



Sixteenth International Conference on
**Books, Publishing
& Libraries**



2018 Special Focus:
Communicating Values — Scholarly
Communication as Mediator, Agent, Actor

University of Pennsylvania
Philadelphia, USA
7 July 2018

Sixteenth International Conference on
Books, Publishing & Libraries

*“Communicating Values—Scholarly Communication as
Mediator, Agent, Actor”*

7 July 2018 | University of Pennsylvania | Philadelphia, USA



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Sixteenth International Conference on Books, Publishing & Libraries

www.booksandpublishing.com

First published in 2018 in Champaign, Illinois, USA

by Common Ground Research Networks, NFP

www.cgnetworks.org

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Designed by Ebony Jackson and Brittani Musgrove



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Dear Books, Publishing & Libraries Conference Delegates,

Welcome to Philadelphia and the Sixteenth International Conference on Books, Publishing & Libraries. My Common Ground Research Networks colleagues and I are so pleased you have joined us for this year's event.

Over the course of more than three decades, Common Ground has given voice to many thousands of creative and scholarly speakers and authors—people with things to say about the world and who are saying them to change the world.

We have a strong commitment to providing opportunities for such people to meet, share, and learn from each other. This conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a common interest in the themes and concerns of the Books, Publishing & Libraries Research Network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged. Through our meeting, we talk, learn, and gain inspiration.

While conference inspiration may fade with time, Common Ground offers a means for keeping inspiration alive through CG Scholar, an online environment for knowledge working and learning. CG Scholar provides a “help economy” where peers are credited for their mutual contributions in the Books, Publishing & Libraries Research Network. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination.

Common Ground has nurtured scholarly inspiration for more than three decades as an organization deeply engaged with the critical questions of our time. As a media innovator, we are creating the spaces and technical conditions in which, collectively, we can discuss the histories, traditions, and futures of books, publishing, and libraries.

I am grateful to all of you for sharing your work at this conference. Additionally, I thank my Books, Publishing & Libraries Research Network colleagues Sara Hoke, Rae-Anne Montague, and Hannah Werner, who have helped organize and produce this meeting with great dedication and expertise.

We wish you all the best for this conference, and we hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe.

Best wishes,

Homer Staveland

Conference Host

Common Ground Research Networks





*Founded in 1984, we are committed to building new kinds of knowledge communities,
innovative in their media and forward thinking in their messages.*



Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

Common Ground Research Networks offer integrated programs of action: international conferences, scholarly journals, book imprints, and online dialogue spaces using our path-breaking social knowledge software, *CGScholar.com*

 Aging & Social Change Research Network	 The Arts in Society Research Network	 Books, Publishing & Libraries Research Network	 Climate Change: Impacts & Responses Research Network
 Communication and Media Studies Research Network	 Constructed Environment Research Network	 Design Principles & Practices Research Network	 Diversity in Organizations, Communities & Nations Research Network
 e-Learning & Innovative Pedagogies Research Network	 Food Studies Research Network	 Global Studies Research Network	 Health, Wellness & Society Research Network
 The Image Research Network	 The Inclusive Museum Research Network	 Interdisciplinary Social Sciences Research Network	 The Learner Research Network
 New Directions in the Humanities Research Network	 On Sustainability Research Network	 Organization Studies Research Network	 Religion in Society Research Network
 Spaces & Flows Research Network	 Sports & Society Research Network	 Technology, Knowledge & Society Research Network	 Tourism and Leisure Research Network

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Common Ground Research Networks

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Books, Publishing & Libraries Research Network

*Analyzing the past, present, and future of books
and publishing*



The Books, Publishing & Libraries Research Network is dedicated to the concept of independent, peer-led scholars, researchers, and practitioners, working together to build democratic bodies of knowledge. Focusing on the intersection of academia and social impact, its members are brought together by common interest in the past, present, and future of books and publishing—exploring the affordances of the new digital media.

Conference

The conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

You have already begun your engagement in the research network by attending this conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with network colleagues that will continue well into the future.

Publishing

The Books, Publishing & Libraries Research Network enables members to publish through two media. First, network members can enter a world of journal publication, unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of our member based peer review process. *The International Journal of the Book* provides a framework for member based double-blind peer review, enabling authors to publish into an academic journal of the highest standard, but also to participate in the validation of knowledge that is produced by the research network. The second publication medium is through the book imprint, where we publishing cutting edge books in print and electronic formats.

We encourage you to submit an article for review and possible publication in *The International Journal of the Book*. Publication proposal and manuscript submissions are also welcome.

Membership

As a Books, Publishing & Libraries Research Network member you have access to a broad range of benefits, tools, and resources:

- Digital subscription to *The International Journal of the Book* for one year
- Digital subscription to the book imprint for one year
- One article publication per year (pending peer review)
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the research network e-newsletter, providing access to news and announcements for and from the Research Network.
- Option to add a video presentation to the research network YouTube channel.
- Free access to the Scholar social knowledge platform, including:
 - ◊ Personal profile and publication portfolio page.
 - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media.
 - ◊ Optional feeds to Facebook and Twitter.
 - ◊ Complimentary use of Scholar in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.



Social Media



www.facebook.com/BooksPublishingLibraries



[@booksandpublish](https://twitter.com/booksandpublish) | [#ICBPL18](https://twitter.com/ICBPL18)



On the changing processes of textual production and distribution from past to present, and the impacts of digitization, the internet, and e-book readers on the future of publishing

Theme 1: Publishing Practices: Past, Present, and Future

- Considering the changing roles of publishers, editors, and designers, as well as changes in the workflow from author to reader
- Examining issues and concerns of specialty publishing (trades; scientific, technical, medical; university presses)
- Typography and typesetting: past, present, and future
- The printed book: from letterpress to print-on-demand
- Roles of authors, editors, publishers, designers
- Bookstores: past, present, and future
- e-Book readers and mobile devices
- Computer-mediated writing processes
- Open source, open access, self-publishing, as well as “specialized” forms of publishing
- Multilingual publishing: Unicode, machine translation, and other tools of the global publishing trade
- Multimodal texts: books with animation, video, audio, or dataset
- Marketing and distribution of books, e-books, journals, textbooks

Reading and writing and changes in these processes over time

Theme 2: Reading, Writing, Literacy, and Learning

- Redefining literacy and exploring new strategies for literacy education
- From reader to ‘user’: interactivity and navigation in books
- Creative writing: so what’s creativity, and how is it taught?
- Writing for children in an era of competing pleasures
- Learning to read and write
- Distance learning: old challenges and new opportunities
- The textbook as a medium of instruction: past, present, and future
- Multiliteracies: multimedia and multimodal texts in learning environments
- Literary critiques and analyses

On the book as an object and artifact the changing role of the book

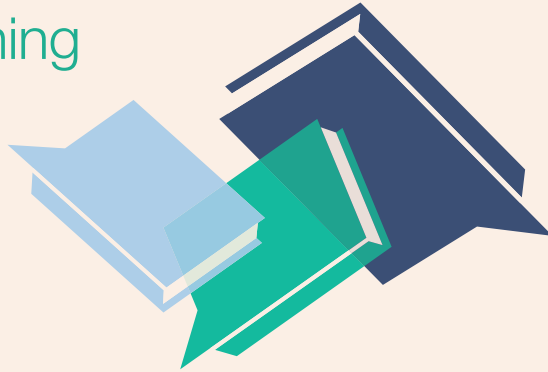
Theme 3: Books and Libraries

- Consideration of the form, structure, and processes of libraries, archives, multi-media resources
- The changing role of the library
- Librarians’ work today
- e-Books in libraries
- Metadata and resource discovery
- Indexing and cataloguing in the electronic age
- Manuscripts, rare books, and archival practices



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Communicating Values—Scholarly Communication as Mediator, Agent, Actor

More and more knowledge is coming to us nowadays via social media and internet platforms that play an increasing role in the regulation of information. These platforms in many way bypass traditional publishing processes. But in doing so, they also bypass the kinds of rigorous evaluation, reviewer feedback, and professional attention that has historically been integral to the production of published content. What is the changing role and function of scholarly communication in this new media landscape? What lessons can be taken to broader publishing communities?



Access

As well as the conventional printed book (and there is little doubt that people will always be taking that old printed and bound artefact to the beach or to bed, for the foreseeable future at least), the same text may also be available in a range of alternative media. It is available on computer screen or printed to paper on the spot, as there is hardly a computer without a printer. It is read on an ebook reading devices. It can be rendered to audio via speech synthesis. And soon, it could find itself coming to life through new electronic media currently in development, such as the paper-like plastic substrates that can be read from reflected light. The result is greater and easier access to books and new markets: the student who needs to have a chapter of a book tonight for an assignment due in tomorrow; the person who is visually impaired and wants the voice synthesised version, or another person who wants to listen to the text while driving their car; the traveller who instantly needs just one piece of information from a travel guide and for whom a small piece of text on their mobile phone, about a particular monument or the nearby restaurant, is sufficient; or the teacher who wants to use some textual material as a 'learning object' in an electronic learning environment. Will the definition of the book be adapted and extended, or will these become new textual forms?

Diversity

The traditional book business ran on economies of scale. There was a magic number, often considered to be somewhere around the 3000 mark, that made a book viable—worth the trouble to write, print, and distribute. Of course, the longer the print run, the better, at least according to the underlying logic of mass production. Costs reduced the longer the run, and access was at the cost of diversity. Mass production made for mass culture. Supporting this was a cumbersome infrastructure of slow moving inventory, large scale warehousing, expensive distribution systems, and heavily stocked retail outlets—bad business in many troubling respects, and providing little return for anyone who made books their livelihood, least of all authors.

Today electronic reading devices that change the economies of manufacturing scale. Variable digital print does the same thing. One thousand different books can be printed in one run, and this entails no more cost than printing one thousand copies of the same book. Small communities with niche markets now play on the same field as large communities with mass markets. Compact book printing machines can be located in schools, in libraries, and in bookstores, all of which will now be able to 'stock' any or even every book in the world.

Democracy

These developments favour small communities of interest and practice. They lower the entry point to the world of publishing. Now museums, research centres, libraries, professional associations, and schools might all become publishers. They'll be more than happy if a title sells a few hundred copies, or is perhaps provided to the world for free—options that were not previously feasible. As for quality, publishing decisions will be made by communities who feel deeply for their content interests and domain of expertise. It has never been the case that quantity, the traditional mass market measure of success, equates with quality. This equation will prove even less tenable in the future.

Thousands of publishers and millions of new titles need not add up to information overload. There is already more than any one person can digest, yet we manage to find ways to locate what suits our particular needs and interests. The result of expanded publishing opportunities can only be good—a more healthy democracy, a place of genuine diversity. Digital print also provides a means to cross the digital divide. If you can't afford a computer for every person in a readership (a school in a developing country, for instance, or a new literature in a small, historically oral language), proximity to computers and digital print will still allow cheap printed materials to be produced locally. There is no need to buy someone else's language and culture to fill a local knowledge gap. This could be a world where small languages and cultures flourish, and even, as machine translation improves, find that smallness does not mean isolation.



Books, Publishing & Libraries | Scope and Concerns

So what is the book's future, as a creature of and conduit for human invention? The digital media represent an opportunity for the book more than a threat.

For that matter, on closer examination, what's supposed to be new in the digital media is perhaps not so new at all. Hypertext's contribution is mechanical: it automates the information apparatuses that the printed book managed by page numbering, contents pages, indexing, citation, and bibliography. And as for the virtual, what more did the written word and the printed image do than refer, often with striking verisimilitude, to things that are not immediately present. Indeed, the information architecture of the book, embodying as it does thousands of years' experience with recorded knowledge, provides a solid grounding for every adventure we might take in the new world of digital media.

These are just a few of the principal concerns of the Books, Publishing & Libraries Conference, *The International Journal of the Book*, and the Books, Publishing & Libraries book imprint, and news blog. They provide a forum for participants in the book publishing industry, librarians, researchers, and educators to discuss the book—its past, present, and future. Discussions range from the reflective (history, theory, and reporting on research) to the highly practical (examining technologies, business models, and new practices of writing, publishing, and reading).



Books, Publishing & Libraries | Advisory Board

The principal role of the Advisory Board is to drive the overall intellectual direction of the Books, Publishing & Libraries Research Network and to consult on our foundational themes as they evolve along with the currents of the community. Board members are invited to attend the annual conference with a complimentary registration and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to *The International Journal of the Book* as well as proposals or completed manuscripts to the Books, Publishing & Libraries Book Imprint.

We are grateful for the continued service and support of these world-class scholars and practitioners.

- **Florentina Armaseleu**, University of Montreal, Centre for Research on Intermediality, Montreal, Canada
- **Rafael Ball**, University Library Regensburg, University of Regensburg, Regensburg, Germany
- **Sidney Berger**, Departments of English and Communications, Simmons College, Boston, USA
- **Paul Callister**, Leon E. Bloch Law Library, University of Missouri-Kansas City, Kansas City, USA
- **Bill Carman**, International Development Research Centre, Ottawa, Canada
- **David Emblidge**, Emerson College, Boston, USA
- **Jason Epstein**, 3 Billion Books, New York, USA
- **Rogelio Blanco Martínez**, Book, Archives and Libraries of Ministry of Culture, Madrid, Spain
- **Mónica Fernández Muñoz**, Promotion of Books, Reading and Spanish Literatura of Ministry of Culture, Madrid, Spain
- **Kevin Grace**, Archives & Rare Books Library, University of Cincinnati, Cincinnati, USA
- **DeWitt Henry**, Emerson College, Boston, USA
- **Michael Jon Jensen**, National Academies Press, Washington D.C., USA
- **John Man**, London, UK
- **Bozena Mierzejewska**, Fordham University, New York City, USA
- **Sarah Pedersen**, The Robert Gordon University Aberdeen, Aberdeen, UK
- **Michael Peters**, University of Illinois, Urbana-Champaign, USA
- **Angus Phillips**, Oxford International Centre for Publishing Studies, Oxford Brookes University, Oxford, UK
- **Agnes Ponsati**, Spanish National Research Council, Madrid, Spain
- **Alfred Rolington**, Jane's Information Group, Oxford, UK
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- **John W. Warren**, George Mason University, District of Columbia, USA
- **John Willinsky**, Stanford University, Stanford, USA
- **Margaret Zeegers**, University of Ballarat, Ballarat, Australia

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Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



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- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new research network *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select [**Sign Up**] below 'Create an Account'.
2. Enter a "**blip**" (a very brief one-sentence description of yourself).
3. Click on the "**Find and join communities**" link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

Scholar Next Steps – Build Your Academic Profile

- **About:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create searchable information so others with similar interests can locate you.
- **Peers:** Invite others to connect as a peer and keep up with their work.
- **Shares:** Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
- **Image:** Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher:** All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.



A Digital Learning Platform

Use **Scholar** to Support Your Teaching

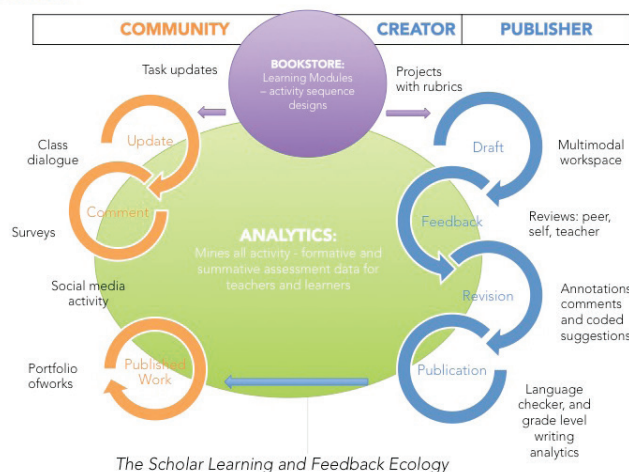
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

Scholar also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a research network space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Research Network members as part of their membership. Please email us at support@cgscholar.com if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision, and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



Scholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit: <http://knowledge.cgscholar.com>.**



Books, Publishing & Libraries Journal

*Provides an interdisciplinary forum for the
discussion of the past, present, and future of books
and publishing*



Indexing

China National Knowledge Infrastructure (CNKI Scholar)

Genamics Journal Seek
Humanities International Index (EBSCO)

Humanities International Complete (EBSCO)

Humanities Source (EBSCO)

Humanities Source International (EBSCO)

Literary Reference Center Plus (EBSCO)

Modern Language Association

Scopus

The Australian Research Council (ERA)

Ulrich's Periodicals Directory

DOI:

10.18848/1447-9516/CGP

Founded:

2003

Publication Frequency:

Quarterly (March, June, September, December)

Acceptance Rate:

32% (2017)

Network Website:

booksandpublishing.com

About

The International Journal of the Book provides a forum for publishing professionals, librarians, researchers, and educators to discuss that iconic artifact, the book—and to consider its past, present and future. Do the new electronic media (the internet, multimedia texts, and new delivery formats) foretell the death of the book? Or will they give us greater access, diversity, and democracy?

The journal is relevant for anyone in the world of books—authors, publishers, printers, librarians, IT specialists, book retailers, editors, literacy educators, and academic researchers. Discussions range from the reflective (history, theory, and reporting on research) to the highly practical (examining technologies, business models, and new practices of writing, publishing, and reading).

The International Journal of the Book is peer-reviewed, supported by rigorous processes of criterion-referenced article ranking and qualitative commentary, ensuring that only intellectual work of the greatest substance and highest significance is published.

Editor



David Emblidge, Emerson College, Boston, USA

Reviewers

Articles published in *The International Journal of the Book* are peer reviewed by scholars who are active members of the Books, Publishing & Libraries Research Network. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the Research Network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to *The International Journal of the Book's* Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the journal.



Article Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. **Review the Requirements:** All article submissions must meet the Article Requirements listed on our Author Guidelines page (<http://cgnetworks.org/support/author-guidelines>). Before submitting your article, please thoroughly review these requirements, and revise your article to follow these rules. Initial submissions which do not meet these requirements will be returned to the author(s) for revision.
2. **Upload the Submission:** Once you have revised your initial submission to meet the article requirements, you may then upload your submission in one of two ways:
 - ◊ If you are not attending a CGRN conference and you simply wish to submit your article for consideration to one of the CGRN academic journals, please use the following guide: Submitting an Article to the Journal (<http://cgnetworks.org/support/submitting-an-article-to-the-journal>).
 - ◊ If you are presenting at a conference, your conference registration includes a complimentary Research Network Membership* (see Step 6). Please upload your article submission using your conference proposal (this will allow you to skip Step 6 of the process). For assistance in uploading, please use the Journal Article Submission for Scholar Event Attendees guide: (<http://cgnetworks.org/support/journal-article-submission-using-the-conference-portal>).
3. **Checking Progress:** Once your article is received, you can view the status of its progress by logging into your CGPublisher account at www.cgpublisher.com. In time, CGPublisher will be retired, and our publishing will be managed through our new all-in-one platform, CG Scholar. For now, only Common Ground conferences have been completely integrated into CG Scholar. Publishing is only partially integrated into CG Scholar. After the publication process is complete, published articles appear in the CG Scholar Bookstore under the corresponding journal title. We'll keep you updated as progress continues, and if you ever have questions, you can always reach us at support.cgnetworks.org.
4. **Initial Submission Accepted for Peer Review:** Submitted articles are then verified against the Article Requirements (listed in the Author Guidelines). If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. Please note, during this time authors are eligible to be selected to as a reviewer for other articles in this same stage. Full details regarding the rules, expectations, and policies on peer review can be found on our Peer Review Policies page.
5. **Peer Review Decision:** When both referee reports are uploaded, and after the referees' identities have been removed, you will be notified by email through cgpublisher. Your message will provide with a link to view the reports, if you have trouble, see our guide (<http://cgnetworks.org/support/how-to-download-your-referee-reports>). Articles which are rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note (<http://cgnetworks.org/support/change-note-journal-article>). If an article is not accepted by peer review after this second opportunity, it must be withdrawn from consideration.
6. **Membership Confirmation:** If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Research Network Membership or Conference registration (<http://cgnetworks.org/support/register-for-a-membership>). Please note, a paid conference registration includes a complimentary Research Network Membership, this will allow you to skip this step.



7. **Publication Agreement:** Next you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access Publication (<http://cgnetworks.org/journals/hybrid-open-access>).
8. **Prepare the Final Submission:** After the publication agreement is final, you will have 30 days to complete any revisions to your final submission and upload your article. Please ensure your final submission meets the Final Submission Requirements before uploading your article (<http://cgnetworks.org/support/final-submission-downloads-and-guides>). This includes such criteria as the correct use of the Chicago Manual of Style (17th edition) and the other listed requirements (<http://cgnetworks.org/support/chicago-manual-of-style-citations-quick-guide>). Articles which have been accepted with revisions will require a change note to be included with the final submission. Articles which do not meet these requirements will be returned for revision until these requirements are satisfied.
9. **Final Inspection / “Ready for Typesetting”:** Once we have received the final submission of your article, our Publishing Department will give your article a final review. During this step, your workflow status will be listed as “Ready for Typesetting,” indicating that the final submission is ready for inspection.
10. **Copyediting and Proof Inspection:** If the final submission meets the Final Submission Requirements, the article will then begin typesetting. At this phase you might be required to assist in correcting minor problems relating to grammar, spelling, citations, or references. You will be contacted when the typeset proof is available for inspection.
11. **Article Publication:** Individual articles are published “Web First” to our CG Scholar Bookstore (<https://cgscholar.com/bookstore>). After web-first publication, complete journal issues follow annually, biannually, or quarterly depending on the journal. Web-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CG Scholar profile up-to-date (<https://cgscholar.com/identity/>) and add your ORCID iD (<https://orcid.org/register>) to maximize your article visibility.

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.



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The International Journal of the Book presents an annual International Award for Excellence for new research or thinking in the area of the humanities. All articles submitted for publication in *The International Journal of the Book* are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the annual Books, Publishing & Libraries Conference. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winner, Volume 15

Denise Rose Hansen, Executive Assistant, University of Westminster, London, UK

For the Article

“Ben Lerner and the Novel in the Age of Digital Media,” *The International Journal of the Book*, Volume 15, Issue 3

DOI: 10.18848/1447-9516/CGP/v15i03/11-21

Abstract

The novel as a technology is changing in the age of digital media. This article explores how Ben Lerner in *10:04* (2014) problematises the twenty-first-century novel as a self-reflective technology that is highly aware of, and reactive to, the digital media environment it inhabits. This move is not Lerner’s alone, but it is representative of much avant-garde fiction of the 2010s, fiction for which the tag “postmodern” is anachronistic and unmeaning. Authors like Ali Smith, Tom McCarthy, Teju Cole, Alejandro Zambra, and Enrique Vila-Matas have, in recent works, interrogated the novel as the technology it is and do so in a digital media light, sometimes explicitly and narratively, sometimes formally and stylistically. In the article at hand, I wish to serve an example of such a “new novel” with Lerner’s *10:04* as my case in point. I explore how *10:04* makes sense of the past, present, and future through media and how this breathes new life into the novel form and leads it in an avant-garde direction, where the multimodal and narrative texture of the novel is more important than plot, as the former is more readily able to communicate the essence and texture of contemporary life.



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Books, Publishing & Libraries

Book Imprint

*Aiming to set new standards in participatory
knowledge creation and scholarly publication*



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- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

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- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.

Books, Publishing & Libraries Conference

*Curating global interdisciplinary spaces,
supporting professionally rewarding relationships*



Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the Sixteenth International Conference on Books, Publishing & Libraries offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 7 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this network.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.



Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.



Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.



Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



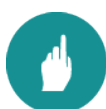
Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



Workshop/ Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.



Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



Virtual Lightning Talk

Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the community YouTube channel. Full papers can based in the virtual poster can also be submitted for consideration in the journal.



Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template, and Virtual Posters are submitted as a PDF or in PowerPoint. Final posters must be submitted at least one month prior to the conference start date. Full papers can based in the virtual poster can also be submitted for consideration in the journal.



Saturday, 7 July

8:00–8:45	Conference Registration Desk Open
8:45–9:05	Books, Publishing & Libraries Conference Opening—Dr. Homer Stavely, Common Ground Research Networks, Champaign, IL, United States
9:05–9:20	Daily Update
9:20–9:55	Plenary Session—Dr. Sidonie Smith, Lorna G. Goodison Distinguished University Professor, English and Women's Studies, University of Michigan, MI, United States <i>"Humanities Futures: Doctoral Education, Scholarly Communication, and Professional Capacities"</i>
9:55–10:25	Garden Conversation and Coffee Break
10:25–10:35	Transition Break
10:35–12:15	Parallel Sessions
12:15–12:25	Transition Break
12:25–13:25	Lunch
13:25–13:35	Transition Break
13:35–14:20	Parallel Sessions
14:20–14:40	Coffee Break
14:40–16:20	Parallel Sessions
16:20–16:30	Transition Break
16:30–17:00	Closing Session and Awards Ceremony

Special Event

Closing Reception

Saturday, 7 July 2018 | Time: Directly following the last session of the day

Location: University of Pennsylvania—Houston Hall | Cost: Complimentary to all conference delegates

Common Ground Research Networks, the Books, Publishing, and Libraries Conference, and the New Directions in the Humanities Conference will be hosting a closing reception at the University of Pennsylvania. The reception will be held directly following the Closing Session and Awards Ceremony on Saturday, 7 July 2018. Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse.



Sidonie Smith, Lorna G. Goodison Distinguished University Professor, English and Women's Studies, University of Michigan, MI, United States

"Humanities Futures: Doctoral Education, Scholarly Communication, and Professional Capacities"



Sidonie Smith is the Lorna G. Goodison Distinguished University Professor of English and Women's Studies at the University of Michigan. She was President of the Modern Language Association of America in 2010. That experience led her to write *Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times* (2015). She is the author of *Where I'm Bound: Patterns of Slavery and Freedom in Black American Autobiography* (1974); *A Poetics of Women's Autobiography* (1987); *Subjectivity, Identity, and the Body* (1993); and *Moving Lives: Women's Twentieth Century Travel Narratives* (2001), as well as numerous essays. With Kay Schaffer, she co-authored *Human Rights and Narrated Lives* (2004). With Julia Watson, she co-authored *Reading Autobiography: A Guide for Interpreting Life Narratives* (2001; expanded edition 2010) and co-edited one anthology and four volumes of critical essays, among them *De/Colonizing the Subject: Gender and the Politics of Women's Autobiography* (1992); *Getting a Life: Everyday Uses of Autobiography* (1996); and *Inter/Faces: Women, Autobiography, Image, Performance* (2002). Her latest book, with Julia Watson, is *Life Writing in the Long Run: A Smith & Watson Autobiography Studies Reader* (2017).



Jenny McFadden



Jenny McFadden holds a BA in English from Flagler College and an MA in rhetoric and composition from Salisbury University. She earned her doctorate in literacy, also from Salisbury, in May 2018. She is a qualitative researcher interested in writing identities, composing practices in and out of formal educational contexts, and the literacy experiences of multiracial individuals and students of color. Jenny teaches developmental English at Wor-Wic Community College.

She has presented at national conferences hosted by NCTE and NCTEAR and international conferences, including CEE, the International Congress of Qualitative Inquiry, and the International Conference on Books, Publishing & Libraries. Jenny resides in Delaware with her husband and two daughters.

Karryl Kim Sagun



Karryl Kim Sagun is a PhD candidate at the Wee Kim Wee School of Communication and Information at Nanyang Technological University in Singapore. Having worked as a librarian prior to pursuing further studies, her research interests revolve around print culture, traditional publishing, bookstores, librarianship, and qualitative research methods.

Jasmine Sykes-Kunk



Jasmine Sykes-Kunk is currently pursuing a master of science degree in library and information science at Clarion University, where she is concentrating in local and archival studies. Jasmine's research focuses on ways to center and amplify the unheard voices within the historical narratives of the United States. Additionally, she is interested in the development of information literacy skills for the next generation of librarians and researchers. Jasmine is honored to be

an Emerging Scholar at the Sixteenth International Conference on Books, Publishing & Libraries.

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	<p>"Humanities Futures: Doctoral Education, Scholarly Communication, and Professional Capacities"</p> <p>Sidonie Smith is the Lorna G. Goodison Distinguished University Professor of English and Women's Studies at the University of Michigan. She was President of the Modern Language Association of America in 2010. That experience led her to write "Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times" (2015). She is the author of "Where I'm Bound: Patterns of Slavery and Freedom in Black American Autobiography" (1974); "A Poetics of Women's Autobiography" (1987); "Subjectivity, Identity, and the Body" (1993); and "Moving Lives: Women's Twentieth Century Travel Narratives" (2001), as well as numerous essays. With Kay Schaffer, she co-authored "Human Rights and Narrated Lives" (2004). With Julia Watson, she co-authored "Reading Autobiography: A Guide for Interpreting Life Narratives" (2001; expanded edition 2010) and co-edited one anthology and four volumes of critical essays, among them "De/Colonizing the Subject: Gender and the Politics of Women's Autobiography" (1992); "Getting a Life: Everyday Uses of Autobiography" (1996); and "Inter/Faces: Women, Autobiography, Image, Performance" (2002). Her latest book, with Julia Watson, is "Life Writing in the Long Run: A Smith & Watson Autobiography Studies Reader" (2017).</p>
09:55-10:25	Garden Conversation and Coffee Break
10:25-10:35	Transition Break



Reading Between the Lines

Reading Age and Gender in Georgian Britain

David Allan, Reader, School of History, University of St Andrews, St Andrews, United Kingdom

The functions of gender and age in constructing reading are poorly understood. Yet these concerns have always profoundly structured people's experiences with texts. This paper will use a case study approach to explore some of their interactions in eighteenth- and early nineteenth-century Britain, focusing on two women in particular. The first is Melesinda Munbee, a young English girl who in 1750 began documenting her reading: this was probably produced under the influence of adult supervision and also specifically written for her father's pleasure, circumstances which allow us to see how the selection of texts and the appreciation and appropriation of reading materials could be used to define and strongly reinforce conventional identities (not least Melesinda's allotted roles as a daughter and a child). The second revolves around Hester Lynch Piozzi, an elderly Welsh woman and one-time member of London's literary set who in 1813 prepared a record of her own favourite encounters with books which she intended to be given after her death to her nephew John Salusbury: here too considerations of gender and age interacted with the reading strategies employed in the search for authority.

Reading, Writing, Literacy, and Learning

A Plague of Books: Anxiety and Abundance in the Gilded Age

Jessica Jordan, Department of English, Stanford University, Stanford, CA, United States

The golden touch of rapid economic growth that characterized the Gilded Age of American history did not leave unchanged the practice of book publishing – paper and printing materials were cheaper than ever before, and new mechanization processes made printing faster and more economical. These and other changes in production and distribution resulted in unprecedented numbers of books in circulation, and, as physical books proliferated, the very meaning of the book object was transformed and fragmented – an old form colliding with a new century. Book ownership, especially of works other than the Bible, had formerly been restricted to a relatively small and elite population. With the growth of public education and the decreasing cost of printed material, reading and accumulation of books simultaneously became possible for a massively expanded audience. For readers, access to books allowed new social and cultural opportunities, but the sheer abundance of books being produced in the period was also a source of anxiety about their presence and use. By examining different facets of Gilded Age book, I hope to show how these anxieties were navigated amid attempts to define and inhabit proper bookish behavior. As books were being written, printed, and distributed in greater quantities than ever before, people had to learn what to do with them. In making my argument, source materials include A Publisher's Confession by Walter Hines Page, Adolf Growoll's two-volume manual on bookselling, and a variety of etiquette manuals and household guides.

Books and Libraries

Henry James and the Great American Novella

Edward Morgan Day Frank, Visiting Assistant Professor of English, English Department, Wesleyan University, Middletown, CT, United States

This paper examines a prominent but largely under-scrutinized literary form: the novella. My argument is that the novella's critical neglect in Anglo-American scholarship speaks to something fundamental about its relationship to institutions more broadly, its tendency to slip through the academic and publishing structures that administer most of literary production. Early practitioners of the novella in the US were acutely aware of its slipperiness as a genre. In the preface to "Daisy Miller," Henry James described his story as "essentially and pre-eminently a nouvelle," a form "foredoomed at the best, in more cases than not, to editorial disfavor." Herman Melville's editorial adviser at Putnam's Magazine thought "Benito Cereno" was on the whole "striking & well done," but disliked its length, lamenting "the dreary documents at the end." In this paper I discuss the publishing conditions that surrounded the release of "Daisy Miller," seeing in this particular novella a text that self-consciously grapples with the genre's possibilities and limitations. If the famous New York Edition of James's collected works represented a late-career attempt to assert the value of the literary against the democratizing forces of mass publication, his investment in the novella earlier in his career suggests an altogether different conception of literary value, a conception that sees in the form of the novella itself a way of forging alternative institutional configurations, ones capable of reconciling the high and the low, the elite and the democratic.

Publishing Practices: Past, Present, and Future

On the Rims of Fiction: The "New" Self-Reflexive Novel

Denise Rose Hansen, Executive Assistant, Westminster Institute for Advanced Studies, University of Westminster, London, United Kingdom

In the multilayered autofictions recently triumphed by Ben Lerner, Alejandro Zambra, Enrique Vila-Matas, and Julián Herbert, the novel medium itself is interrogated in gerundium – in the process of writing. This makes for works that are at once brutally honest and dishonest, as both are compulsory when exposing the artifice of writing and the performative nature of any storyteller. Like browsing through open tabs, the authors flicker between various fictions and (ostensible) non-fictions, as a way of grappling with the human and literary impotence of never being able to seize or write the slippery present. The concern of temporality is reflected in playful approaches to form and structure. While critics name such novels "metafiction", I find the term as anachronistic and unmeaning as "postmodern". Rather, these are examples of the reactive "new" avant-garde novel in which the multimodal and narrative texture of writing is placed above plot. Readily able to communicate the essence and texture of a contemporary life highly marked by digitality, Lerner, Zambra, Vila-Matas and Herbert navigate the void between fact and fiction, between art and life, between materiality and ephemerality, and capture that distance through literary technique and poetic prowess.

Books and Libraries

Evolving Professional Practice

Politics of Learning: Dr. John Fell and the Fell Types at Oxford University in the Later Seventeenth Century

David Raizman, Distinguished University Professor Emeritus, Westphal College of Media Arts & Design, Drexel University, Philadelphia, PA, United States

This paper examines the printing types both procured from Holland and commissioned in England by Bishop John Fell (1625-1686) for the Oxford University Press, published as a specimen in 1693 but in use at the press beginning in the later 1670s. The Fell Types are well-known to historians of type and print and have been the subject of numerous articles and books, culminating in a handsome folio volume compiled by Stanley Morison and published in 1967. Bishop Fell's mission to assemble his types for the Oxford University Press required great energy and expense, and he encountered numerous obstacles and frustrations along the way, all the while serving as Dean of Christ Church College at Oxford, Vice-Chancellor of the University, and as bishop of Oxford from 1672. While the drawn-out process of assembling the Fell Types has been studied in great detail by printers and typophiles, my paper focuses upon the types in relation to the texts for which they were used and in comparison with contemporary institutionally-based publishing of the period in Europe such as the Imprimerie Royale in France and in Rome at the Vatican, of which Dr. Fell was well aware. A study of the Fell Types reveals the political and religious motivations for typographic innovation at Oxford, and the connections between publishing, typographic quality and authority in Restoration England. It also touches upon related issues of rights, privileges, and business practice in the printing industry.

2018 Special Focus - Communicating Values: Scholarly Communication as Mediator, Agent, Actor

Mediating Professional Scholarship. . . Again: Professionalization of Science and the Creation of Nineteenth-century Academic Journals

Shawn Martin, IDEASc Fellow, Department of Information and Library Science, Indiana University, Bloomington, IN, United States

In the digital age, technological change and evolving scholarly practices have transformed the ways in which university faculty communicate their work. Such a revolution, however, is not new. In the nineteenth-century United States, the need to create and to disseminate scholarship was just beginning to develop and evolve into the modern scholarly communication system. American scholars had long placed a strong emphasis on "practical" knowledge of use to industry, and in the nineteenth century, tied their own identities to professional middle-class scientific societies. By analyzing the socio-historical reasons for professionalization in the United States, particularly the creation of the American Association for the Advancement of Science (AAAS) and the American Chemical Society (ACS), two of the earliest professional scientific societies, and by performing textual analysis of nineteenth-century American journals, such as the "American Journal of Science and the Journal," of the American Chemical Society, it becomes clear that American scientific scholarship was created as a professional activity tied to the market needs of a growing industrial economy. The question is, should scholarship remain the same in a changing social world?

2018 Special Focus - Communicating Values: Scholarly Communication as Mediator, Agent, Actor

The Franklin Library "Signed 60" and the Evolution of Twentieth-century Subscription Publishing

Brian McDonald, Assistant Professor, Assistant Archivist, and Special Collections Librarian, Archives and Special Collections, Adelphi University, Garden City, NY, United States

I explore one aspect of the evolution of twentieth-century subscription publishing by considering the Franklin Library, which was established in 1973 as a division of the Franklin Mint, the manufacturer and marketer of collectibles founded in 1964 by noted entrepreneur Joseph Segel. The Franklin Library (which closed permanently in the year 2000) produced books designed specifically for collectors, often printing classics and out-of-copyright texts with attractive bindings, high quality paper, and other decorative elements, selling them at a price reasonable enough to attract a mass market. In general, Franklin Library books were produced and marketed as part of series to which customers would subscribe, paying a set amount each month for which they would receive a new book from the series. I will specifically focus on the Franklin Library series known as the "Signed 60," a collection of limited editions by contemporary American writers (produced in the late 1970s to early 1980s), hand-signed by the authors, exploring the editorial, commercial, and manufacturing aspects of producing such a series.

Publishing Practices: Past, Present, and Future

Saturday, 7 July

10:35-12:15

PARALLEL SESSIONS

Room 3

Techniques and Trends

Critical Practice of Graphic Design and Academic Micro-publishing: Print-on-demand Editioning and the Contingent Nature of Contemporary Knowledge Production

Matthew Smith, Assistant Professor, Art Department, University of Mary Hardin-Baylor, Belton, TX, United States

This paper examines book design and production techniques used in traditional academic and university press publishing contexts, with design for contemporary academic micro-publishing. Micro-publishing is explored as a practice-based inquiry into publishing as critical graphic design. Print-on-demand technology allows academic micro-publishing practices to produce each copy of a book as an independent edition. Editorial and design changes can be, and often are, made between each printing. In this way, books become hybrid objects — simultaneously print-and-digital artifacts. Each book looks final, complete, and total, while remaining partial, contingent, and mutable. Special attention is paid to the collaborative nature of authorship, design, and design-as-authorship in academic micro-publishing.

Publishing Practices: Past, Present, and Future

Interactive Text and Publishing: Affording Reader Agency in Written Content

N. Eden Foley, Adjunct Faculty, Interactive Arts and Media, Columbia College, Chicago, IL, United States

Historically text, in all of its media iterations, was centered on the author, affording minimal agency to its reader. The written text, by its physical nature often does not allow such agency either as readers are afforded very little when it comes to interaction or input. They certainly cannot change the content of any written material beyond vandalizing it. Some of the latest software now available enables artists to create works where readers can make choices, change the text, and alter it in ways that are more meaningful to them, or perhaps generate text that builds on the text of the 1st author. I analyze text as medium in relationship to interactivity, looking at various changes that are taking place both in writing and publication thanks to new technologies, and reviewing new channels of sharing and dissemination. With this paper, using my own work along with others as a jumping off point, I will explore the language of interaction and user agency, pose questions about their relationship to text, and explore some of the current tools, and publishing channels that are available to artists.

Publishing Practices: Past, Present, and Future

Future of Publishing Processes Integrated with Cloud Platforms

Prabhu Thangavelu, Manager, IT, Scholastic, NJ, United States

With the increasing complexity and expansion of digital technologies, there has emerged the need of cloud platforms for publishing activities which help in speed to market, faster delivery, and on demand methods thereby increasing process and procedure gaps linked to security and royalties issues. This paper explores the future of publishing industry success and its dependence on adopting cloud integration process more comprehensively and in the earlier stages.

Publishing Practices: Past, Present, and Future

Creation and Publication of “Paintings to Protect Life” Series (1929-1979)

Jing Zhang, Sun Yat-Sen University, China

The graphic novel series “Paintings to Protect Life” contains six-volumes with 450 religion-themed Chinese cartoons and classic poems, illustrated and co-written by Zikai Feng (1898-1975) and published between 1929 and 1979. Feng was a Kulapati Buddhist, his “Paintings to Protect Life” series was more than one-tenth of his entire life’s output, as a memorial to his teacher the Dharma Master Hongyi (1880-1942). Feng (1949) believes “...Buddhism’s underdevelopment and lack of enlightenment is due to the fact that its doctrines are too serious and too profound, which are hard for the common people to accept. It should open more convenient doors, stretch more rules to accommodate, from shallow to deep, and the outcomes of promoting dharma will definitely be enlarged.” Also, he often borrowed ideas from the “Paintings to Protect Life” to apply to his other Chinese cartoons in which Buddhist sentiments were more cultural than religious. In this research, I will introduce this series’ creation process and publication stories, summarize Feng’s graphic style and design, and analyze elements and perspectives applied in storytelling and final presentation.

Publishing Practices: Past, Present, and Future



The Interactive Self: Defining Re-Education in a Digital World

James Pannafino, Associate Professor of Interactive Design, Art and Design, Millersville University, Lancaster, PA, United States

The digital world affects human interaction and experiences. These experiences lay the groundwork for how we learn. How can educators in humanities re-educate and adapt to changes in the digital world? How much should tools and technology dictate how we teach humans to interact with the digital world? This paper examines the intertwining connection between human experience, technology education, and their placement within humanities education.

Reading, Writing, Literacy, and Learning

Aligning Curriculums for College Success: High School and College Library Collaborations

Carl R. Andrews, Reference and Instruction Librarian, Library, Bronx Community College (CUNY), Bronx, New York, NY, United States

In today's highly competitive global economy, City University of New York (CUNY) graduates need strong critical thinking skills. More New York City students than ever before are applying to college and enrolling in CUNY schools. This is especially the case with high schools throughout the Bronx, as a good portion of these schools are feeder schools for Bronx Community College (BCC). Unfortunately, many of the students who matriculate into BCC come un-prepared for college level work, where information literacy skills are essential. A strong body of published scholarly literature discusses the importance of information literacy instruction at the high school level, as it relates to college readiness. In an ideal secondary education system, students receive instruction on how to think critically, how to evaluate information, and how to avoid plagiarism; these are essential skills that are necessary for college academic success. As the library liaison for the BCC First Year Seminar program, I encounter many students who are in need of academic remediation because they lack research skills. In addition to the lack of information literacy skills, we discovered that a substantial number of students who matriculate into BCC come unprepared for the critical thinking required for college level STEM courses.

Reading, Writing, Literacy, and Learning

Ancient Book Shops in Algeria: The Case Study of Setif

Boualem Zerouati, Teacher of French, Departement of Foreign Languages, University of Setif, Setif, Algeria

This paper deals with the survivance of the ancient book shops in Setif, an eastern Algerian town. We show how the shops provide multiple functions, including places of memories, philosophical cafe, and language learning space. We examine their main components, such as categories of books, shop keepers, clients, locations, and financial status. We explain the causes of their vitality, their impact on society and literacy, and their role in social mingling and the ideal life. In a prospective plan we discuss the future of these cenacles in the Gutenberg and digital galaxy.

Books and Libraries

Prototype Book Multimedia Printed Accessible for People with and without Disability

Felipe Padilla, Teacher, Faculty of Arts, National University of Colombia

This paper discusses the prototype of a printed book which uses new print technologies such as "sensitive inks" to create a relief pattern that gives blind people a sense color, it incorporates augmented reality to show language for the deaf, it has conductive inks to make "touch ink with sound," and it includes Braille typeset font. The book is printed in color to share learning in classrooms. The project uses new Colombian literature for young people and kids. It uses illustrations and typeset font for low vision people, in order to promote the teaching of reading and to aid the teacher to include people with disabilities. The project suggests that kids and young people without disabilities can also learn the language of the deaf and the Braille alphabet as well, in the attempt to implement diversity and acceptance. The prototype for this book consists of a tactile relief pattern printed with "sensitive/tactile" inks. With this relief we will convey the notion of color for visually impaired children participating in the reading activity. In a similar way, this books creates an enriching experience for the hearing impaired with the use of conductive inks. These inks provide sound queues when manipulated, touched. Additionally, the traditional accompaniment of braille will be included. As for literary content, the book will include modern and contemporary Colombian writing aimed at children in school ages. For the less visually impaired, the text will be presented in a typeset developed as adequate to read under their requirements. All accompanying illustrations will also cater for these same requirements. Our over-all goal is to encourage teachers to present fun and stimulating classroom activities for able and disable children alike, and that able-bodied children will learn about life with disabilities through the shared experience. With this project we hope to create a bridge between young people and make learning Braille more mainstream; our long term goal is to contribute our grain of sand towards a more diverse and accepting world, in and out of the classroom.

Publishing Practices: Past, Present, and Future

Saturday, 7 July	
10:35-12:15	PARALLEL SESSIONS
Room 5	Humanities Conference
Room 6	Humanities Conference
Room 7	Humanities Conference
12:15-12:25	Transition Break
12:25-13:25	Lunch
13:25-13:35	Transition Break

Saturday, 7 July	
13:35-14:20	PARALLEL SESSIONS
Room 1	<p>Focused Discussions</p> <p>Regenerative Economies and Library as Publisher: Faculty-authored Textbooks and iBooks Author Software</p> <p>Jordan Chussler, Academic Editor, IT, Lynn University, Boca Raton, FL, United States</p> <p>Using the Lynn University Digital Press (LUDP) model, attendees will be introduced to an alternative means of library publishing, which hones in on faculty as author and embraces iBooks Author software to demonstrate how curricula, specifically at institutions of higher education, are able to embrace tailored digital scholarship while simultaneously reducing the burden of costly textbooks on university students' wallets. The LUDP model will be detailed at length, providing insight into established best practices, workflow procedures, author agreements and stipends, the peer review process, and using a wealth of visual aids to illustrate these processes. Further, qualitative data as it relates to student satisfaction and retention rates will be introduced, supporting these endeavors of library as publisher in the scope of regenerative economics. The session will close with a brief Q&A session.</p> <p><i>Publishing Practices: Past, Present, and Future, Books and Libraries</i></p>



Room 2

Posters

"Cool Sightings: A Year of Natural History at Simon's Rock": A Community Book Project

KellyAnne McGuire, Bard College at Simon's Rock, Great Barrington, MA, United States

Karen Advokaat, Bard College at Simon's Rock, Great Barrington, MA, United States

Bard College at Simon's Rock marked its fiftieth anniversary with a community-generated, year-long book project in which we recorded the natural history (flora and fauna) "cool sightings" on our campus in Great Barrington, MA. We held events, collaborated with faculty to develop relevant assignments, and encouraged all members of the community to submit original photographs, artwork, and writing (both creative and scientific) celebrating the nature of our campus. The project team consisted of staff, faculty, and students, and the culmination is a 128-page original published book titled "Cool Sightings: A Year of Natural History at Simon's Rock." In our paper, we will share advice on adapting this project to your own organization. We will discuss the value of a community-generated book project from a pedagogical perspective, including the role of self-publishing as a teaching tool for observation and research, writing and editing, plagiarism and copyright, and interdisciplinary learning, as well as its role in building community and appreciating nature.

Publishing Practices: Past, Present, and Future

Periodical Publication in the Guangzhou Region during the Republican Era

Rina Su, Visiting Scholar, Computing& Informatics School, Drexel University, Guangdong Sheng, China

First, this study systematically arranges a catalog of official journals published in and around Guangzhou and fills in private publications' own research on Guangzhou by exploring the existing large private publishing enterprises and the publishing industry. Secondly, based on the compilation for the catalog of Guangzhou periodical publications during the Republican Era, we will explore the vicissitudes of the publication industry and related social turbulence in and around Guangzhou during that time. We will do this from the perspective of the publishing history as well as from a study on the history of books. This will compensate for the lack of research conducted thus far in this field.

Publishing Practices: Past, Present, and Future

What Are Children Reading? : Access to Diversity in Literature

Jon Andes, Professor of Practice, Education Leadership and Graduate Studies, Salisbury University, Salisbury, MD, United States

As our society becomes more diverse, it is critical that children have access to a rich body of books. For many children, the primary source of reading for fun and pleasure is the school and classroom library. To encourage children to read, it is essential that school and classroom libraries contain a rich and diverse collection. Diversity in literature allows children to read and see their story in print. Seeing their story and themselves in literature will help to instill a life-long passion for reading. This preliminary study examined the themes and characters of books available and selected by first and third grade children. The preliminary study examined the two research questions: What books are available and selected to be read by children? What is the extent of diversity found in the books in terms of theme and character?

Reading, Writing, Literacy, and Learning

Regional Differences in the Allocation of Electronic and Paper Resources in Academic Libraries in China

Yumeng Li, PhD Candidate, School of Information Management, Sun Yat-Sen University, Guangzhou, China

With the rapid development of the information age, the readers' needs and viewing preferences have significantly changed. As a result, academic libraries have gradually taken the shape of a new pattern of document resources that are dominated by electronic resources and supplemented by paper resources. It has profoundly affected the direction of investment in resource construction of university libraries. And it is a new leap forward in the transformation of the functions of academic libraries. Through exploring the regional differences of purchase cost proportion between electronic and paper resources in academic libraries in China, this study will contribute to optimization configuration of scientific research funds investment of higher education institutions, as a reference in different regions and provinces and put forward some suggestions for academic libraries and government. The research measures and analyzes the overall changes of the three aspects of academic libraries in China, including electronic resources acquisition costs, paper resources acquisition costs, and the ratio of two kinds of resources, respectively. The study measures and analyzes the difference in the ratio of electronic resources to paper resources in China's thirty-one provinces' academic libraries in each region. The study measures and analyzes the difference in the ratio of electronic resources to paper resources in academic libraries among three regions (the eastern region, the western region, the central region).

Books and Libraries

Saturday, 7 July	
13:35-14:20	PARALLEL SESSIONS
Room 5	Humanities Conference
Room 6	Humanities Conference
Room 7	Humanities Conference
14:20-14:40	Coffee Break

Saturday, 7 July

14:40-16:20

PARALLEL SESSIONS

Room 1

Crafting Connections

Visual Notetaking as a Mode of Learning: Using Visual Arts to Enhance Literacy

Laurie Andes, Department of Doctoral Studies in Literacy, Salisbury University, Salisbury, MD, United States

Brandy Terrill, Assistant Professor, Department of Early and Elementary Education, Salisbury University, Salisbury, MD, United States

This study explores the ways in which learning is improved through the use of visual arts, specifically, the use of visual notetaking. Visual notetaking can be described as the process of representing text in a visual manner. This study explores the question, "How does visual notetaking affect literacy learning?" The sample for this study consists of fourteen teacher candidates enrolled in the course, "Integrating Aesthetic Experiences into Teaching and Learning," during the spring 2018 semester. Teacher candidates in this course are enrolled in the first phase of the Elementary Education Program at a mid-Atlantic university and are juniors and seniors. During the spring 2018 semester, teacher candidates will be asked to use a form of visual notetaking. Teacher candidates will write and reflect on the arts integrated lessons that they teach. These will be collected and analyzed. Data collection will consist of two samples of teacher candidate visual notes collected, one at the beginning of the semester, and one at the end of the semester. The samples will include two photos of visual notes. Candidates will also respond in writing to the question, "How do visual arts affect your learning?" in an anonymous format, on Google Forms. Three candidates will be invited to participate in a one-half-hour interview with the co-investigator, who is not the instructor of the course. The researchers will analyze the results and present the findings.

Reading, Writing, Literacy, and Learning

Seeking Social Literacies in Librarian Praxis

Vanessa Irvin, Assistant Professor, Information and Computer Sciences Department, University of Hawaii - Manoa, Honolulu, HI, United States

Public libraries are institutions of informal education. Librarians, as educators of informal education, are advocates of literacy in both formal and informal educational settings. However advocacy is just one layer of librarian epistemology in libraries. In public library settings, in particular, librarian epistemologies are interactive and intertextual. That is to say; that from a social practice perspective, such epistemologies are social, cultural, literary, digital, as well as educative. These epistemologies (as in ways of knowing in a certain place and time) are common across the public library sector, but unique and specific to public libraries located in specific places at specific times. For librarians who serve libraries in low-income communities, such epistemologies are indeed intertextual and intersect in various ways. In these communities, social practices inside library walls are informed by social literacies beyond library walls thus suggesting an understanding that begs a few questions: what are the epistemologies of public librarians? What counts as literacy for the librarian? What counts as social? literary? cultural? One overarching question can be: what makes a librarian socially literate in the community in which he/she serves? Drawing on Bartlett & Holland's (2002) concept of "figured worlds," the question of librarians' "literacy identities in relation to social structures and cultural worlds" begs exploration towards an answer (p. 12).

Reading, Writing, Literacy, and Learning

From Bricks and Mortar to the Mental: The Library and Cognition

David Vampola, Director, Digital Humanities Program, Computer Science/Cognitive Science, SUNY - Oswego, Oswego, NY, United States

For decades libraries have been using the realities and possibilities of digital methods to define their function and mission. This prosaic truism has dominated much of the discussion concerning the roles and forms that contemporary - and future - libraries should take. In this view, the focus is primarily on the role that information and communication technology (ICT) should play in determining the structure, content and purposes of libraries. Yet, there is a complementary point of view that has received comparatively less attention from commentators. This perspective is based upon models and approaches found in cognitive science. This presentation will address how three perspectives that are informed by theories from cognitive science can help us understand paradigms for thinking about libraries. The first of these, based upon the theory of the "representational mind", conceives the library in its traditional role of collecting, structuring and modeling knowledge. The second, drawn upon strains found in connectionism and situated cognition, views the library as reticulated structure of associated material and virtual elements. The third, taken from the "enactive mind" approach, considers the library as a locus for the material production of knowledge. This viewpoint can encompass the current trend for including "maker spaces" in libraries. Rather than being strictly exclusionary, these three approaches work together to develop a holistic view of libraries that embraces and can enhance human knowledge and thinking.

Books and Libraries



Young Readers and New Literacies

New Design Framework for an e-Book in Education

Tom Chan, Professor, Computer Information Technology, Southern New Hampshire University, Manchester, NH, United States

An electronic book (e-Book) is a text-based publication in digital form. Major publishers recently reported that sales from digital textbooks now surpass prints. e-Books are increasingly adapted in classrooms. e-Books are innovative because of their interactivity and multimodality. Current e-books are merely clones of their paper counterparts, constrained by their linearity and passivity. Thus, a new design approach is necessary to harness the full power of the digital medium. e-Book design should be structured using concept mapping to connect between concepts and ideas, approaching a subject matter non-linearly. Assessment should be formative and embedded with contents, not summative at chapter ends. Presentation should be adaptive and personalize. Assessment evaluates comprehension, then push learners forward to advance topics, or remedial helping one to catch up. It should allow query in natural language and generate dynamic responses. e-Books will be breathing and growing with each interaction, a product of the learning community instead periodic edition by authors as in prints. e-Books will be a disruptor in the educational industry. It will revolutionize connections between knowledge and learners, blurring the lines between authors and teachers, publishers and schools, redefining education, its infrastructure and relationship.

Publishing Practices: Past, Present, and Future

Teaching Information Literacy in Elementary School: An Analysis of Current Practices

Jasmine Sykes Kunk, Clarion University of Pennsylvania, Clarion, PA, United States

In today's climate of "fake news" and advertorials, the ability to identify, evaluate, and use reliable sources effectively is a mandatory skill for readers and writers. Plagiarism continues to be a problem in higher education. The fields of Library Science and Education have approached these issues, but no consensus on how to teach source evaluation and citation has been met. The school librarian synthesizes Education and Library Science approaches to source reliability and information literacy. A role of the school librarian is to teach source evaluation and citation skills to children, as well as to provide support to administration and faculty when collecting resources that they can share with their students. My paper will be an interdisciplinary examination of current research and case studies on effective instruction of these twenty-first century literacy skills in elementary schools. This cohesive evaluation of early education information literacy instruction will identify the next course of research needed to ensure that children are learning these elemental tools that will further enhance their reading and writing.

Reading, Writing, Literacy, and Learning

Enchantment, Nostalgia, and the Reinvention of the Library in Children's Fiction

Tanya Radford, Professor, English, Dominican College of Blauvelt, Orangeburg, NY, United States

Contemporary technologies have changed the ways that children encounter information and narratives and also changed attitudes towards books, reading, and libraries. This paper will examine works of contemporary children's literature that attempt to reimagine the library and convey its value. Children's books attempt to enchant the library, representing it as a place to find refuge, escape, adventure, and magic. While this motif of the enchanted library is by no means new to children's literature, it has achieved new poignancy in the twenty-first century as writers reinvent the library and encourage young readers to reimagine libraries, reading, and the act of research. This paper will focus primarily on Chris Grabenstein's "Escape from Mr. Lemoncello's Library," employing a close reading of elements of the narrative alongside theoretical and historical discussions of the ideological import of the library, books, and librarians. Grabenstein's novel takes place in a library completely reimaged by a genius of game design. Combining Lemoncello's nostalgic recollections of the library of his youth with game theory, interactive computer information systems, and futuristic technologies (including the helpful presence of holographic librarians), the new library once again becomes a space of adventure, excitement, and magic.

Reading, Writing, Literacy, and Learning

Early Childhood Literacy Education in Public Libraries: How Life Before the Library Matters

Alvina Mardhani Bayne, PhD Candidate, Reading and Language Arts, Syracuse University, Syracuse, NY, United States

Amongst the many roles of the public library is that of the literacy educator, as evidenced by the many public libraries that offer literacy-focused programs for children under the age of five. Those who work in this realm often have varied and complex educational and professional backgrounds, which influence their work as early literacy educators. Using preliminary research findings from my doctoral research project, this themed paper explores the various perspectives that library-educators have on their work, asking: How do library-educators describe the ways in which their previous work and educational experiences inform their literacy programming practices? Specifically, my research focuses on a Western Canadian public library which employs a group of library assistants (LAs) to design and implement original literacy programs for children under the age of five. These LAs are not required to have any particular educational background beyond a Bachelor's degree in any subject or a library-related diploma. My paper discusses how differences in educational and professional background are associated with shifting understandings of literacy, library-educator training, and work in the library. In particular, the notion, purpose, and consequences of gate-keeping in the library profession are examined, highlighting competing roles within the world of public libraries and the intricate ways in which approaches to literacy education change over time.

Reading, Writing, Literacy, and Learning

Saturday, 7 July	
14:40-16:20	PARALLEL SESSIONS
Room 3	<p>Self-Publishing Spectrum</p> <p>Toward a History of Self-publishing in American Literature Jolie Braun, Curator of American Literature, Special Collections and Area Studies, Thompson Library, The Ohio State University, Columbus, OH, United States</p> <p>Self-publishing has a negative connotation, commonly dismissed as the domain of bad writing and irrelevant authors. Yet it has been the means of introducing some of our most interesting, important, controversial, and beloved works. American literature is rich with stories of writers who published their own work, including Walt Whitman, Paul Laurence Dunbar, Charlotte Perkins Gilman, and Amiri Baraka. While scholars have studied this topic in relation to specific authors and publications, there has been relatively little focus on the history of self-publishing. Why has this history not been told? What are the benefits and challenges in trying to tell this story? Drawing from an Ohio State University Library exhibition exploring American literature through the lens of self-publishing, this paper reflects on and uses the process of exhibit curation as a starting point for considering these questions, what work has been done on this subject, and what gaps still exist.</p> <p><i>Publishing Practices: Past, Present, and Future</i></p> <p>Wattpad Self-(un)publisher: Electronic Self-publishing in the Philippines Karryl Kim Sagun, Nanyang Technological University, Singapore</p> <p>I focus on self-publishers on Wattpad, a Canadian-based web application founded in 2006, primarily because of its unusual popularity and success (relative to similar platforms) in the Philippines. What makes Wattpad's success in this context more intriguing is that in a developing country such as the Philippines, people are still buying printed materials in spite of the availability of the same titles for free, legally, online. I interviewed three Wattpad self-publishers based in the Philippines: Mina V. Esguerra, Noreen Capili, and Kimberly Villanueva. All three agreed to be quoted verbatim, and be referred to by name. They have all published both on electronic platforms (particularly Wattpad) and in print. From their narratives I discover that while authors certainly have less barriers to entry for self-publishing due to newer technologies, their hands are still held by traditional publishers (most of the time assisting them, but in some occasions apparently still taking advantage of them).</p> <p><i>Publishing Practices: Past, Present, and Future</i></p>

Saturday, 7 July	
14:40-16:20	PARALLEL SESSIONS
Room 5	Humanities Conference
Room 6	Humanities Conference
Room 7	Humanities Conference
16:20-16:30	Transition Break
16:30-17:00	Closing Session and Awards Ceremony



Books, Publishing & Libraries | List of Participants

Karen Advokaat	Bard College at Simon's Rock	United States
David Allan	University of St Andrews	United Kingdom
Laurie Andes	Salisbury University	United States
Jon Andes	Salisbury University	United States
Carl R. Andrews	Bronx Community College (CUNY)	United States
Jolie Braun	The Ohio State University	United States
Tom Chan	Southern New Hampshire University	United States
Jordan Chussler	Lynn University	United States
Edward Morgan Day Frank	Weselyan University	United States
Hector Valentin Esquivias Zavala	Instituto Nacional de Psiquiatria Ramon de la Fuente	Mexico
N. Eden Foley	Columbia College	United States
Denise Rose Hansen	University of Westminster	United Kingdom
Sara Hoke	Common Ground Research Networks	United States
Vanessa Irvin	University of Hawaii - Manoa	United States
Jessica Jordan	Stanford University	United States
Yumeng Li	Sun Yat-Sen University	China
Alvina Mardhani Bayne	Syracuse University	United States
Shawn Martin	Indiana University	United States
Brian McDonald	Adelphi University	United States
Jenny McFadden	Salisbury University	United States
KellyAnne McGuire	Bard College at Simon's Rock	United States
Felipe Padilla	National University of Colombia	Colombia
James Pannafino	Millersville University	United States
Tanya Radford	Dominican College of Blauvelt	United States
David Raizman	Drexel University	United States
Karryl Kim Sagun	Nanyang Technological University	Singapore
John Sinclair	Thomson-Shore, Inc.	United States
Matthew Smith	University of Mary Hardin-Baylor	United States
Sidonie Smith	University of Michigan	United States
Homer Stavelly	Common Ground Research Networks	United States
Rina Su	Sun Yat-Sen University	China
Jasmine Sykes Kunk	Clarion University of Pennsylvania	United States
Brandy Terrill	Salisbury University	United States
Prabhu Thangavelu	Scholastic	United States
David Vampola	SUNY - Oswego	United States
Boualem Zerouati	University of Setif	Algeria
Jing Zhang	Sun Yat-Sen University	China













Ninth International Conference on Sport & Society

Florida International University
Miami, USA | **19–20 July 2018**
sportandsociety.com/2018-conference



Thirteenth International Conference on Interdisciplinary Social Sciences

University of Granada
Granada, Spain | **25–27 July 2018**
thesocialsciences.com/2018-conference



XIII Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad de Granada
Granada, España | **25–27 de julio de 2018**
interdisciplinasocial.com/congreso-2018



Eleventh Global Studies Conference

University of Granada
Granada, Spain | **30–31 July 2018**
onglobalization.com/2018-conference



Eleventh International Conference on The Inclusive Museum

University of Granada
Granada, Spain | **6–8 September 2018**
onmuseums.com/2018-conference



Aging & Society: Eighth Interdisciplinary Conference

Toyo University
Tokyo, Japan | **18–19 September 2018**
agingandsociety.com/2018-conference



Eighth International Conference on Health, Wellness & Society

Imperial College London
London, UK | **20–21 September 2018**
healthandsociety.com/2018-conference



VIII Congreso Internacional de Salud, Bienestar y Sociedad

Imperial College London
Londres, Reino Unido | **20–21 de septiembre de 2018**
saludsociedad.com/congreso-2018



Third International Conference on Communication & Media Studies

University of California at Berkeley
Berkeley, USA | **18–19 October 2018**
oncommunicationmedia.com/2018-conference



III Congreso Internacional de Estudios sobre Medios de Comunicación

Universidad de California
Berkeley, EEUU | **18–19 de octubre de 2018**
medios-comunicacion.com/congreso-2018



Eighth International Conference on Food Studies

University of British Columbia - Robson Square
Vancouver, Canada | **25–26 October 2018**
food-studies.com/2018-conference



VIII Congreso Internacional sobre Estudios Nutricionales y Alimentación

Universidad de Columbia Británica,
Robson Square
Vancouver, Canadá | **25–26 de octubre de 2018**
estudiosnutricionales.com/congreso-2018



Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies

Marsilius Kolleg, Heidelberg University
Heidelberg, Germany | **25–26 October 2018**
spacesandflows.com/2018-conference



Ninth International Conference on The Image

Hong Kong Baptist University
Hong Kong SAR | **3–4 November 2018**
ontheimage.com/2018-conference



IX Congreso Internacional sobre la Imagen

Universidad Baptista de Hong Kong
RAE de Hong Kong | **3–4 de noviembre de 2018**
sobrelaimagen.com/congreso-2018



Fifteenth International Conference on Environmental, Cultural, Economic & Social Sustainability

UBC Robson Square
Vancouver, Canada | **17–19 January 2019**
onsustainability.com/2019-conference



Nineteenth International Conference on Knowledge, Culture, and Change in Organizations

UBC Robson Square
Vancouver, Canada | **21–22 February 2019**
organization-studies.com/2019-conference



XIX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

Universidad de Columbia Británica, Robson Square
Vancouver, Canadá | **21–22 de febrero de 2019**
la-organizacion.com/congreso-2019



Thirteenth International Conference on Design Principles & Practices

Saint Petersburg State University
Saint Petersburg, Russia | **1–3 March 2019**
designprinciplesandpractices.com/2019-conference



XIII Congreso Internacional sobre Principios y Prácticas del Diseño

Universidad Estatal de San Petersburgo
San Petersburgo, Rusia | **1–3 de marzo de 2019**
el-diseno.com/congreso-2019



Fifteenth International Conference on Technology, Knowledge, and Society

ELISAVA Barcelona School of Design and Engineering
Barcelona, Spain | **11–12 March 2019**
techandsoc.com/2019-conference



XV Congreso Internacional de Tecnología, Conocimiento y Sociedad

Elisava Escuela Universitaria de Diseño e Ingeniería de Barcelona
Barcelona, España | **11–12 de marzo de 2019**
tecno-soc.com/congreso-2019



Eleventh International Conference on Climate Change: Impacts & Responses

Pryzbyla Center,
The Catholic University of America
Washington, D.C., USA | **16–17 April 2019**
on-climate.com/2019-conference



Ninth International Conference on Religion & Spirituality in Society

University of Granada
Granada, Spain | **25–26 April 2019**
religioninsociety.com/2019-conference



IX Congreso Internacional sobre Religión y Espiritualidad en la Sociedad

Universidad de Granada
Granada, España | **25–26 de abril de 2019**
la-religion.com/congreso-2019



Twelfth International Conference on e-Learning & Innovative Pedagogies

Hotel Grand Chancellor Hobart
Hobart, Australia | **2–3 May 2019**
ubi-learn.com/2019-conference



XII Congreso Internacional de Aprendizaje Ubicuo y Pedagogías Innovadoras

Hotel Grand Chancellor Hobart
Hobart, Australia | **2–3 de mayo de 2019**
aprendizaje-ubi.com/congreso-2019



Fourth International Conference on Tourism & Leisure Studies

Florida International University
Miami, USA | **16–17 May 2019**
tourismandleisurestudies.com/2019-conference



Ninth International Conference on The Constructed Environment

Centro Cultural Vila Flor
Guimarães, Portugal | **23–24 May 2019**
constructedenvironment.com/2019-conference



Nineteenth International Conference on Diversity in Organizations, Communities & Nations

University of Patras
Patras, Greece | **5–7 June 2019**
ondiversity.com/2019-conference



Fourteenth International Conference on the Arts in Society

Polytechnic Institute of Lisbon
Lisbon, Portugal | **19–21 June 2019**
artsinsociety.com/2019-conference



Tenth International Conference on Sport & Society

Ryerson University
Toronto, Canada | **20–21 June 2019**
sportandsociety.com/2019-conference



Twelfth Global Studies Conference

Jagiellonian University
Kraków, Poland | **27–28 June 2019**
onglobalization.com/2019-conference



Seventeenth International Conference on New Directions in the Humanities

University of Granada
Granada, Spain | **3–5 July 2019**
thehumanities.com/2019-conference



XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad de Granada
Granada, España | **3–5 de julio de 2019**
las-humanidades.com/congreso-2019



Seventeenth International Conference on Books, Publishing & Libraries

University of Granada
Granada, Spain | **5 July 2019**
booksandpublishing.com/2019-conference



Fourteenth International Conference on Interdisciplinary Social Sciences

Universidad Autónoma Metropolitana
Mexico City, Mexico | **10–12 July 2019**
thesocialsciences.com/2019-conference



XIV Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad Autónoma Metropolitana Unidad Xochimilco
Ciudad de México, México | **10–12 de julio de 2019**
interdisciplinasocial.com/congreso-2019



Twenty-sixth International Conference on Learning

Queen's University Belfast

Belfast, UK | **24–26 July 2019**

thelearner.com/2019-conference



IX Congreso Internacional de Salud, Bienestar y Sociedad

Universidad de California, Berkeley

Estados Unidos | **19–20 de septiembre de 2019**

saludsociedad.com/congreso-2019



XXVI Congreso Internacional sobre Aprendizaje

Universidad de Queen

Belfast, Reino Unido | **24–26 de julio de 2019**

sobreaprendizaje.com/congreso-2019



Fourth International Conference on Communication & Media Studies

University of Bonn

Bonn, Germany | **26–28 September 2019**

oncommunicationmedia.com/2019-conference



Ninth International Conference on Health, Wellness & Society

University of California at Berkeley

Berkeley, USA | **19–20 September 2019**

healthandsociety.com/2019-conference



IV Congreso Internacional de Estudios sobre Medios de Comunicación

Universidad de Bonn

Bonn, Alemania | **26–28 de septiembre de 2019**

medios-comunicacion.com/congreso-2019



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5 July 2019

University of Granada
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