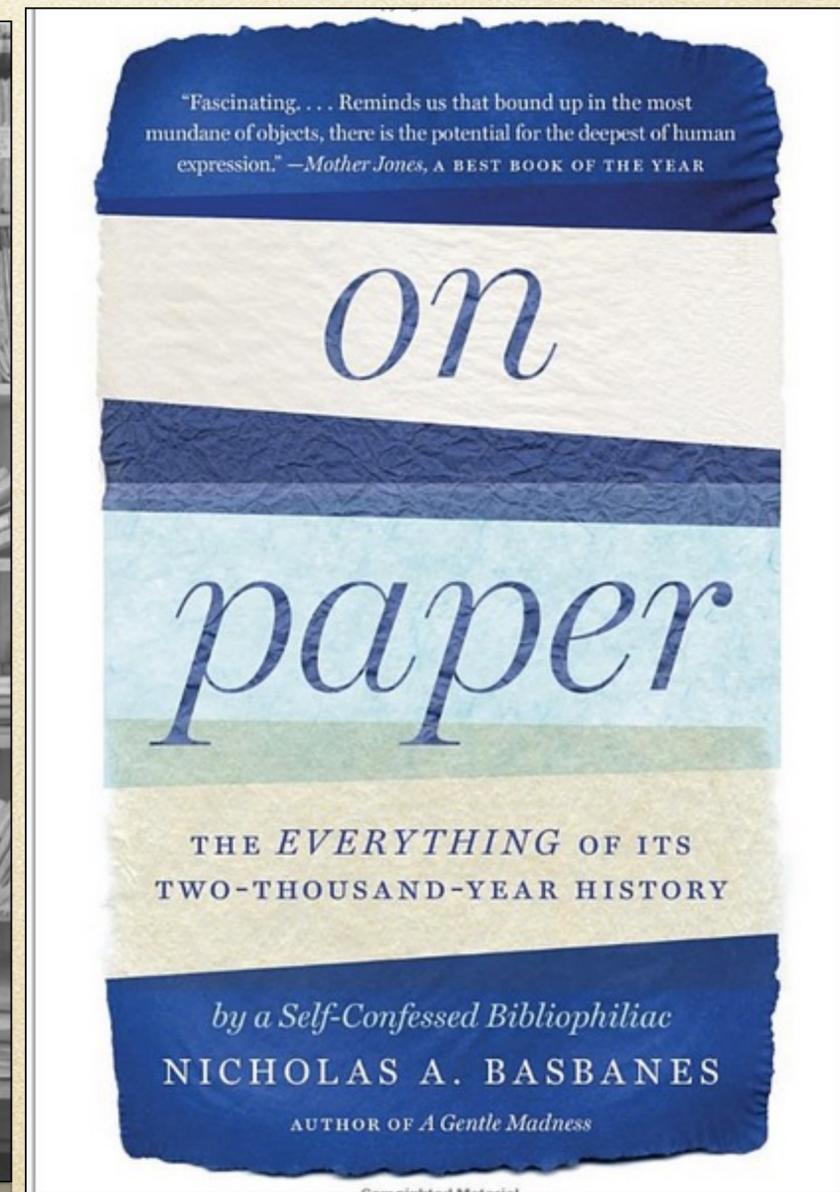
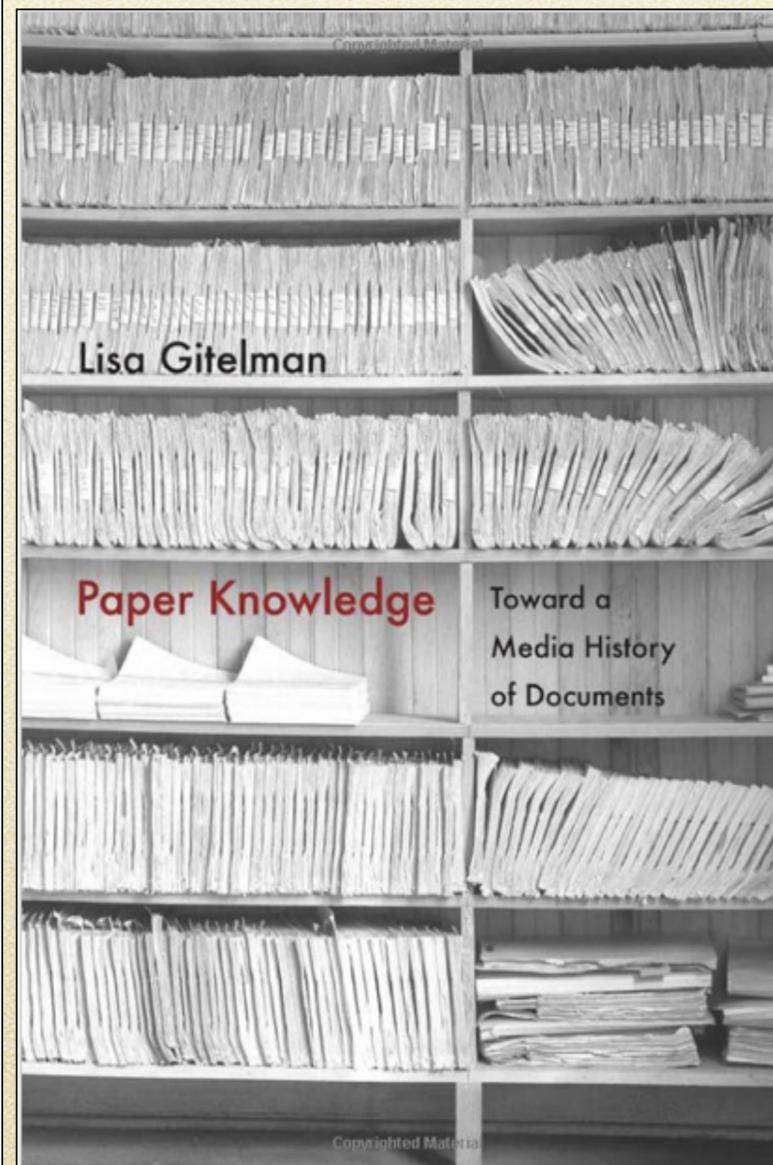
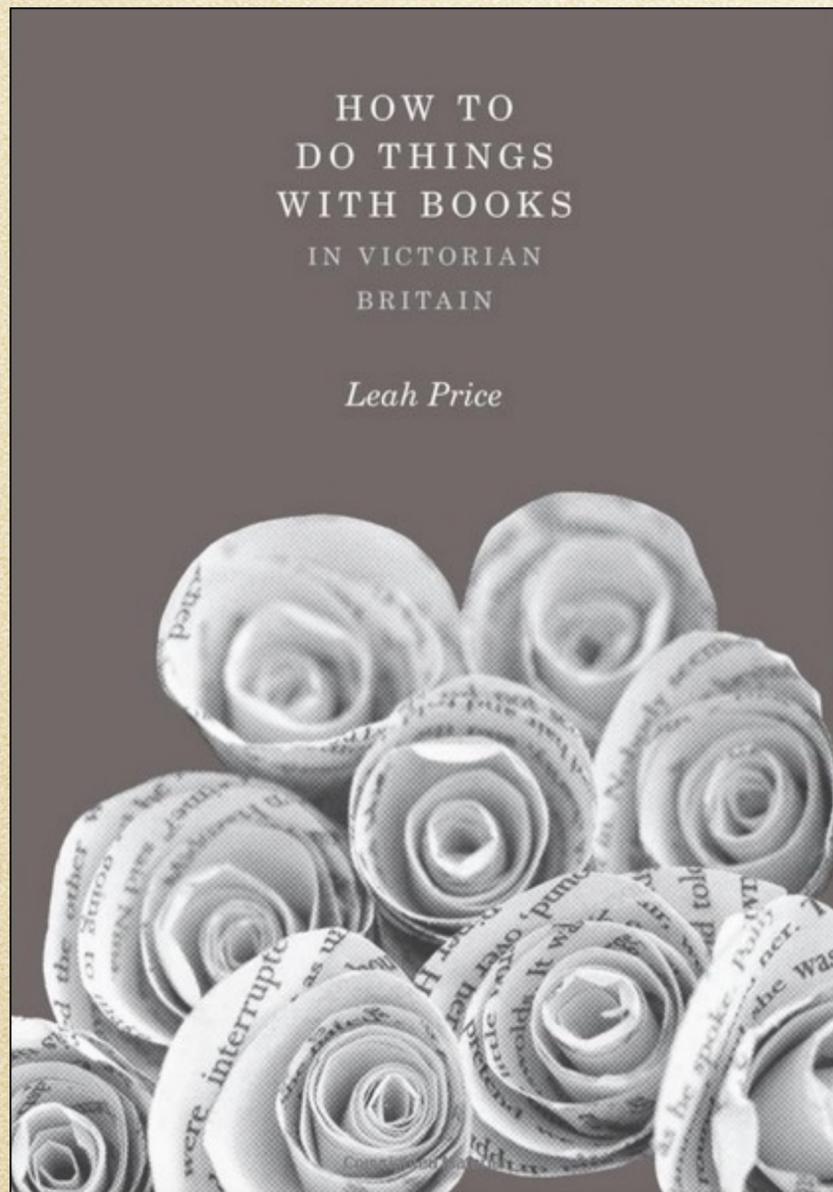
What is a book?

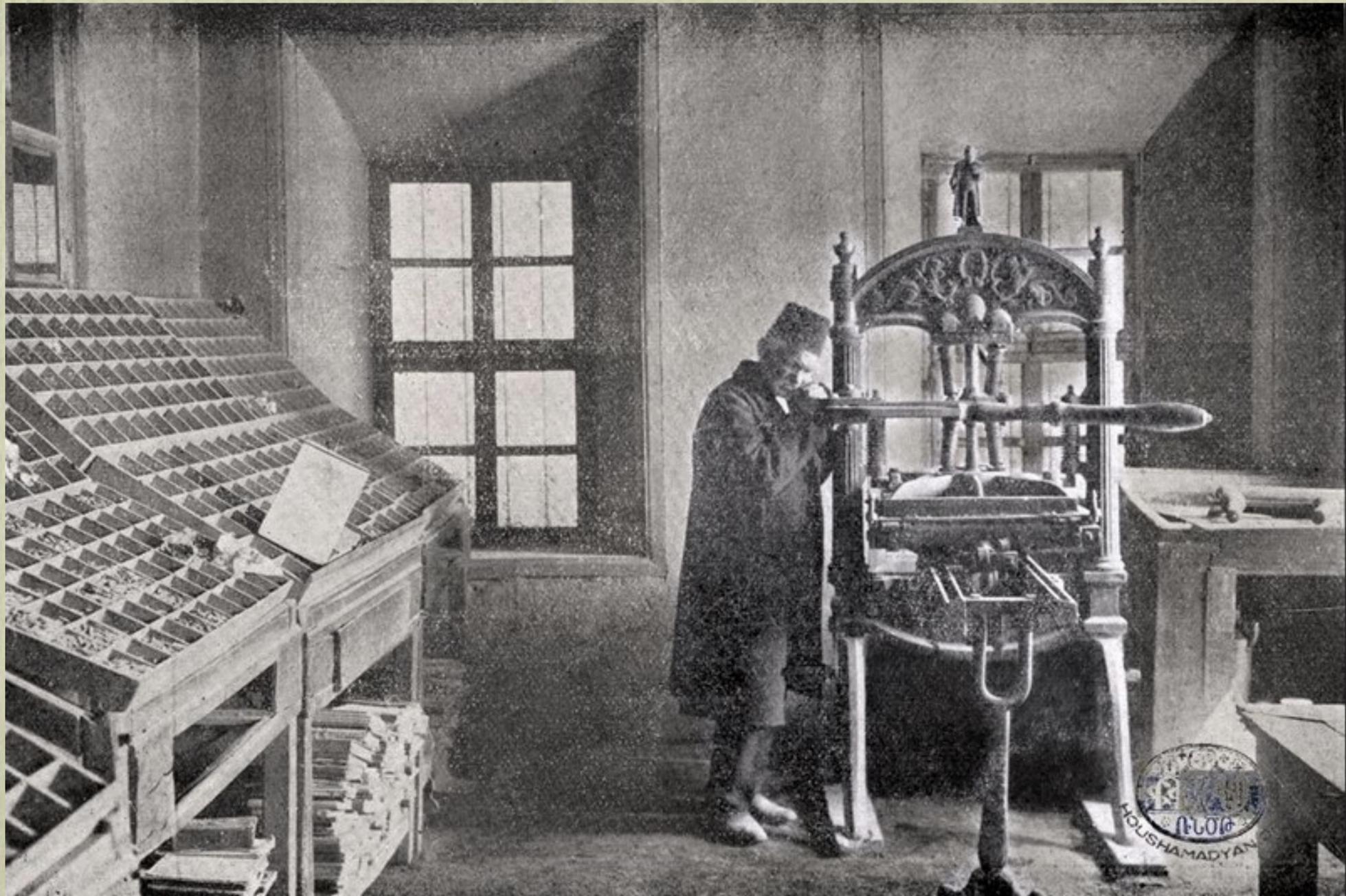
- ◆ “*Book*, either numerous sheets of white paper that have been stitched together in such a way that they can be filled with writing; or, a highly useful and convenient instrument constructed of printed sheets variously bound in cardboard, paper, vellum, leather, etc. for presenting the truth to another in such a way that it can be conveniently read and recognized. Many people work on this ware before it is complete and becomes an actual book in this sense. The scholar and the writer, the papermaker, the type founder, the typesetter and the printer, the proofreader, the publisher, the book binder, sometimes even the gilder and the brass-worker, etc. Thus many mouths are fed by this branch of manufacture” (Georg Heinrich Zinck, *Allgemeines Oeconomisches Lexicon* [1753])

Robert Darnton, "What is the History of Books" (1982)



Media Studies + Literary Studies





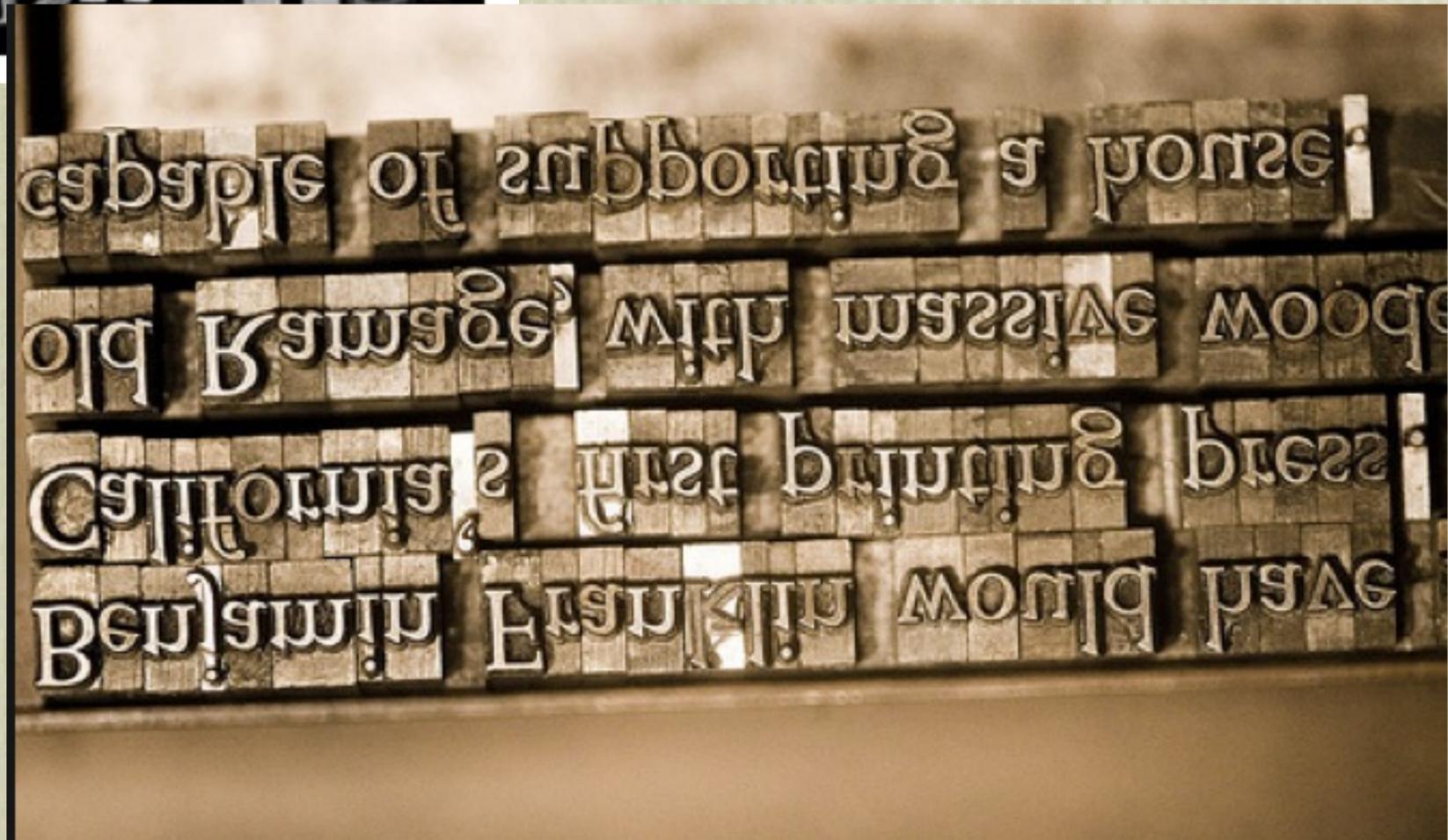
The Craftsmen

- ◆ Compositor
- ◆ Inker
- ◆ Pressman :)
- ◆ Binders





Type



Type

- ◆ “punch”
- ◆ “matrix”
- ◆ “mold”
- ◆ “forms”
- ◆ “a sort”



Printing Shops as Social Spaces



- “Printing shops often turned into intellectual dens as the conversation in their inner confines produced writings, and the writing in turn were disseminated in print” (Nicole Howard, *The Book*, 73)

Old/New Media

- What did this reading offer?

From your blogs- dominant narratives

- DELINDA: “Media do not replace one another in a clear, linear succession but instead evolve in a more complex ecology of interrelated feedback loops.” (pg. 2) I felt that this observation really challenges a dominant cultural narrative that I see myself coming across a lot. That this idea that technological advancements follow a predictable path in which new technology eventually replaces older technology, making the former generation of technology outdated.

From your blogs- reading

- JACOB: I want to highlight the evolution of reading because I think its very pertinent to us right now....I am curious to see where the remediation of reading goes. How the process of intensive and extensive reading change due to technological advancement. How the syncretism of technology and reading converges

Plato's *Phaedrus* (360

- Soc. At the Egyptian city of Naucratis, there was a famous old god, whose name was Theuth;..and he was the inventor of many arts, .. **but his great discovery was the use of letters.**This, said Theuth, [meaning letters] will make the Egyptians wiser and give them better memories; it is a specific both for the memory and for the wit. Thamus replied: O most ingenious Theuth, **the parent or inventor of an art is not always the best judge of the utility or inutility of his own inventions to the users of them.** And in this instance, you who are the father of letters, from a paternal love of your own children have been led to attribute to them a quality which they cannot have; for **this discovery of yours will create forgetfulness in the learners' souls, because they will not use their memories; they will trust to the external written characters and not remember of themselves.** ...they will be hearers of many things and will have learned nothing; **they will appear to be omniscient and will generally know nothing;** they will be tiresome company, having the show of wisdom without the reality.

Plato's *Phaedrus* (360

Soc.

“I cannot help feeling, Phaedrus, that writing is unfortunately like painting; ...when they have been once written down they are tumbled about anywhere among those who may or may not understand them, and know not to whom they should reply, to whom not: and, if they are maltreated or abused, **they have no parent to protect them; and they cannot protect or defend themselves.**

"My dear Francesco, I have lately kept praising the age in which we live, because of the great, indeed divine gift of the new kind of writing which was recently brought to us from Germany. In fact, I saw a single man printing in a single month as much as could be written by hand by several persons in a year. ... It was for this reason that I was led to hope that within a short time we would have such a large quantity of books that there wouldn't be a single work which could not be procured ... Yet—oh false and all too human thoughts—I see that things turned out quite differently [...] **now that everyone is free to print** whatever they wish, **they often disregard that which best** and instead write, merely for the sake of entertainment, what would best be forgotten, ...and even when they write something worthwhile they twist and corrupt it to the point where it would be much better to do without such books..."

From a letter by Niccolo Perotti to Francesco Guarnerio written in **1471**, (i.e. two decades after Gutenberg).
Reprinted in Darnton (xiv).

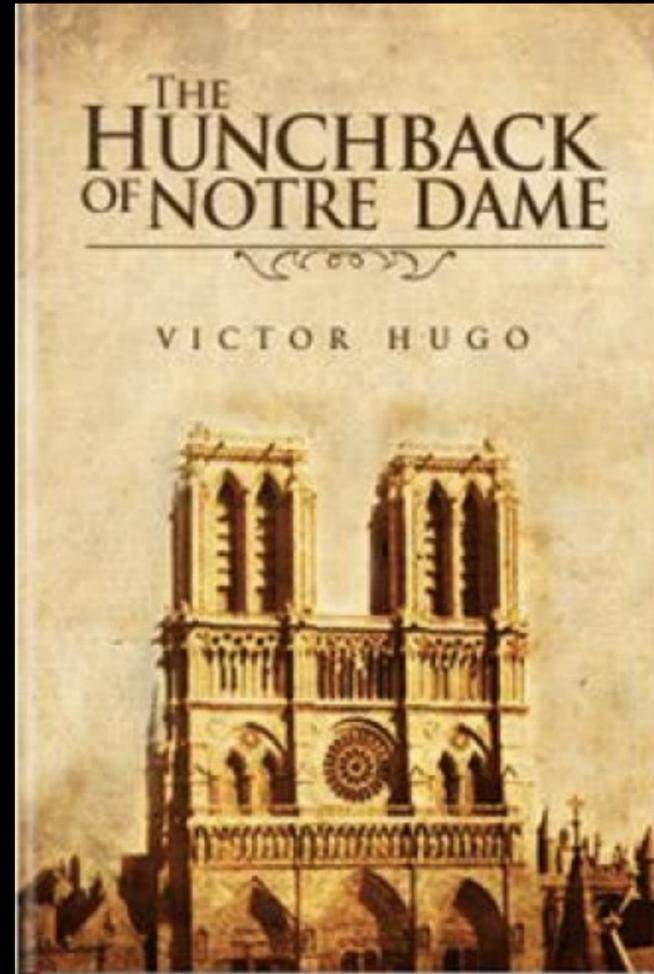
Diderot 1775

“the number of books will grow continually, and one can predict that a time will come when it will be almost as difficult to learn anything from books... as people will devote themselves to investigations which will be new, or which they will believe to be new...they will know still less of what is contained in those same books,.... And eventually the world of learning—our world—may drown in books”

(Denis Diderot “Encyclopedie” [1775], qtd. in Kernan

“The archdeacon gazed at the gigantic edifice for some time in silence, then extending his right hand, with a sigh, towards the printed book which lay open on the table, and his left towards Notre-Dame, and turning a sad glance from the book to the church,--"Alas," he said, **“this will destroy that [ceci tuera cela].”**”

Victor Hugo,
Notre-Dame de Paris (1831)

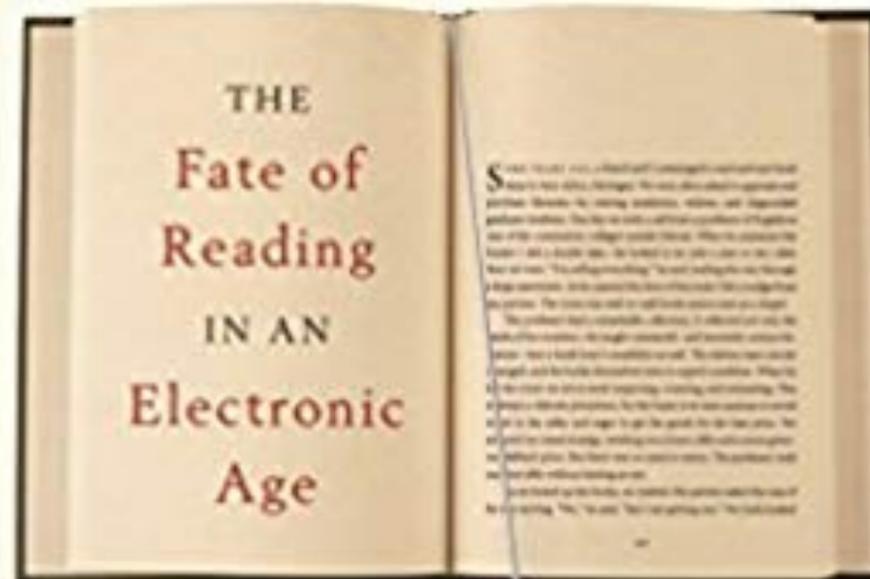




2009

"[A] thoughtful and heartfelt book . . . A literary cri de coeur—a lament for literature and everything implicit in it." —*The Washington Post*

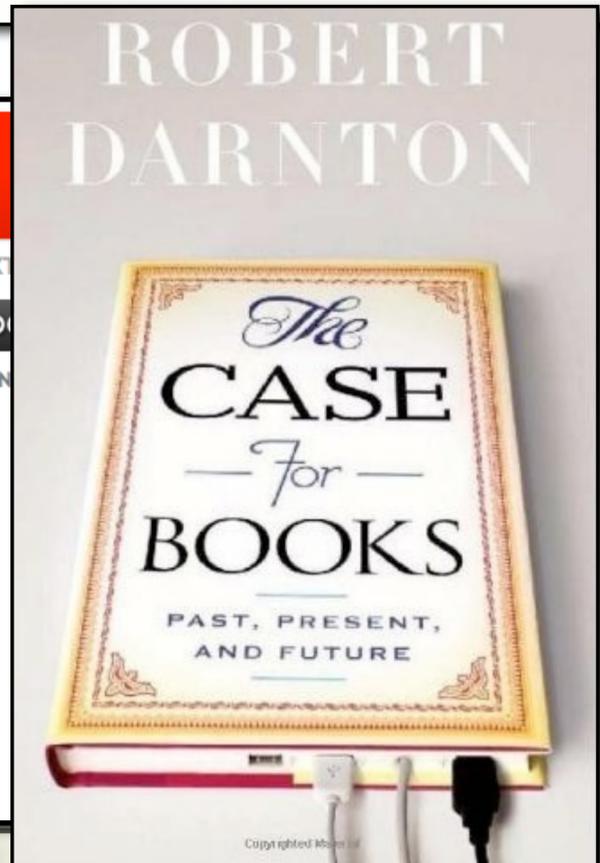
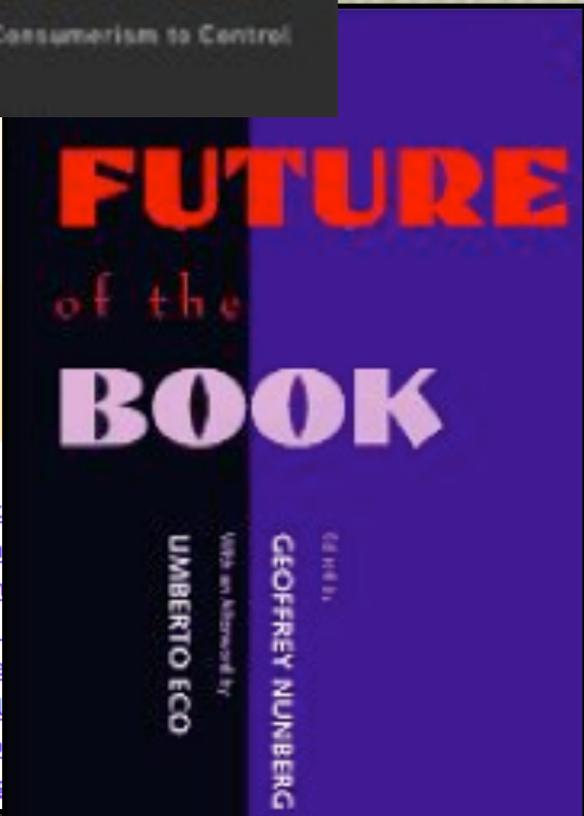
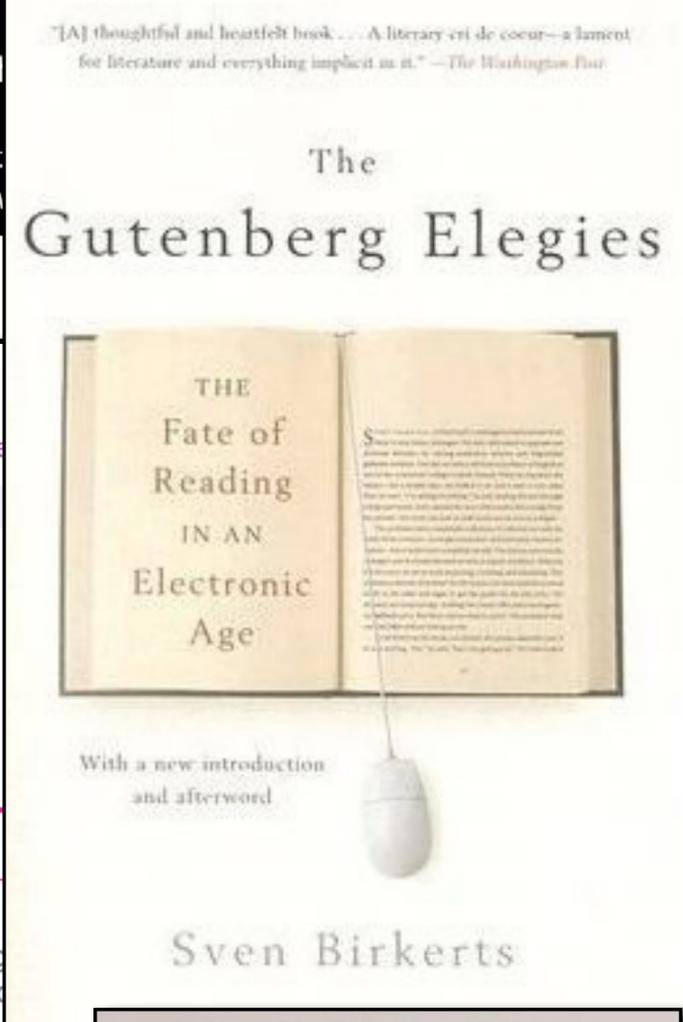
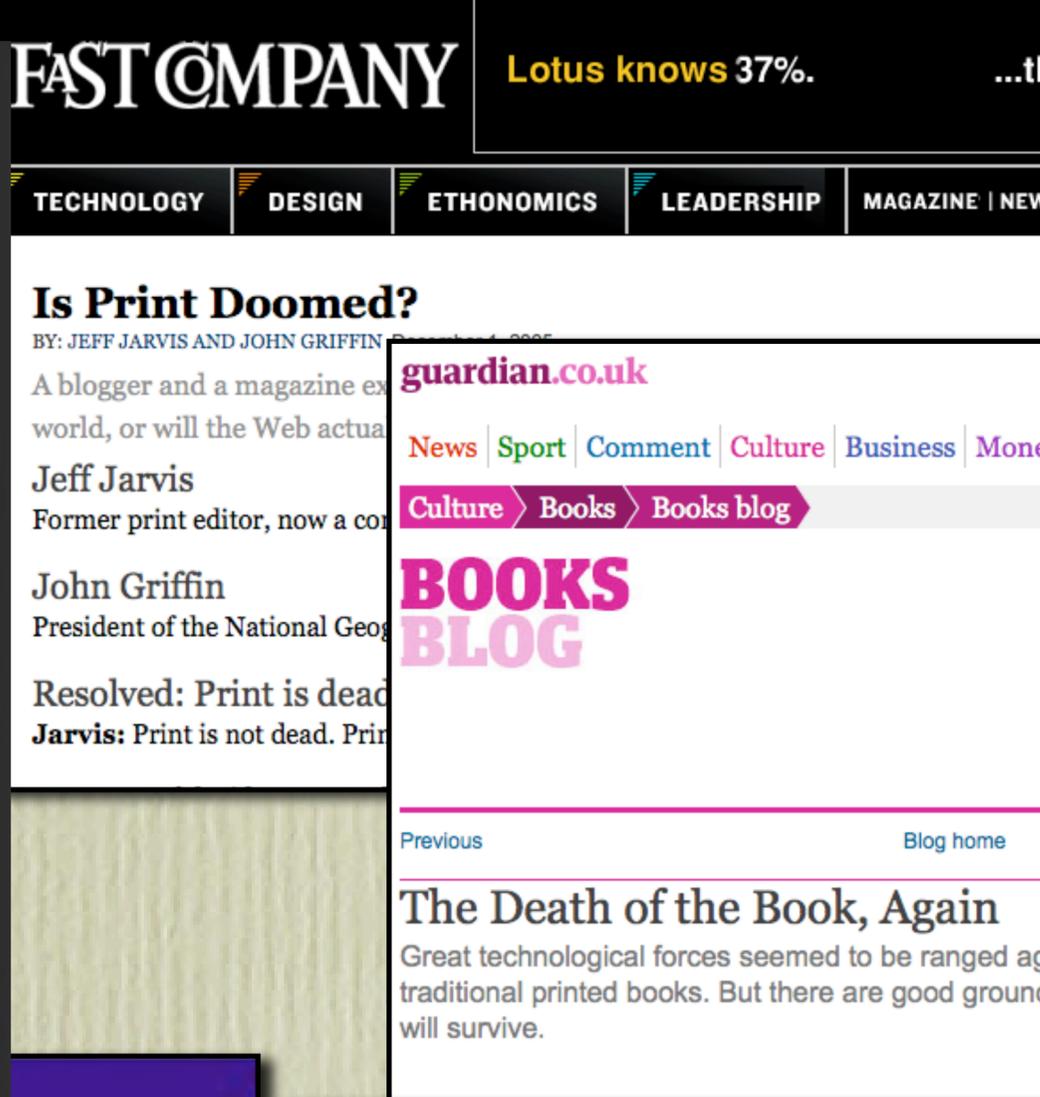
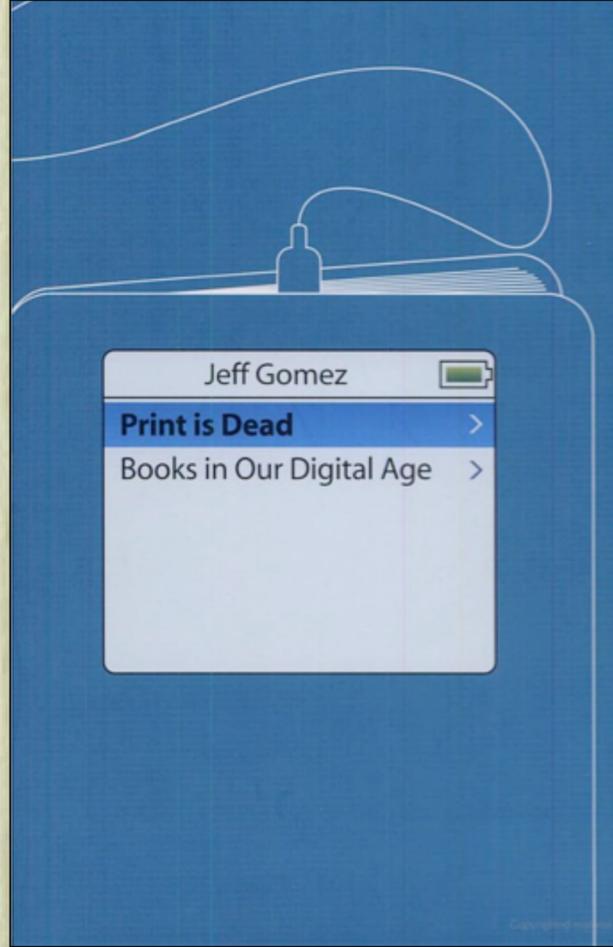
The Gutenberg Elegies

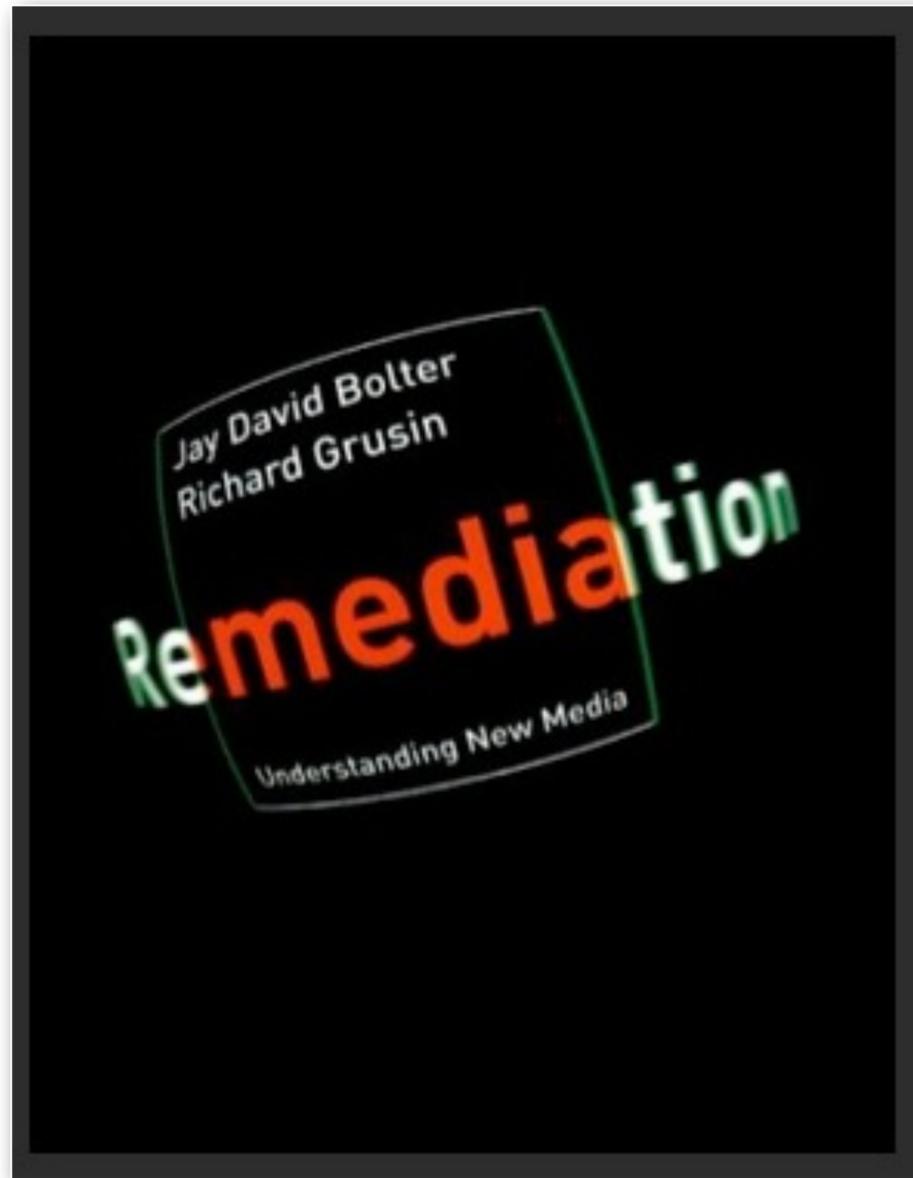


With a new introduction
and afterword

Sven Birkerts

1994





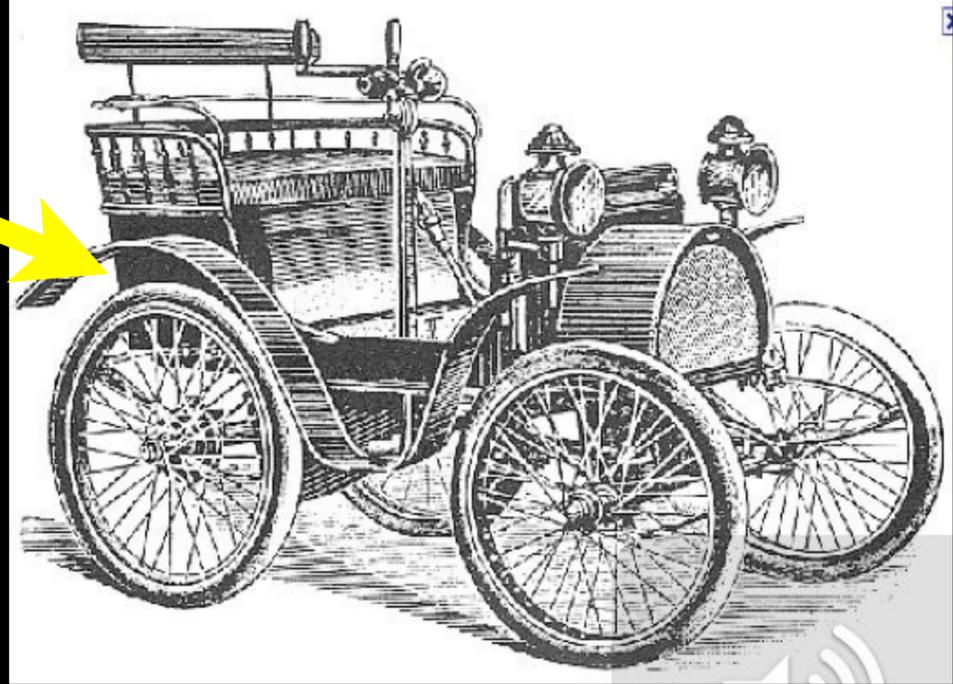
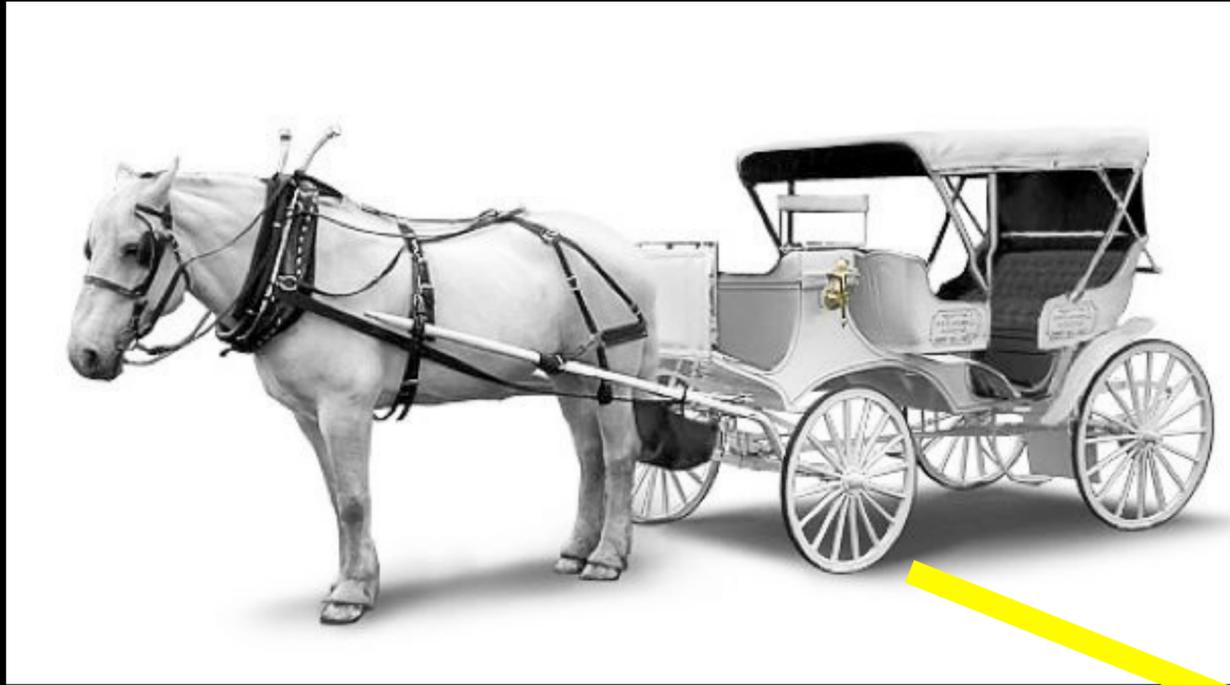
“we call the representation of one medium in another **remediation**, and we will argue that remediation is a defining characteristic of the new digital media”
(Bolter and Grusin, 45)



- TV news circa 1980

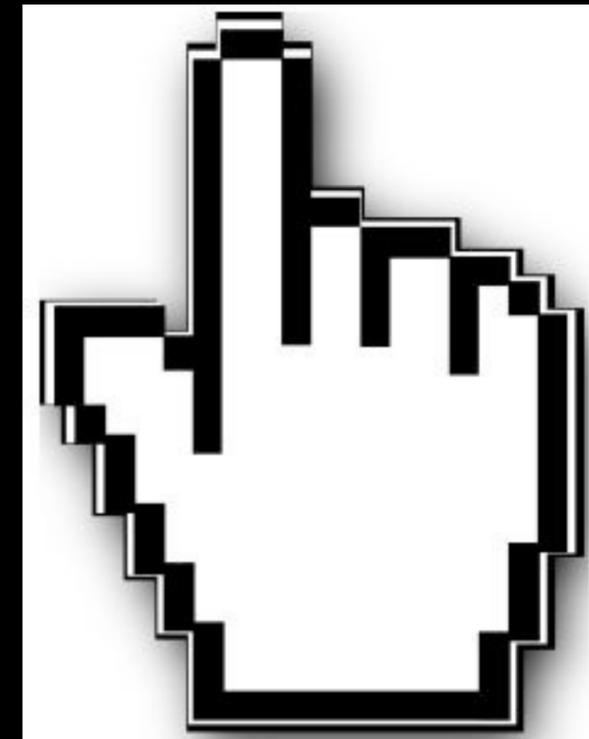
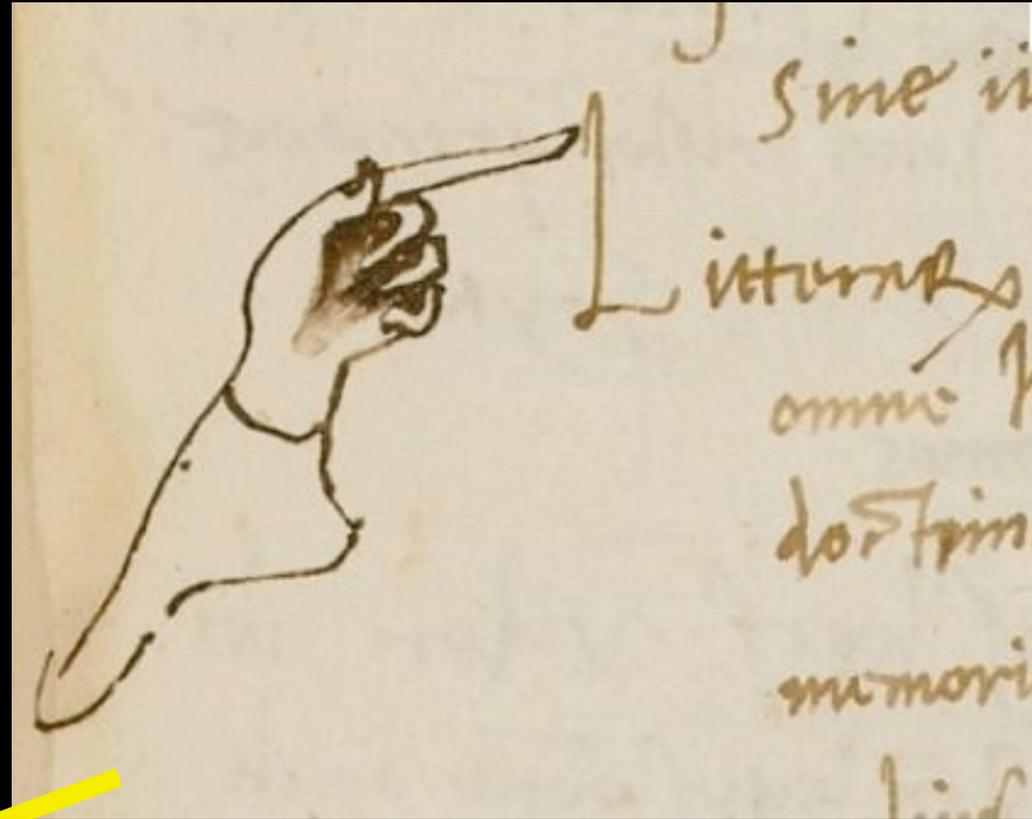


- TV news circa 2008











Many of the suggestions put forth by the MLA speak to the future while ignoring the present challenges facing digital practitioners. While it is understandable that the fast moving and fluid landscape of digital disciplines makes it difficult for any organization to craft guidelines to cover all contingencies, one underlying problem facing the academy is that unless immediate changes are made there is a strong possibility that many of the current generation of digital educators could leave traditional institutions of higher education and not

The New Paradigm

Until now, faculty interactive design. In most cases, this or promotion have significant limitations

to the digital media in that, compared to other long-established fields, there is a lesser number of refereed publications universally dedicated to the field (Ippolito, Blais, Smith, Evans, and Stormer 2009). The limited number of digital media-specific journals can also present a professional stumbling block for digital faculty looking to advance through the ranks of the professoriate. The lack of appropriate publishing venues for their work can compel digital academics to seek opportunities to publish in journals external to their fields of expertise and place them in direct competition, and at a great disadvantage, with authors from non-digital disciplines.

development and ons of scholarship. candidates for tenure ournals. There is a r-reviewed journals

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Private

Summary of problem, especially discussion of recent MLA statement.

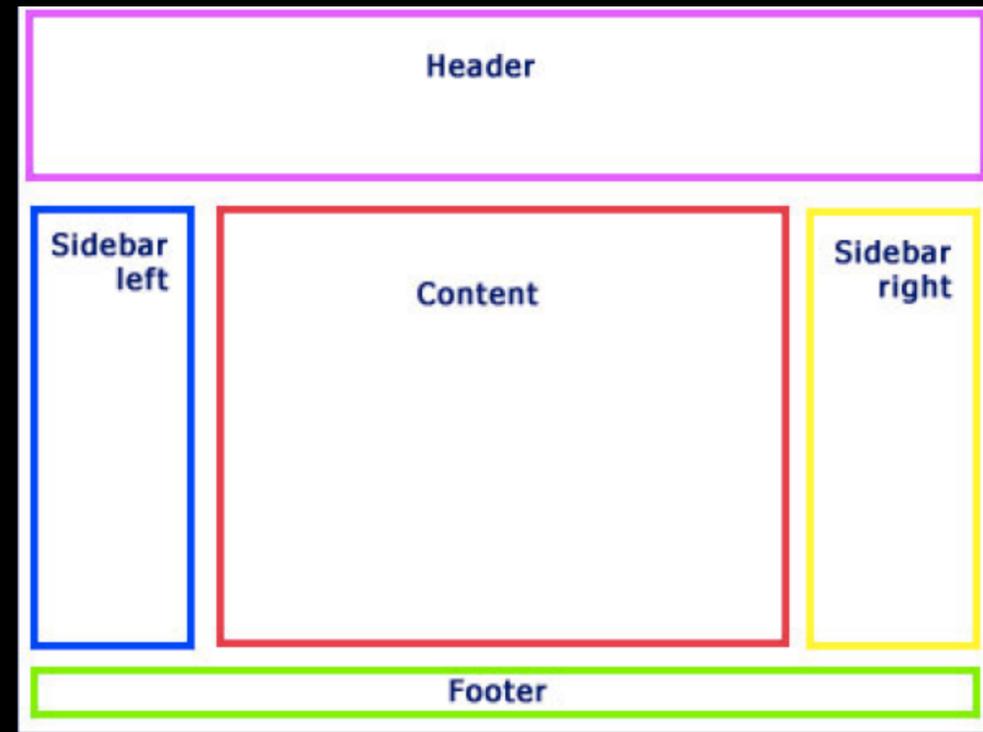
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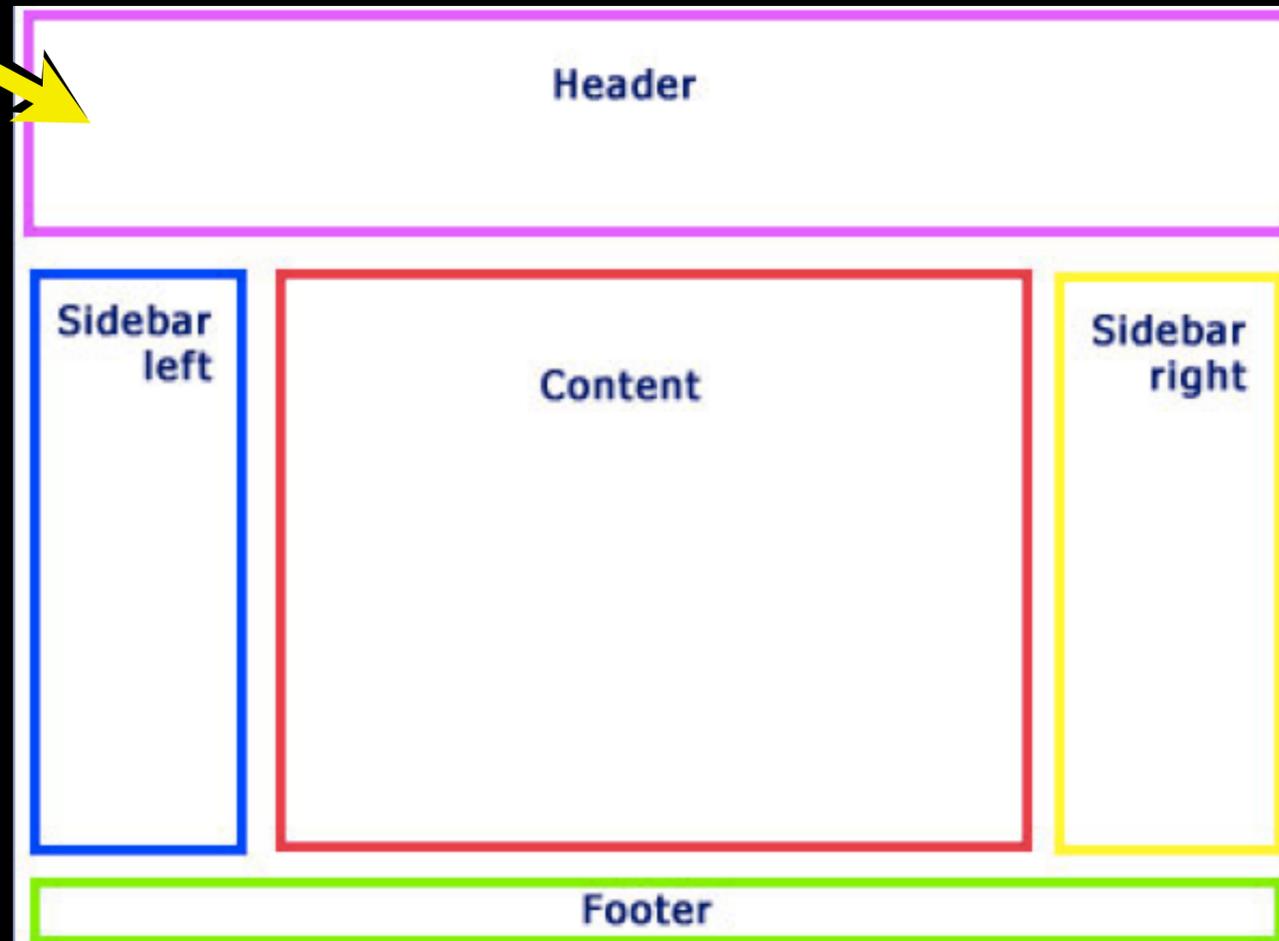
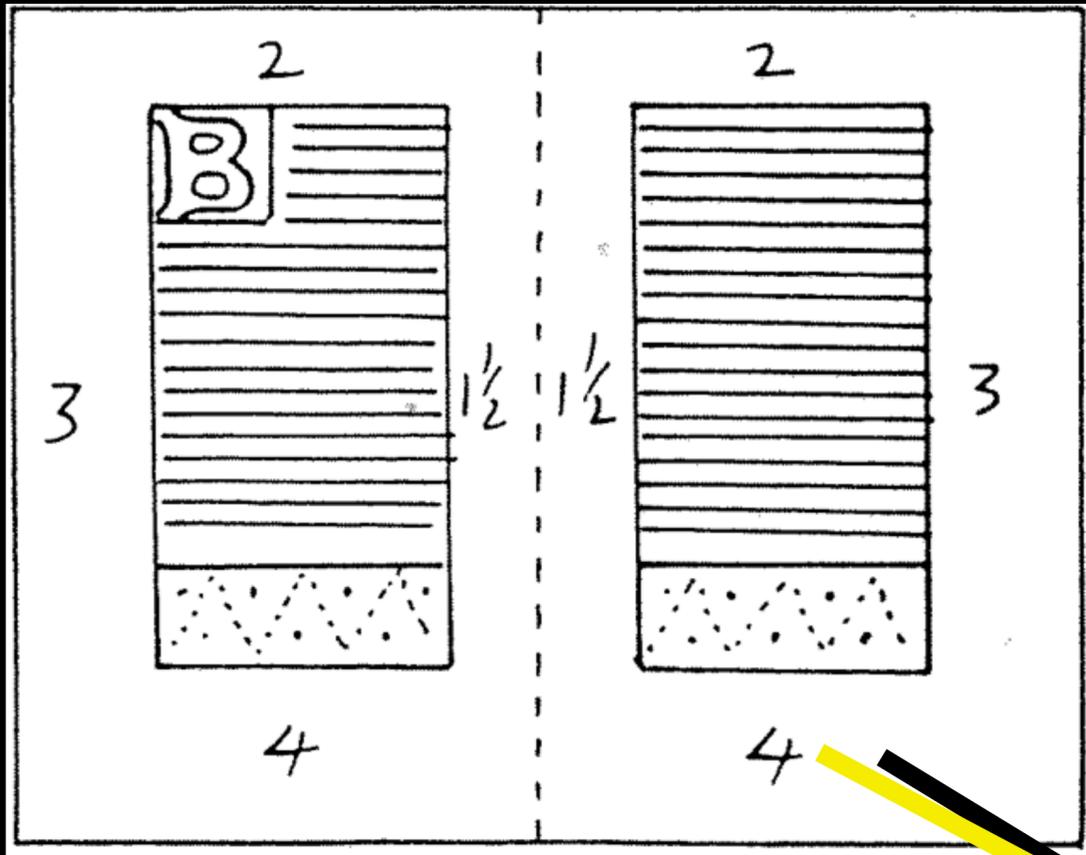
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A screenshot of a web page on Wikipedia

Contents [hide]

- 1 Colour, typography, illustration, and interaction
 - 1.1 Dynamic behavior

2 Browsers

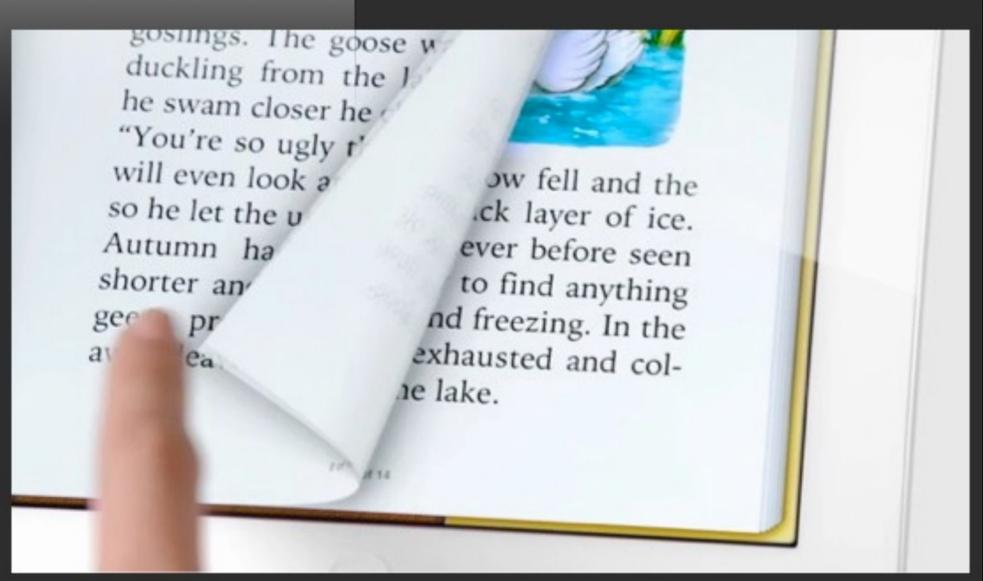
Elements

3 Browsers

1.1 Dynamic behavior

1 Colour, typography, illustration, and interaction

Contents [hide]





“No medium today, and certainly no single media event, seems to do its cultural work in isolation from other media.... What is new about new media comes from the particular ways in which they refashion older media and the ways in which older media refashion themselves to answer the challenges of new media”

—Bolter and Grusin,
Remediation, 15.

Take aways?