

Course Number	Course Title	Semester	Year
CRI550	The Book in Canada	Winter	2021
Section	Day of Week	Time	Classroom
001	Friday	12:00 - 15:00	Online
Professor	Ryerson Email	Phone/Text	Office & Office Hours
Prof Mike O'Connor	m4oconno@ryerson.ca	(226) 984-8473	Mondays 13:00-15:00
<i>Only Ryerson emails are to be used for communication between faculty, staff, and students. All news (announcements) posted on class D2L.</i>			

Course Description

Understanding the creative landscape today requires an understanding of the forces that shaped it in the past. This course will survey the development of book publishing and retailing in Canada from early-twentieth-century importation from abroad to the advent of large-chain retail. Topics will include the development of a Canadian textbook market; the story of Harlequin; the impact of the Massey Commission; the creation of Canadian trade-only publishing, changes in "branch-plant" publishing, and the rise of small presses; and bookselling from the stationery store to the national-chain retail and the advent of Internet sales.

Course Details

Teaching Methods

The course will be delivered through lectures, discussions and guest speakers. The instructor will evaluate students' understanding of course content and related issues through: a series of quizzes, discussions and a research paper. This will be an online course materials, assignments and discussions will be delivered asynchronously and a weekly Zoom meeting.

Plagiarism Detection and Virtual Proctoring

An indication of any requirement for the submission of work to an electronic plagiarism detection service or the use of a virtual proctoring system. There is a statement which must be included if Turnitin is used (see below).

- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.
- Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Required Readings, Resources & Materials

Course Materials

The Perilous Trade by Roy MacSkimming, published by McClelland and Stewart, ISBN 978-1-55199-261-7. It is an ebook.

Weekly Schedule (Subject to change)

WEEK ONE

Friday 15 January 2020

	TOPICS	Introduction – Examine syllabus and establish discussion groups

WEEK TWO *January 22, 2021*

	TOPICS	Pre-Colonial Period
	WORKSHOP	
	DISCUSS	
	READINGS	
	SCREENING	https://youtu.be/8Ckxi7rjGac Voices From Here: Richard Hill
	DUE	

WEEK THREE *January 29, 2021*

	TOPICS	Colonial Period
	WORKSHOP	
	DISCUSS	
	READINGS	
	SCREENING	

	DUE	Quiz 1
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WEEK FOUR *February 5, 2021*

	TOPICS	Early Canadian publishers
	WORKSHOP	
	DISCUSS	Discussion 1 – Publisher on the brink
	READINGS	
	SCREENING	William Lyon MacKenzie: A friend to his country https://www.nfb.ca/film/william_lyon_mackenzie_friend_to_country/
	DUE	Research paper topic

WEEK FIVE *February 12, 2021*

	TOPICS	Ryerson Press
	WORKSHOP	
	DISCUSS	
	READINGS	https://mychangingtimes.wordpress.com/page/2/ The Ryerson Press centenary
	SCREENING	
	DUE	

Study Week – No classes February 19, 2021

WEEK SIX *February 26, 2021*

	TOPICS	Massey Commission
	WORKSHOP	
	DISCUSS	Discussion 2 – The teddy bear’s dilemma
	READINGS	Chapter 2 At Mid-Century
	SCREENING	
	DUE	Quiz 2

WEEK SEVEN *March 5, 2021*

	TOPICS	McClelland and Stewart
	WORKSHOP	
	DISCUSS	
	READINGS	Chapter 6 The Prince of Publishing
	SCREENING	
	DUE	

WEEK EIGHT *March 12, 2021*

	TOPICS	Harlequin
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	WORKSHOP	
	DISCUSS	
	READINGS	https://theattic.jezebel.com/the-trashy-uncomplicated-beauty-of-the-celebrity-memori-1845803450 How Harlequin Became the Most Famous Name in Romance
	SCREENING	
	DUE	

WEEK NINE *March 19, 2021*

	TOPICS	Booksellers/ Branch plants
	WORKSHOP	
	DISCUSS	
	READINGS	
	SCREENING	
	DUE	Quiz 3

WEEK TEN *March 26, 2021*

	TOPICS	Small presses
	WORKSHOP	
	DISCUSS	

	READINGS	Chapter 8 Printed in Canada by Mindless Acid Freaks
	SCREENING	
	DUE	

WEEK ELEVEN *April 2, 2021*

	TOPICS	Children's publishing
	WORKSHOP	
	DISCUSS	Discussion 3 – The model is broken. What's next?
	READINGS	Chapter 12 The Maverick of Kidslit
	SCREENING	
	DUE	

WEEK TWELVE *April 9, 2021*

	TOPICS	Technological disruption
	WORKSHOP	
	DISCUSS	
	READINGS	https://reviewcanada.ca/magazine/2012/11/the-houses-canlit-built/ The Houses CanLit Built

	SCREENING	
	DUE	Quiz 4 and research paper

Assignments, Evaluation, Marking

Assignment	Brief Description	Due Date	% of Final Grade
		Start of class unless noted	
#1	Four quizzes based on the content of lectures and readings. Each quiz will be worth 5 marks	Jan. 29, Feb. 26, March 19, April 9	20
#2	Research paper	April 9	25
#3	Three discussions based on developing solutions to problems faced by publishers in the past. Each discussion will be worth 15 marks.	Feb 5, Feb. 26, April 2	45
#4	Participation – contribution made to discussions, asking questions and aiding in fellow students learning.	Throughout the course	15

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

An indication of approximately when the first assessment results or other grades will be returned to students (this should be before the last date to drop the class.) **Note:** For Winter 2021, this must be before Friday April 16, 2021.

❑ Assignment #1 - Quizzes

There will be four quizzes based on the lecture content and readings. The quizzes will be combination of multiple choice and short answer questions. Each quiz will be delivered online through D2L.

Each quiz will be worth 5 percent of the final mark.

Quiz 1 - Jan. 29, quiz 2 - Feb. 26, quiz 3 - March 19, and quiz 4 - April 9

Assignment #2 – Research paper

Each student must come up with their own topic for a research paper they will write.

Topics may include: the publishing history of a Canadian author with emphasis on the author-publisher relationship; the publishing history of a Canadian book; the operation of a Canadian bookstore; the operation of a Canadian publisher; the operation of a Canadian book review medium; technological changes affecting Canadian publishing; some other subject approved by the instructor.

A vital element of this paper is that each student must interview a person who is involved in Canadian publishing as part of the research for this assignment. That person could be an author, editor, bookstore clerk, or reviewer. The person must be Canadian and must be living.

All topics must be approved by the instructor. No two students can have the same topic. It is strongly recommended that each student come up with two or three possible topics they can pursue in case another student has already signed up for a specific topic or if a topic doesn't work out for an unforeseen reason. Topics should be emailed to the instructor no later than the start of class 4. Papers must not exceed 1,000 words. This paper should include endnotes and bibliographical information. The paper must adhere to APA style.

Research topics are due at the beginning of class 4, Feb. 5.

Research papers are at the beginning of class 12, April 9.

The paper will be worth 25 percent of the final mark. The paper should be submitted to the professors through the assignment section of D2L.

Assignment #3 – Group discussions

The class will be divided into groups of three to four people. The class will be given a problem faced by publishers sometime in the past. The group will develop a solution for the problem based on the context and resources available to the historical publisher. Each group will make a five-minute presentation to the class and post a detailed description of their solution in the discussion section of D2L. Each student will be asked to comment on their peer's work and vote on the most comprehensive, most creative and most viable solutions offered by the groups. Students cannot vote for their own groups.

Feb. 5 - Discussion 1 – Publisher on the brink

Feb. 26 - Discussion 2 – The teddy bear's dilemma

April 2 - Discussion 3 – The model is broken. What's next?

Each discussion is worth 15 percent of the final mark.

☐ Participation

Students will be marked on their participation in the class. This includes asking questions and making comments during class meetings on Fridays, creating and posting constructive comments in the groups discussion areas and voting in group discussion polls. This course is based on the assumption that students take part not as passive consumers of knowledge but as active participants in the exchange, production, and critique of ideas—their own ideas and the ideas of others. Therefore, students should come to class not only having read and viewed the materials assigned for that day but also prepared to both discuss the readings and films of the day and theorize the writings in relation to their own position. Participation will be marked by its active nature, its consistency, and its quality.

Participation is worth 15 percent of the final mark.

This is a highly participatory course. The more students participate the better the class will be.

Handing in Papers Late Policy Other Relevant Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by a properly completed documentation such as a Ryerson University PDF file Student Health Certificate.

Note: Part of the Ryerson University Student Health Certificate must be completed by a Regulated Health Professional (RHP).

The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted.

Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline.

<https://www.ryerson.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/>

- *NEW for Fall 2020 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.*

- Religious or cultural observations accommodations must be requested by the end of the second week of the term. <https://www.ryerson.ca/humanrights/religious-cultural-observances/>
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;
- Check with your individual professor to see if they require hard copies or not of the assignments.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.
- **Students are expected to show respect for their fellow students:**
 - Arrive on time (before 10 minutes after the hour). Be ready to start.
 - Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if they interfere with their colleagues' learning.
 - **NO** eating in class. Coffee or water are fine.

Technology Statement

At the discretion of the instructor, computers, tablets, and other electronic devices are allowed in class to take notes, annotate lecture slides, and do quick internet searches of relevant materials only. All devices should be on silent/mute. Computers and tablets should not be used to email or message during class. Phones are not to be used, including for texting and messaging. Students on Facebook or Youtube, watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

It is expected that assistive technologies as detailed in Ryerson Senate Policy 159 (Academic Accommodation of Students) are to be used in keeping with this technology statement.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online to for specific information with respect to the following policies:

- [Policy #60](#): Academic Integrity
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #135](#): Final Examinations
- [Policy #157](#): Ryerson's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities
- [Policy #166](#): Course Management
- [Policy #167: Academic Consideration](#)
- And all other course outline policies: <https://www.ryerson.ca/senate/course-outline-policies/>

Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Policy 167: Academic Consideration for Fall 2020/Winter 2021 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).

At Ryerson, we recognize that things can come up throughout the term that student's ability to succeed

in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>

If support is needed immediately, you can access these outside resources at anytime:

Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)

Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see: <https://www.ryerson.ca/creativeindustries/academic-advising/>

Course Objectives

Introduction (I) Reinforcement (R) Proficiency (P)	By the end of this course, students will be able to:	And in doing so will fulfil the following program learning outcome (at least in part):
/	<ul style="list-style-type: none"> • Identify the role of key figures in the development of Canadian book publishing industry. • Outline significant events in Canadian publishing history. • Explain the economic underpinning of the publishing industry in this country. • Understand the current state of publishing and the challenges reshaping the business. 	<p>Contribute productively to the Creative Industries</p> <p>LO 1a- critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function,</p> <p>LO 1b- recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;</p>
		<p>Demonstrate an entrepreneurial capacity</p> <p>LO 2a- engage in independent learning</p> <p>LO 2b- transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production.</p>
		<p>Facilitate the work of artists, writers, designers and media makers by</p>

		<p>LO 3a- apply an integrated knowledge of creative and production processes (both individual and system-base to facilitate the work of artists, writers, designers and media makers</p> <p>LO 3b- develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media makers,</p> <p>LO 3c- recognizing and responding to future challenges and opportunities in their sectors including technological change to facilitate the work of artists, writers, designers and media makers,.</p>
		<p>Communicate</p> <p>LO 4a- verbally communicate within and to creative enterprises, academia and industry effectively and persuasively</p> <p>LO 4b- in written form, communicate within and to creative enterprises, academia and industry effectively and persuasively</p> <p>LO 4c- communicate by preparing and conducting presentations using a range of appropriate media, within and to creative enterprises, academia, and industry effectively and persuasively</p>
		<p>Conduct research relevant to cultural and industry issues,</p> <p>LO 5a- formulate appropriate research questions and conceptual frameworks; employing appropriate data collection techniques</p> <p>LO 5b- apply appropriate quantitative tools and methodologies and/or</p> <p>LO 5c- apply appropriate qualitative tools and methodologies</p>
		<p>Implement and manage projects</p> <p>LO 6a- problem-solving - implement and manage projects requiring</p> <p>LO 6b- team building - implement and manage projects requiring</p> <p>LO 6c- negotiation - implement and manage projects requiring</p>

		LO 6d- collaborative work practices - implement and manage projects requiring
		Apply skills and knowledge
		LO 7a- critically evaluate the aesthetic quality of creative works
		LO 7b- apply fundamental business and management skills within organizations and as entrepreneurs,
		LO 7c- integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion, and distribution of commercial or noncommercial cultural products with an understanding of the theoretical and historical underpinnings of one or more creative industry sectors;
		LO 7d -Recognize when more information is required to address the limits of one’s own knowledge, abilities, and analyses and determine appropriate next steps
		Autonomy, Professional Capacity, and Social Responsibility
		LO 8a-Develop a personal plan for continuing development of professional skills and flexible ongoing career paths
		LO 8b -act as socially responsible citizens with integrity and strong ethical mores
		LO 8c -Work towards creating diverse and inclusive cultural opportunities accessible to all