NEW YORK UNIVERSITY

Department of History

G57.1012  Historical Editing
Wednesday, 4:55-7:35  Prof. Esther Katz
KJCC 602

Draft Syllabus

SEMINAR IN HISTORICAL EDITING:
INTERPRETING MARGARET SANGER

This seminar in historical editing is designed to introduce students to the theories, practices and problems in editing and publishing historical documents. Students will apply lessons from readings in the development of an edited collection drawn from the Margaret Sanger papers. Students will be organized into groups and submit mini-editions of a selection of Sanger papers, complete with all prefatory material, transcriptions, annotation, and other non-textual elements.

Required Texts

Mary-Jo Kline, A Guide to Documentary Editing, 2nd ed (Johns Hopkins, 1998)

Optional Reading

All other assigned readings will be on Blackboard.

Photocopies of documents to be used in student projects will be distributed in class. Students may, if necessary, use the documents and other reference material located in the Sanger Project offices (53 Washington Square South, Room 501) for their research.
For background on Margaret Sanger and the birth control movement, students may wish to examine:


All research undertaken in the Sanger Project offices under the supervision of one of the project editors. Such research may be done using the Sanger Project resources on Friday afternoons between 2-5 pm or by appointment.

**Grades will be determined as follows:**

- Individual participation in class discussion .................. 10%
- Individual selection criteria ........................................ 15%
- Accuracy of individual transcriptions ............................. 25%
- Accuracy and scholarly merit of each overall group project ...... 50%

**Week 1**  
Introduction  
Historical Editing - Definitions  
Introduction to the Margaret Sanger Papers

**Required Reading:**

Kline, chap. 1  
Stevens, chap. 1  

Week 2  Defining and Organizing Documentary Editions
The Search for Documents
Choice of Format: Microfilm, Print and Electronic Editions
Selection and Arrangement

*****Students receive group assignments and packets of documents for selection

**Required Readings:**
Kline, chap. 2, no. IV and chap. 3
Stevens, chap. 2

Week 3  Transcription
Discussion of Student Selection Criteria

**Students Receive Transcription Style Sheets**

**Each group will hand in a final list of documents selected for their mini-edition and the documents to be transcribed by each group member.**

**Each student will prepare a list of documents he or she thinks should be included in their group’s mini-edition and a 1-2 page essay on the criteria for selection.”
Required Readings:
Kline, chaps. 4-7
Stevens, chaps. 3-5

Week 4  No Class Work on Transcriptions

Students should meet in groups to proof in teams.

Transcriptions should be handed in on Tuesday, Oct. 10

Week 5  No Class (Columbus Day)

Week 6  Annotation: Principle and Practice

Required Readings:
Kline, chap. 8
Stevens, chaps. 6 and 7
Charles Cullen, "Principles of Annotation in Editing Historical Documents; or, How to Avoid Breaking the Butterfly on the Wheel of Scholarship," in Vogt and Jones, *Literary and Historical Editing*, pp. 81-95.
Robert Hudspeth, “Margaret Fuller’s Silences,” *Documentary Editing* 20:1 (March 1998): 8-12

Week 7  Computers and Editing: Document Control

Required Readings:
Kline, chap. 2, nos. I-III and nos. V-VII, and chap. 3, no. III

**Week 8**  
Varieties of Editions  
Discussion of Annotation Points

***Students should consult two published volumes of historical documents available in Bobst Library.***

**Suggested Editions:**

*The Papers of:*
- William Livingston
- Henry Laurens
- Thomas Jefferson
- George Washington
- Martin Luther King, Jr.
- Woodrow Wilson

*The Documentary History of the First Federal Congress*

*In the School of Slavery: The Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony*

*The Diary of Elizabeth Drinker*

*Papers of Emma Goldman*

In examining these volumes, students should first read the editor's statement with respect to principles and method and then examine the edited text to evaluate the result. Be prepared to provide summaries of your evaluations in class.

***Each group will provide copies of one of the transcribed documents which they are annotating with notes on what will be annotated.***

**Week 9**  
No Class Meeting - Work on Annotation

**Week 10**  
Digital Editions

**Guest Lecturer: Cathy Hajo, Assistant Editor, Sanger Project**

**Required Reading:**
- Kline, chap. 9, no. III
Week 11  Progress Reports from Student Groups

***Discuss Preliminary Drafts of annotations

***Each group will provide copies of one of the transcribed documents with preliminary annotation

Week 12  No Class Meeting - Work on Annotation

Week 13  No Class Meeting - Work on Annotation

Week 14  Front Matter and Back Matter
          Calendars and Indexing
          Publishing the Edition

**Required Readings:**
Kline, chap. 9, nos I-II, IV-IX.
Stevens, chaps. 8-9

Week 15  Funding Documentary Editions
          Historical Editing and History

***Completed Projects Due in Class

**Required Reading:**