

Print And EText Convergence: Creator To Consumer In A Digital Age

Learning element 1.2

History And Structure Of The Print Industry:

How does print link business, politics and culture?



Bill Cope, Tom Davis and Mary Kalantzis

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Framework map

Print And Etext Convergence

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
Theme 1: Print	<p>1.1</p> <p>History And Structure Of The Print Industry</p> <p><i>How is the current industry a reflection of the past?</i></p>	<p>1.2</p> <p>Markets, Language And Identity</p> <p><i>How does print link business, politics & culture?</i></p>	<p>1.3</p> <p>SWOT Analysis</p> <p><i>How healthy are traditional print & publishing businesses?</i></p>
Theme 2: Etext	<p>2.1</p> <p>The Development Of EText</p> <p><i>How has etext grown? Who has pushed it?</i></p>	<p>2.2</p> <p>The Development Of EText</p> <p><i>Why isn't the book dead already?</i></p>	<p>2.3</p> <p>Market Analysis</p> <p><i>How can etext be sold?</i></p>
Theme 3: Convergence	<p>3.1</p> <p>Print In The Digital Age</p> <p><i>To what extent has digitisation altered supply chains?</i></p>	<p>3.2</p> <p>Pluralism v Elitism</p> <p><i>Why do we still have 'bestsellers'?</i></p>	<p>3.3</p> <p>The Future Of Convergence</p> <p><i>What is a viable way forward for digital print & publishing?</i></p>

Aims

Knowledge scope

Markets, Language And Identity requires you to engage with established analyses of the impact of print on societies and cultures. Print, and the mass production of written language, has had a profound effect on the way people think about themselves and their communities. The print industry has been, in turn, moulded by economic, political, and social dynamics. This element seeks to uncover the interrelationship between print and these forces. It pushes you to debate the various explanations of the rise of print as a dominant technology, and the consequences of its global spread. The focus here is on using secondary analyses to make sense of primary information. It requires you to engage with, and debate, existing scholarship in this field—both through describing the key arguments and identifying their faults.

Knowledge and capability aims

By the completion of this Learning Element you will have the capacity to:

- ⊗ identify some of the key explanations of the rise of print and its impact on the world, with especial reference to the inter-relations between capitalism and print languages;
- ⊗ debate the merits of those explanations by referring to competing arguments and existing primary source material;
- ⊗ better work within and between disciplines and argumentative frameworks; and
- ⊗ better structure an academic argument as you work your way to a considered position on the substantive issues raised in this element.

Important terminology

The ‘Learning Framework’ is the overall educational endeavour of *‘Print And Etext Convergence’*. This is comprised of three ‘themes’, presented in the left-hand column of the Framework map. Each theme is divided into three learning ‘processes’, presented in the top row of the Framework map. Altogether this constitutes nine ‘elements’. The Learning Framework is also referred to as the ‘course’.

Learning processes

The primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, starting from the list of weblinks provided.

You will notice that the information included with each reference indicates the perspective of the reading, whether it tends to be:

Business,
Cultural studies or
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological changes taking place in the industry.

Learning activity: Online/Tutorial Issues

Engage in Online/Tutorial discussion in response to the following questions:

- 1) After reading the Geiselhart, Eisenstein and Anderson extracts, what do you think are some of the obvious social and cultural changes brought about by the advent of print?**
- 2) How have the print and publishing industries been moulded by capitalism? Are there cultural pressures at work, independent of capitalism?**
- 3) How did the advent of print make some languages more politically powerful than others?**
- 4) What sort of dynamic interplay between society, politics and print continues today?**

Recommended reading:

Focus on the first three sources before moving on to the others.

Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled ‘**Perspective**’. Use this as a guide in determining its relevance to the three categories: Business, Culture or Technology.

Title:	The book now – creative destruction and rebirth of an industry
Author(s):	Geiselhart, Karen
Year:	2001
Book Title:	Creator to Consumer in a Digital Age
Editor:	Cope, Bill; Mason, Dean
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 1
Pages:	195-212
Perspective:	Technology
Keywords:	Book publishing, Society, Culture, Technological change
Abstract:	Geiselhart gives us a guided history of the book, mapping the factors that have changed our reception of cultural information over the years. She provides an overview of the functions of the book in an increasingly technological world, its need to compete with other media, and its place within a global society. She hypothesises that the book has become an integral part of the new technology, subject to change within our technological, social and economical contexts. [Source: C-2-C Book 1, Introduction.]

Title:	Ch3. "The Origins of National Consciousness" in <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>
Author(s):	Anderson, Benedict
Year:	1991
City:	London
Publisher:	Verso
Perspective:	Technology, Culture
Keywords:	Print Capitalism, Vernaculars, Languages-of-Power, Nationalism
Abstract:	Anderson argues that a crucial determinant behind the rise of nationalism is the onset of print-capitalisms - a concept that owes much to Walter Benjamin's "The Work of Art in the Age of Mechanical Reproduction". For Anderson, novels and newspapers are the central, yet unconscious, promoters for the dissemination of nationalism. Capitalism was especially important because the expansion of the book market contributed to the vernacularisation of languages. This was given impetus by three other factors: a change in the character of Latin; the impact of the Reformation, which led to the mass production of Bibles, and the spread of particular vernaculars as instruments of administrative centralization. Print languages thus laid the foundation for national consciousness in three ways: they created unified fields of exchange and communication; they gave a new fixity to language, and they created languages-of-power of a kind different from the older administrative vernaculars.

Title:	[Extracts from] The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early Modern Europe
Author(s):	Eisenstein, Elizabeth L.
Year:	1979
City:	Cambridge
Publisher:	Cambridge University Press
Perspective:	Culture
Keywords:	Print Literate, Literacy, Elites, Social Change
Abstract:	Eisenstein's book is a key text in the historical study of the beginnings of print and its role as an agent of change. It considers the dynamic between print and social structures and the ways in which people conceived of the world, especially in relation to the Renaissance, the Reformation, and the rise of modern science.

Title:	From the printed word to the moving image
Author(s):	Eisenstein, Elizabeth
Year:	1997
Journal:	Social Research
Volume:	64
Issue:	3
Pages:	1049-1067
Perspective:	Culture, Technology
Keywords:	Change, Culture, Media, Print, Technology
Abstract:	[Eisenstein's own abstract] "The creation of new forms of media, such as the Web, will not supplant print as a means of transferring information. For five centuries, the printed word has survived the invention of new technologies that supposedly threatened its existence. With each new invention, society believed new forms of communication would supersede print. Print remains a valuable source of information even though it is no longer the only one."

Title:	Elizabeth Eisenstein and the impact of printing
Author(s):	Raven, Diederick
Year:	1999
Journal:	European Review of History
Volume:	6
Issue:	2
Pages:	223-234
Perspective:	Culture, Technology
Keywords:	Print culture, Technological change, Social change, Ethnocentrism, Western culture
Abstract:	[Author's conclusion]: "For Eisenstein the writing and printing practices that currently exist among the Western academic elite are the inevitable and natural outcome of technological development. My counterclaim is that the technical features of printing in no way determine these practices, which in fact are culturally specific. She wrongly suggests that printing is a monolithic phenomenon that can be fully understood simply in terms of some decontextualised technical characteristic. Instead I suggest it is a multi-faceted phenomenon whose meaning crucially depends on the social practices in which it is embedded."

Web sources:

Book History and Print Culture (BHPC) Program at the University of Toronto

<http://www.fis.utoronto.ca/programs/collaborative/bhpc/index.htm>

Online publication at The Cyberspace, Hypertext, and Critical Theory
Web site run out of the National University of Singapore. Amanda
Griscom “Trends of Anarchy and Hierarchy: Comparing the Cultural
Repercussions of Print and Digital Media”

<http://www.scholars.nus.edu.sg/cpace/infotech/asg/contents.html>

Assessment Task A option

You may wish to draw on the issues raised in this element, **Markets, Language And Identity**, for your Assessment Task A (worth 25% of your overall grade).

To complete Assessment Task A you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication and/or business sectors.

The aim of Task A is to:

- (i) help you begin to format the structure of Task B; and
- (ii) help you begin to build the content for Task B.

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

Note: You are required to do only one Assessment Task A throughout the course.

Choosing issues from **Markets, Language and Identity** as the springboard for your Assessment Task A does not necessarily lock you into pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you eventually use as the basis for your Assessment Task A.

Note: Assessment Task A must be submitted by the end of week four.

Learning pathways

Transition from Learning Element 1.2

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

Pathway options

By the completion of this element, **Markets, Language And Identity**, you should have improved critical capabilities and an in-depth knowledge of the issues in this element as analysed from the perspectives of Technology, Business and Culture.

You may now wish to apply this theoretical knowledge by undertaking the *Applied And Transferred* element of this Theme, **SWOT Analysis**. Alternatively, you may wish to engage with a new theme by undertaking an *Empirical And Experiential* learning element and pursue more practical issues regarding the relationship between this element and elements titled **The Development of EText** or **Print In The Digital Age**.

Example pathways

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Print</i>	1.1 History And Structure Of The Print Industry	1.2 Markets, Language And Identity	1.3 SWOT Analysis
<i>Theme 2: Etext</i>	2.1 The Development Of Etext	2.2 Artefacts v Availability	2.3 Market Analysis
<i>Theme 3: Convergence</i>	3.1 Print In The Digital Age	3.2 Pluralism v Elitism	3.3 The Future Of Convergence

About this Learning Element

Markets, Language And Identity requires you to engage with established analyses of the impact of print on societies and cultures. Print, and the mass production of written language, has had a profound effect on the way people think about themselves and their communities. The print industry has been, in turn, moulded by economic, political, and social dynamics. This element seeks to uncover the interrelationship between print and these forces. It pushes you to debate the various explanations of the rise of print as a dominant technology, and the consequences of its global spread. The focus here is on using secondary analyses to make sense of primary information. It requires learners to engage with, and debate, existing scholarship in this field—both through describing the key arguments and identifying their faults.

Keywords

Capitalism
Cultures Of Learning
Industrialisation
Literacy
Literate Cultures
Modernity
Nationalism
Oral Cultures
Power And Language
Print Capitalism
Vernaculars