Seventeenth International Conference on

Books, Publishing & Libraries

Publishing Ecologies and the Fourth Industrial Revolution

5 July 2019
University of Granada
Granada, Spain

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COMMON GROUND

Information, Medium & Society

Seventeenth International Conference on
Books, Publishing & Libraries

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Designed by Ebony Jackson and Brittani Musgrove

Information, Medium & Society | **Table of Contents**

Dear Books, Publishing & Libraries Conference Delegates,

Welcome to Granada and to the Seventeenth International Conference on Books, Publishing & Libraries. My colleagues and I from Common Ground Research Networks are honored to have you join us for this year's conference.

Over the course of three and a half decades, Common Ground has given voice to many thousands of scholars—speakers and authors with things to say about the world and who are saying them in order to change the world.

Common Ground has a strong commitment to providing opportunities for people like you to meet, share, and learn from each other. Across its range of research networks, Common Ground is deeply concerned with the critical issues of our time including, among other things, the nature of social change, the relationships of the human species to nature, the process of knowledge creation, the changing shape of organizations, and the dynamics of learning. These raise big-picture questions which in turn demand an interdisciplinary perspective, something that is often neglected in discipline-based conference, journal, and institutional structures.

Throughout its history, Common Ground has worked to develop new approaches to knowledge community building, including interactive conference formats, criterion-referenced peer review, and online social knowledge media. As a media innovator, we are creating the spaces and technical conditions in which, collectively, we can investigate publishing practices as distinctive modes of social knowledge production.

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. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination.

I am grateful to all of you for sharing your work at this conference. Additionally, I thank my colleagues Michele Hill, 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,

Dr. Bill Cope
President, Common Ground Research Networks
Professor of Education, University of Illinois

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cgnetworks.org

COMMON GROUND

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

Information, Medium & Society – The Publishing Studies Research Network

Investigating publishing practices as distinctive modes of social knowledge production

We are pleased to announce the re-framing of the Books, Publishing, and Libraries Research Network. From today on our Research Network will be known as Information, Medium & Society – The Publishing Studies Research Network.

Founded in 2003, with the inaugural International Conference on the Future of the Book, we focused on one object – the book. In 2009 we expanded our critical scope becoming the Books, Publishing, and Libraries Research Network. In this iteration, the Research Network began to look beyond the book as the primary site of investigation. And now, in 2019, the network undergoes another change, to become the Information, Medium & Society – The Publishing Studies Research Network, broadening its scope to explore the nature, role and purpose of information and publishing in society.

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 Information, Medium & Society – The Publishing Studies 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 Information, Medium & Society Journal Collection 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, Information, Medium & Society 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 Information, Medium & Society Journal Collection. Publication proposal and manuscript submissions are also welcome.

Membership

As an Information, Medium & Society – The Publishing Studies Research Network member you have access to a broad range of benefits, tools, and resources:
- Digital subscription to the Information, Medium & Society Journal Collection 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 community 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 CGScholar 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 CGScholar 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

Considering the nature and forms of information, and the changing roles of creators, publishers, as mediators of social knowledge

Theme 1: Informational Foundations
- What is authorship? Individuals and collectives
- Who are audiences? Space and scale of information sharing
- More than texts? What are our definitional frames
- Whose information? Reconciling public and private domains of information production

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

Theme 2: Determining and Determined Mediums
- The work of media archaeology: from letterpress to photolithography, to print-on-demand and digital
- The demands of mediums: metadata, resource discovery, infrastructure
- The evolution of the manuscript: from rare books to archival practices, indexing, and cataloguing in the electronic age
- Devices as interfaces: e-readers, tablets, phones
- Finding content: databases, datasets, portals, platforms, and media collections as forms of publishing
- The curation of objects and artifacts

Distribution, collection and discovery of published artifacts. Consideration of the form, structure, and processes of libraries, archives, multi-media portals

Theme 3: Societal Impacts
- Whose content? Copyright, licensing and rights
- Impacts where? Assessment and evaluation of research and its impact
- Dominant cultures? languages, inclusion, and participation
- Who pays? Financial models for scholarly, technical, and trade publishing
- Public and private points of access? The changing roles and functions of libraries, repositories, and content aggregators

The following themes are based on the former Books, Publishing & Libraries Research Network and this year's International Conference on Books, Publishing & Libraries

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

The Information, Medium & Society – The Publishing Studies Research Network recognizes the contribution of many in the evolution of the Research Network. The principal role of the Advisory Board has been, and is, to drive the overall intellectual direction of the Research Network. The Research Network also seeks to work in the service of our Advisory Board. Board members are invited to attend the annual conference and are encouraged to contribute articles, participate in the peer-review process of Information, Medium & Society Journal Collection and submit manuscripts to the Information, Medium & Society Book Imprint.

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

- **Florentina Armaselu**, 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
- **Vanessa Irvin**, Assistant Professor, University of Hawai'i at Manoa, USA
- **Michael Jon Jensen**, National Academies Press, Washington D.C., USA
- **Anna Kiernan**, Falmouth University, UK
- **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
- **Colin Steele**, Scholarly Information Strategies, The Australian National University, Canberra, Australia
- **John W. Warren**, Director and Associate Professor, MPS Publishing, George Washington University, USA
- **John Willinsky**, Stanford University, Stanford, USA
- **Margaret Zeegers**, University of Ballarat, Ballarat, Australia

⊖Scholar

A Social Knowledge Platform

Create Your Academic Profile and Connect to Peers

Developed by our brilliant Common Ground software team, **CGscholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.
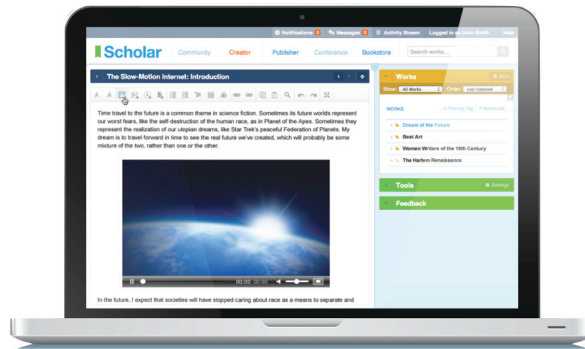
Utilize Your Free CGScholar Membership Today through

- Building your *academic profile* and list of published works.
- 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.

CGScholar 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.

CGScholar 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.

![CGScholar logo] **Scholar**

A Digital Learning Platform
Use **CGSchol**ar to Support Your Teaching

CGScholar 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. **CGSchol**ar provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

CGScholar 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, **CGSchol**ar 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 **CGSchol**ar features are only available to Common Ground Research Network members as part of their membership. Please visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

- 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.

The Scholar Learning and Feedback Ecology
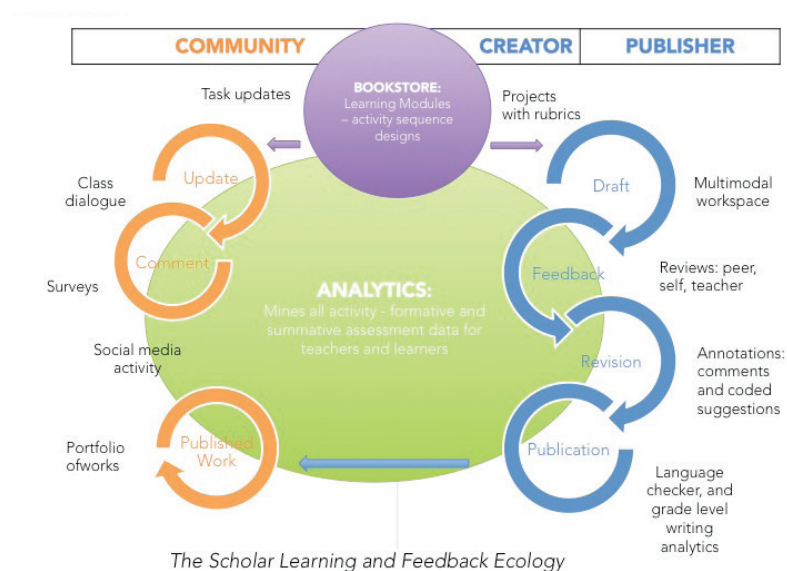
CGScholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal "social knowledge" relationships.

For more information, visit: http://knowledge.cgscholar.com.

Information, Medium & Society Journal Collection

Provides an interdisciplinary forum for the investigation of publishing practices as distinctive modes of social knowledge production

Information, Medium & Society Journal Collection

Investigating publishing practices as distinctive modes of social knowledge production.

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

Founded:
2003

Acceptance Rate:
17% (2018)

Network Website:
informationmediumsociety.com

About

Discussions in the Information, Medium & Society Journal Collection 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, societal impacts ,and reporting on research) to the highly practical (examining technologies, informational foundations, business models, and new practices of writing, publishing, and reading).

The Information, Medium & Society Journal Collection 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.

Collection Editor

Dr. Phillip Kalantzis Cope, Chief Social Scientist, Common Ground Research Networks

Reviewers

Articles published in the Information, Medium & Society Journal Collection are peer reviewed by scholars who are active members of the Information, Medium & Society 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 Journal Collection's Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the collection.

The International Journal of the Book

ISSN: 1447-9516 (print) | 1447-9567 (online)

DOI: 10.18848/1447-9516/CGP

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

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.

Information, Medium & Society: Journal of Publishing Studies

ISSN: Pending First Issue (early 2020)

DOI: Pending First Issue (early 2020)

About: *Information, Medium & Society: Journal of Publishing Studies explores the nature and forms of media and information, as manifest in publishing practices.*

The Publication Process

Step 1: Review the Requirements

All article submissions must meet the requirements listed: https://cgscholar.com/cg_support/en/docs/38. Before submitting your article, please thoroughly review these requirements and revise your article to follow these rules. Initial submissions that do not meet these requirements will be returned to the author(s) for revision.

Step 2: Upload the Submission

Once you have revised your initial submission to meet the article requirements, please visit our Article Submission page: https://cgscholar.com/cg_support/en/docs/39.

Step 3: Initial Submission Accepted for Peer Review

Submitted articles are then verified against the article requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate reviewers and sent for review. Please note, during this time authors are eligible to be selected as reviewers. Full details regarding the rules, expectations, and policies on peer review can be found on our Publication Ethics page: http://cgnetworks.org/journals/publication-ethics.

Step 4: Peer Review Decision

When both reviewer reports are returned, and after the reviewers' identities have been removed, you will be notified by email and provided with the reports. Articles that have been 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 to make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note: https://cgscholar.com/cg_support/en/docs/41-change-note. If an article is not accepted by peer review after this second opportunity, it will be withdrawn from consideration.

Step 5: 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 Network Membership or conference registration: https://cgscholar.com/cg_support/en/docs/33-how-to-register. Please note that a paid conference registration includes a complimentary Research Network membership. The benefits of network membership are listed here: https://cgscholar.com/cg_support/en/docs/65-membership-benefits.

Step 6: 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: https://cgnetworks.org/journals/hybrid-open-access.

Step 7: Prepare the Final Submission

After the publication agreement is accepted, you will have thirty days to complete any revisions to your final submission. Please ensure your final submission meets the final submission requirements before returning your article: https://cgscholar.com/cg_support/en/docs/53. This includes criteria such as the correct use of the Chicago Manual of Style (seventeenth edition) and the other listed requirements: https://cgscholar.com/cg_support/en/docs/42. Articles that have been accepted with revisions will require a change note to be included with the final submission. Articles that do not meet these requirements will be returned for revision.

Step 8: Final Checks

Once we have received the final submission of your article, our publishing department will review your final article submission.

Step 9: Copy Editing and Proof Inspection

If the final submission meets the final submission requirements, the article will enter copy editing. During copy editing, our editorial staff will note minor problems with citations, references, grammar, spelling, or formatting. The author(s) will be responsible for correcting these noted problems. Careful adherence to the article template and the citation style guide will greatly minimize the need for corrections. After all copy editing notes have been resolved, we will create a typeset proof for the author(s) to inspect.

Step 10: Article Publication

Individual articles are published "Online First" to our CGScholar bookstore: https://cgscholar.com/bookstore. After online-first publication, complete journal issues follow annually, biannually, or quarterly, depending on the journal. Online-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CGScholar profile up-to-date (https://cgscholar.com/identity) and add your ORCID iD (https://orcid.org/register) to maximize article visibility.

Submission Timeline

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

- Submission Round One – 15 January
- Submission Round Two – 15 April
- Submission Round Three – 15 July
- Submission Round Four – 15 October

Aligning with our model, works published using Hybrid Open Access are free to download from the CG Scholar webstore. Common Ground's open access journal articles are available in one central location—Common Ground Open. This dedicated space is accessible to open access listing organizations and aggregators. Hybrid Open Access content is also actively promoted across all of our Research Networks. Visit Common Ground Open at https://cgscholar.com/bookstore/collections/common-ground-publishing/series/common-ground-open.

Our Position and Our Model

Common Ground Research Networks believes firmly in the principles of sustainable knowledge production and accessible knowledge. We also have a commitment to our Research Network members to be engaged in the current trends in the publishing industry. Common Ground Open is one such engagement. Common Ground Open offers our authors the ability to make their articles freely available upon publication in our subscription-based journals. It also enables authors to satisfy a variety of trending needs—institutional repositories, academic evaluative criteria, research grants, and academic funding—all of these are often insistent or dependent on published content being free, accessible, and open. When publishing open access is a funding stipulation, Common Ground Open offers the publishing solution.

The standard cost of open access in the publishing industry often excludes authors from open access opportunities. Our standard rate of US$250 reflects our position that publishing does require skilled labor, but we must keep open access affordable to provide greater opportunities for authors and their audiences. Our open access publications are licensed using the Creative Commons license, "Attribution-Non-Commercial-No-Derivatives 4.0 International" (CC BY-NC-ND 4.0).

Hybrid Open Access

All Common Ground journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is US$250 per article–a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at US$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your article available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials.

For more information on how to make your article Open Access, or information on Institutional Open Access, please visit the CGScholar Knowledge Base for further information https://cgscholar.com/cg_support/en).

International Award for Excellence

The Information, Medium & Society Journal Collection presents an annual International Award for Excellence for new research or thinking in the area of diversity. All articles submitted for publication in the Information, Medium & Society Journal Collection 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 Information, Medium & Society: International Conference on Publishing Studies. 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 16

Anna Karakatsouli, Associate Professor, National and Kapodistrian University of Athens, Athens, Greece

For the Article

Abstract

In 2009, five major Greek publishers launched their first e-books along with specific reading devices introducing digital publishing to the Greek public almost twenty years after its appearance in the international scene. This first attempt did not lead to the establishment of an e-book market. E-readers were expensive and the fact that the Greek economy was being brought to a standstill at the same moment stopped all developments in that direction. Nine years later, e-books are still an infant industry in Greece with only a marginal part of 1 percent in publishers' turnovers. Greek publishers, however, turn to the digital environment pursuing innovative actions to reach new readers, offer novel possibilities to writers, and take advantage of social networks for marketing purposes. This article shall examine digital start-ups and recent initiatives in the Greek e-book market in order to evaluate their scope and effectiveness in conditions of economic depression and to discuss the current reception of e-books among Greek readers.

Research Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to the Information, Medium & Society Journal Collection. This complimentary personal subscription grants access to the current volume as well as the entire backlist. The period of access is twelve months, beginning on the date that the registration is completed. Delegates may also purchase a personal subscription to extend this access.

To view articles, go to https://cgscholar.com/bookstore and select the "Sign in" option. After logging into your account, you should have free access to download electronic works in the bookstore. If you need assistance, select the "help" button in the top-right corner, or visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to the Information, Medium & Society Journal Collection and to custom suites based on a given institution's unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit: https://cgscholar.com/cg_support/en/docs/58-institutional-subscriptions.

Information, Medium & Society
Book Imprint

Aiming to set new standards in participatory knowledge creation and scholarly production

Call for Books

The Information, Medium & Society – The Publishing Studies Research Network is setting new standards of rigorous academic knowledge creation and scholarly publication. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it.

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats. To publish a book, please send us a proposal including:

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

Submit proposals by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.

What We Publish?

We welcome proposals or completed manuscripts between 30,000 words and 150,000 words in length that fall into one of the following categories:

New Works

We accept proposals that are individually or jointly authored books.

Collections

Edited collections addressing a clear theme or collections of articles previously published in Common Ground Research Networks journals.

Classics

Re-issued or out-of-copyright classics with new introductions.

Why Publish With Us?

We're not focused solely on the size of potential markets or competition from other books. We're only interested in the quality of the work.

Inclusive

Submissions from across national origins, experiences, and disciplinary perspectives.

Broad or Niche

We are not driven solely by potential sales, but by the quality of the work. Books on niche topics or specialized subjects are welcome.
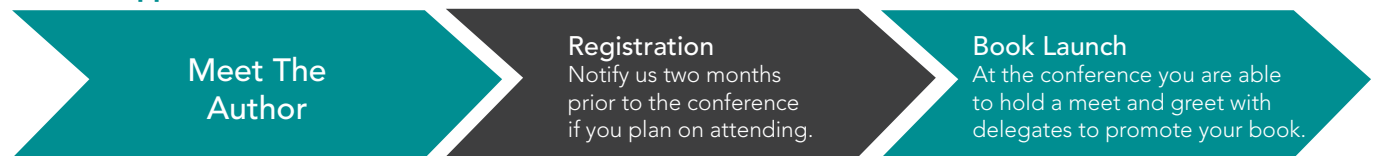
Better Feedback

Our process pairs authors with reviewers specialized in the area topic.

Author Support

| Meet The Author | Registration
Notify us two months prior to the conference if you plan on attending. | Book Launch
At the conference you are able to hold a meet and greet with delegates to promote your book. |

Five Minute Q&A Video

Newly published authors are encouraged to send in a five minute video about themselves that will allow them to interact with their readers. Once approved, the video will be uploaded to scholar, and shared through Common Ground Research Networks social media.

- What made you write about this subject?
- What is your favorite chapter of the book?
- What is your writing process like?
- What is the message that you would take away from your book?

Promoting Yourself

Common Ground works with our authors to promote their publishings, but we also urge them to market themselves.

- Advertise with a flyer
- Contact a local bookstore
- Send out a mailing
- Contact a local radio station
- Social Media
- Your book as part of a curriculum

Scholar Account

Every author is given a Common Ground Scholar Account. This account will allow learners to represent their knowledge multi-modally in the 'cloud' - with text, image, audio, video and dataset, all in the one space. A space to interact with people who have read or who are interested in your book. Scholar acts as your own scholarly social network for you to promote your book and interact with peers in a similar field of study.

Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous reviewing process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and essential part of the publication process.

We recognize the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

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

Books, Publishing & Libraries Conference

*Curating global interdisciplinary spaces, supporting
professionally rewarding relationships*

Conference History

Founded in 2003 with the inaugural International Conference on the Future of the Book, the Research Network has expanded its scope in two phases. The first in 2009 when it became the Books, Publishing, and Libraries Research Network, looking beyond the book as the primary site of investigation. In 2019 the network underwent another change, to become Information, Medium & Society - The Publishing Studies Research Network, broadening its scope to explore the nature, role and purpose of publishing in society.

The International Conference on Books, Publishing & Libraries 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.

Past Conferences

- 2003 - Cairns, Australia
- 2004 - Beijing, China
- 2005 - Oxford Brookes University, Oxford, UK
- 2006 - Emerson College, Boston, Massachusetts, USA
- 2007 - Spanish National Research Council, Madrid, Spain
- 2008 - Catholic University of America, Washington, DC, USA
- 2009 - University of Edinburgh, Edinburgh, Scotland
- 2010 - University of St. Gallen, Switzerland
- 2011 - University of Toronto, Canada
- 2012 - Universidad Abat Oliba CEU, Barcelona, Spain
- 2013 - Universität Regensburg Universitätsbibliothek, Regensberg, Germany
- 2014 - Simmons College, Boston, USA
- 2015 - UBC Robson Square, Vancouver, BC "The Event of the Book"
- 2017 - Imperial College London, London, UK
- 2018 - University of Pennsylvania, Philadelphia, USA

Plenary Speaker Highlights:

The International Conference on Books, Publishing & Libraries has a rich history of featuring leading and emerging voices from the field, including:

- **Rafael Ball**, Library Director, ETH Zürich, Zürich, Switzerland (2013)
- **Françoise Dubruille**, Director, European Booksellers Federation, Brussels, Belgium (2007)
- **Jason Epstein**, Publisher, USA (2003)
- **Lawrence Lessig**, Professor, Harvard University, Massachusetts, USA (2007)
- **Angus Phillips**, Director, Oxford International Centre for Publishing Studies, Cambridge, UK (2006)
- **Bob Young**, Founder, Lulu.com & Red Hat Inc., USA (2006)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Please visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) to learn how to become a partner.

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 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 20 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 research 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 research 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 research 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 Conversation.

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.

Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.

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.

Friday, 5 July

8:00–8:45	Conference Registration Desk Open
8:45–9:00	Books, Publishing, and Libraries Conference Opening—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:00–9:10	Daily Update—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:10–9:40	Plenary Session—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States
9:40–10:10	Garden Conversation
10:10–10:55	Talking Circles • Room A2 - Estudios culturales críticos (español) • Room A3 - Estudios de comunicación y lingüística (español) • Room A4 - Humanidades literarias (español) • Room A5 - Estudios cívicos, políticos y comunitarios (español) • Room A10 - Critical Cultural Studies and Civic, Political, and Community Studies (English) • Room A11 - Communication and Linguistics Studies, and Humanities Education (English) • Room A12 - Literary Humanities (English) • Room A13 - Publishing Practices: Past, Present, and Future; and 2019 Special Focus: Publishing Eceologies and the Fourth Industrial Revolution (English) • Room C6 - Reading, Writing, Literacy, and Learning; and Books and Libraries (English)
10:55–12:35	Parallel Sessions
12:35–13:15	Lunch
13:15–14:00	Parallel Sessions
14:00–14:20	Coffee Break
14:20–16:00	Parallel Sessions
16:00–16:15	Transition Break
16:15–17:30	Parallel Sessions
17:30–17:40	Transition Break
17:40–18:00	Conference Closing and Award Ceremony—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States

Featured Sessions

"The Rise of Far-Right Publishing in Greece Since 1974"

Anna Karakatsouli, University of Athens, Zografou, Athens, Greece
Journal Award Winner

Friday, 5 July | 10:35–12:15 | Room A4: Press Matters

Overview: The rise of the far-Right, both in its post-fascist variant and in its neo-fascist/neo-nazi one, is a phenomenon well entrenched across Europe. Nowadays, such political formations record two-digit percentages in various countries. Greece is witnessing the sharp rise of one of the most extremist parties in Europe, Golden Dawn. The economic and the refugee crises have been instrumental in Golden Dawn's breakthrough in the 2012 elections, offering it the opportunity to build grassroots support and links to local communities. Following the fall of the Greek military junta in 1974, Greece was considered immune to far-right extremism, given that the memory of authoritarianism was still fresh. The electoral breakthrough of Golden Dawn may have taken many by surprise, but a careful observer should have noticed the growing audience of far-right publications. Significantly, Golden Dawn chose to issue a newspaper before establishing itself as a political party. Far-Right publishing has been operating in close collaboration with private local TV channels that systematically promote extremist publications. Pseudo-scientific studies in support of far-Right positions on nationalism, illegal immigration, racism, and antisemitism have been systematically publicized and sold through telemarketing providing popular audience and a lucrative source of income to far-Right groups and individuals. The paper examines this yet understudied field of extremist publishing, its choice of authors and titles as well as its networking and aggressive marketing practices.

"The Self-Publishing Revolution"

Jeffrey R. Di Leo, Dean of Arts and Sciences and Professor of English and Philosophy, School of Arts and Sciences, University of Houston-Victoria, Victoria, United States
2012 Plenary Speaker

Friday, 5 July | 14:20–16:00 | Room A10: Smaller Scopes

Overview: Self-publishing has always been the underworld of book culture: a haven for esoterica, wild ideas, and half-baked prose. It exists just below the imaginary border between books whose publication is paid by others—and those whose publication is paid by the author. For many, this border delimits the break between legitimate publishing and its opposite. Nevertheless, self-publishing is now the fasting-growing dimension of the publishing world. Moreover, the number of self-published books now dwarf the number of traditionally-published books. But does this rapid rise of self-publishing reflect a change in view regarding it? Perceptions about self-publishing have long moved in the opposite direction of those associated with mainstream publishing. If the latter are generally associated with publishing success, then the former are associated with failure. But now that the technology for self-publication has greatly improved and the cost is enticingly low, are perceptions about it changing? Does the fact that some authors now opt to self-publish given the choice between working with an established publishing house or doing it themselves mean that self-publishing is no longer tantamount to publishing failure? While self-publishing still evokes more fear among authors than mainstream publishing, particularly those who publish in order to advance their reputation and maximize their profit, perceptions about it are changing. Book culture has been fundamentally changed by the self-publishing revolution—and there is no going back to past perceptions about self-publishing.

Special Events

Pre-Conference Tour: Literature Walking Tour of Granada

Thursday, 4 July 2019 | Time: 18:00 (6:00 PM) | Duration: Approximately 2 hours | Price: US$20.00
Meeting Location: Plaza Nueva Square (next to the fountain), Plaza Nueva, 18010 Granada, Spain

Join other conference delegates and plenary speakers for a walking tour of Granada's literary past. On this tour, we will discuss the image of Granada in the books of the first romantic travellers in the nineteenth century and how the city was loved by universal poets.

Note: It is recommended to wear comfortable footwear as the tour includes climbs up the slopes.

Bill Cope

From the Architecture of the Book to the Semantic Web: The Changing Dimensions of Text and Publishing

Dr. Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign, USA and an adjunct professor at Charles Darwin University, Australia. He is also president of Common Ground Research Networks, a not-for-profit publisher and developer of "social knowledge" technologies. He is a former first assistant secretary in the department of the prime minister and cabinet, and director of the office of multicultural affairs. His research interests include theories and practices of pedagogy, cultural, and linguistic diversity, and new technologies of representation and communication. His recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment. Among his recent publications are edited volumes on *The Future of the Book in the Digital Age* and *The Future of the Academic Journal*, and with Kalantzis and Magee, *Towards a Semantic Web: Connecting Knowledge in Academic Research.*

Faiza Bashir

Faiza Bashir, is a motivated and ambitious young professional in the field of library and information science. Currently she is obtaining her PhD in information management from University of the Punjab, Lahore. At present, she is working as an assistant professor in library science/ head of department at Government College for Women, Township, Lahore. She has completed her MPhil from the Minhaj University, Lahore. Faiza holds two masters degrees; an MA in library science (2003) and an MA in history (2006) from University of the Punjab, Lahore. She has published her research work in well reputed international and national journals. In addition, she has presented research papers in conferences as well.

José de Souza Muniz Jr.

José de Souza Muniz Jr. holds a PhD in sociology from the University of São Paulo (USP), Brazil. He is currently a professor and researcher at the department of language and technology (DELTEC) of the Federal Center for Technological Education of Minas Gerais (CEFET-MG), Brazil. He is one of the coordinators of the Laboratory for Professional Writing and Publishing Processes (LABEPP). He also participated in the program for the study of books and publishing (IDES, Buenos Aires, Argentina) and is a member of the international staff of the project "New Strategies of Cultural Promotion: International Book Fairs and their Guests of Honour" (University of Santiago de Compostela, Spain).

María Camila Palacio

María Camila Palacio received a BA in literature from the Universidad de Los Andes in Bogotá, Colombia, and, most recently, an MA in digital humanities from Loyola University, Chicago. Currently, she is a PhD student of Spanish and Portuguese at Northwestern University. She has collaborated with several digital humanities projects, like the 1968 Democratic National Convention virtual reality experience made by the Chicago History Museum, the Lili Elbe Digital Archive from Loyola University, and her own project, "Periodismo en Tiempos de Guerra," which aims to serve both as an archive of the armed conflict coverage in Colombia and a tool to compare and study how mediums have narrated this conflict. Currently, María Camila is interested in studying contemporary narratives of the conflict in Colombia. She would also like to explore how the use of tools and practices such as mapping, data visualization, and text analysis, could contribute to her research.

Lino Mioni

Lino Mioni is a PhD candidate in Italian studies at Indiana University, Bloomington. He is a HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory) scholar with the Indiana University Institute for Digital Arts and Humanities. He is the recipient of the Indiana University College of Arts and Sciences Dissertation Completion Fellowship for 2018/2019. He received the 2018 University of Chicago Library Robert L. Platzman Memorial Fellowship, and The Getty Research Institute/Mellon Foundation Fellowship in 2017 for attending the Mellon seminar in Italian paleography. He has previous degrees in linguistics, Italian studies, and library sciences. His interests include food history, history of the book, and material history.

Saira Hanif Soroya

Dr. Saira Hanif Soroya is an energetic and ambitious young professional in the field of information management. Currently she is serving as assistant professor at the department of information management, University of the Punjab, Lahore, Pakistan. She has published her research work in well reputed international and national journals. In addition, she has presented her research papers in international and national conferences. She is the winner of international paper contest 2017 by SIG-III, Association for Information Science & Technology (ASIS&T). She is also serving as a chair, InfoShare Program, SIG-III, Association for Information Science & Technology (ASIS&T) for the year 2018/2019. She is a professional trainer and served as a resource person in several trainings in various universities of Pakistan. She has also served as managing editor of *International Journal of Information & Management Sciences*.

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09:00-09:10	**Daily Update—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States**
09:10-09:40	**Plenary Session—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States**
	"From the Architecture of the Book to the Semantic Web: The Changing Dimensions of Text and Publishing"
09:40-10:10	**Garden Conversation**
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10:10-10:55	**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 introduce themselves and their research interests to one another. **Room A2—Estudios culturales críticos (español)** **Room A3—Estudios de comunicación y lingüística (español)** **Room A4—Humanidades literarias (español)** **Room A5—Estudios cívicos, políticos y comunitarios (español)** **Room A10—Critical Cultural Studies and Civic, Political, and Community Studies (English)** **Room A11—Communication and Linguistics Studies, and Humanities Education (English)** **Room A12—Literary Humanities (English)** **Room A13—Publishing Practices: Past, Present, and Future; and 2019 Special Focus: Publishing Eceologies and the Fourth Industrial Revolution (English)** **Room C6—Reading, Writing, Literacy, and Learning; and Books and Libraries (English)**
10:55-12:35	**PARALLEL SESSIONS**

Friday, 5 July

10:55-12:35	**PARALLEL SESSIONS**
Room A4	**Press Matters**

Disciplinary Nomenclature, Specializations, and University Presses: Exploratory Observations of Scholarly Publishing

Jean Pierre Herubel, Professor of Library Science, University Libraries, Purdue University, West Lafayette, IN, United States

University presses select and publish intellectually significant scholarship. As they each occupy disciplinary space, particular to their publishing and editorial missions, university presses consider manuscripts per respective brands and imprimatur. This presentation will examine subject specialization within the larger context of disciplinary formation and disciplinary alignments university presses consider within their purview. To gain a greater appreciation of their missions in subject specialization, a definitional model will animate further discussion of publication trends, and disciplinary nomenclature utilized by university presses to capture their emphases within the constellation of scholarly publishing. Methodology and discussion will focus on data gleaned from the 2018 Directory of Association of American University Presses. Via a bibliometric approach, comparison with earlier Directories will situate discussion within the wider frame of disciplinary specialization growth. Disciplinary subjects and disciplinary nomenclature will constitute the focus of discussion as central to university press monographic publication trends. Special emphasis and illustrations will focus on fragmentation, hyper-specialization, and trends accommodating emerging scholarly domains. Further broached vis-à-vis academic publishing and corresponding influence on scholars, especially, humanities scholars, as they navigate the scholarly communication system, exemplified by university presses.

Publishing Practices: Past, Present, and Future

The Rise of Far-Right Publishing in Greece since 1974

Anna Karakatsouli, University of Athens, Zografou, Athens, Greece

The rise of the far-Right, both in its post-fascist variant and in its neo-fascist/neo-nazi one, is a phenomenon well entrenched across Europe. Nowadays, such political formations record two-digit percentages in various countries. Greece is witnessing the sharp rise of one of the most extremist parties in Europe, Golden Dawn. The economic and the refugee crises have been instrumental in Golden Dawn's breakthrough in the 2012 elections, offering it the opportunity to build grassroots support and links to local communities. Following the fall of the Greek military junta in 1974, Greece was considered immune to far-right extremism, given that the memory of authoritarianism was still fresh. The electoral breakthrough of Golden Dawn may have taken many by surprise, but a careful observer should have noticed the growing audience of far-right publications. Significantly, Golden Dawn chose to issue a newspaper before establishing itself as a political party. Far-Right publishing has been operating in close collaboration with private local TV channels that systematically promote extremist publications. Pseudo-scientific studies in support of far-Right positions on nationalism, illegal immigration, racism, and antisemitism have been systematically publicized and sold through telemarketing providing popular audience and a lucrative source of income to far-Right groups and individuals. The paper examines this yet understudied field of extremist publishing, its choice of authors and titles as well as its networking and aggressive marketing practices.

Publishing Practices: Past, Present, and Future

Partnering for Digital Publishing: Resurfacing At-risk Works of the Small, Independent, Feminist Press

Jane Nichols, Head, Teaching and Engagement Department, OSU Libraries, Oregon State University, Corvallis, United States

Presenters discuss a digital publishing partnership between OSU Libraries and Calyx Press, Inc. A non-profit feminist press, Calyx brought many now-prominent authors to international attention, including the poet Sharon Olds and Nobel Laureate Wisława Szymborska. Supported by a National Endowment for the Humanities grant, we aim to preserve Calyx Press titles and make them readily available in ebook formats with a Creative Commons license. The project relies on the strengths of each partner, embodying how a comparatively well-resourced public institution serves to amplify an important community non-profit, preserving its rich contributions to feminism and women's movements. This project aligns with similar efforts such as the digitization of the feminist magazine Spare Rib (1972-1993) by the British Library and JISC. Digitization of feminist publications like these has the potential to attract new and returning generations of readers and scholars interested in twentieth- and twenty-first-century feminist writing. Ideally we hope our digital collection will find new audiences and re-invigorate our long standing audience. Along the way, we have tussled with problematic questions of ownership, valuing the labor of creative workers, and digital rights. By sharing our experience thus far, we align with our feminist foresisters who were "contributing to the movement through the very act of producing a magazine" (Forster, 2016, p. 28). Sharing the complex concerns we've encountered along with our hopeful vision for aggregating and disseminating at-risk work of feminist authors and scholars, we are working to contribute to today's digital feminist movement.

Publishing Practices: Past, Present, and Future

Print Culture in the Making: Publishing for Wide Audiences in the Twentieth Century

Nuno Medeiros, Researcher, IHC - NOVA FCSH (Institute of Contemporary History), Universidade Nova de Lisboa/New University of Lisbon, Lisbon, Portugal

This study sets out to understand the ways a publishing house can set itself up as an actor able to intervene in the agency of authors, guiding – even determining – the performance of the writers, translators, and adapters it accommodated in the catalogue. The empirical angle is supported by an in-depth case-study of Romano Torres publishing house, a publisher set in Lisbon which established its activity in the realm of the Portuguese language between the years of 1885-1886 and 1990. To examine the publishing activity through the case analyzed herein is to understand how an intricate system of relations, and their context, shapes the action of agents and their dispositions. This reveals how in cultural production and circulation, the autonomy of each field can only be explained taking into account its permeability. In the end, this proposal is interested in capturing the ways a book publishing house for mass consumption ends up shaping a catalogue and its forms of circulation, by interfering simultaneously in the transformation of the book market and in the forms of making books reach their readers.

Publishing Practices: Past, Present, and Future

Friday, 5 July	
10:55-12:35	**PARALLEL SESSIONS**
Room A5	**Emerging Approaches**

Are You Okay?: Visual Narratives and Authorial Illustration in Art Zines from the Zineopolis Collection

Jackie Batey, Course Leader MA Illustration, School of Art, Design & Performance, University of Portsmouth, Portsmouth, Hampshire, United Kingdom

This paper explores examples of art zines that contain visual narratives about mental health. The author is the curator of Zineopolis (University of Portsmouth, UK) and specific examples will be drawn from this special collection of art zines. This paper questions how visual narratives about issues such as GAD (General Anxiety Disorder), Burnout and PTSD (Post Traumatic Stress Disorder) can communicate to a reader through art zines. It will consider authorial illustration within the self-publishing sector and how personal, private stories can been shared in an ultimately positive context. 'Well-being' has become a particular focus for higher education in the UK with many students struggling with issues such as anxiety and depression. Art zines have an immediacy and democracy of production that means many more voices can be heard and stories shared beyond what is available in the mainstream. Ethical issues of circulating these art zines within a special collection is also commented upon with reference to The Zine Librarians Code of Ethics (2015). Mental health issues have often been portrayed though the popular media unsympathetically creating stigma, whereas these selected art zines show care and understanding offering an alternative narrative.

Publishing Practices: Past, Present, and Future

Whose Research Is It Anyway?: Academic Social Networks vs Institutional Repositories

Nicole Eva, Librarian, Library, University of Lethbridge, Lethbridge, AB, Canada

While comparing researchers' participation in Academia.edu and ResearchGate to one institution's institutional repository, it became clear that not only were the academic social networks more popular places for faculty to deposit their research, but that many illegitimate 'researchers' were claiming affiliation with the institution. Fake names, fake departments, and empty profiles all muddy the institutional output of any given university. Implications that this could have on a researcher or an institution are theorized, along with an analysis of the numbers regarding who is using academic social networks compared to the institutional repository. Ideas are provided for increasing participation in institutional repositories, and questions are raised regarding the utility and longevity of academic social networks.

Publishing Practices: Past, Present, and Future

Students Perception of Open Textbooks: PDXOpen's Impact

Karen Bjork, Head of Digital Initiatives, Library, Portland State University, Portland, United States

Textbooks have long been an integral learning platform in higher education. As the rising cost of textbooks continues to burden students, many libraries have begun to facilitate the creation and publishing of open textbooks. In 2013, with the support of a Provost-backed initiative, Portland State University (PSU) Library developed an open textbook publishing program that works with faculty to create open textbooks that are designed specifically for the courses that they teach. The publishing initiative, called PDXOpen, has published seventeen open textbooks. The program has saved over 2,500 PSU students over $200,000 on the cost of their books. PSU Library conducted a survey to assess the impact PDXOpen textbooks were having on PSU students' academic experience. The survey investigates students' textbook purchasing behavior, how they access and use their open textbook (print or online), their perceptions on the quality, and what features of their open textbook that they like or dislike. This study discusses the results of the survey, its strengths and limitations, and provides recommendations for future open textbook authors and publishing programs.

Publishing Practices: Past, Present, and Future

Change is the New Normal: Forces on the Academic Library

Kimberly Armstrong, Big Ten Academic Alliance, United States

Jay Starratt, Washington State University, United States

Academic Libraries have dealt with more change in the past twenty years than any other organization in the university; and the pace of change is only accelerating. In addition, lIbraries are challenged to prove their value in ways never encountered before. As a result we must demonstrate a closer and more vital role in student and researcher success. This study considers the impact of a variety of forces from research data management to the open access movement on the operations of the library. We address expanded roles in copyright, funder compliance, a changing workforce, the need for local and international partnerships, the growing importance of unique collections and broader ties to our communities.

Books and Libraries

Friday, 5 July	
10:55-12:35	**PARALLEL SESSIONS**
Room A10	**Leading Libraries** **Library Science Service Learning and Border Pedagogy: Building Connections Through Community and Culture** Alex McAllister, Humanities Librarian/Assistant Professor, University Libraries, Appalachian State University, United States Librarians must be equipped to consider numerous cultural issues in providing services to diverse groups of patrons. This is not always a priority of library science educators and practitioners in the United States. Henry Giroux's theory of radical democracy and border pedagogy is one framework that can be used to examine libraries as traditionally hegemonic institutions controlling services and collections. Giroux's attention to equity, freedom, and justice (radical democracy) reveals many issues prevalent in the field of library science. By encouraging students to explore new borders to deconstruct culture, power, and history, Giroux's theory provides a framework whereby students can learn to create a sustained dialogue focused on respect for otherness. This study highlights library science student work, including journals and a service-learning project, which are used to build connections through community and culture. Students developed perspectives and self-reflection through journaling during a course on building connections through community and culture. The distance education students also work with community libraries to assess services and collections, and discover suggestions for improving connections to various cultural groups. As students learn to cross disciplinary, cultural, and political borders through a series of readings and the class project, their connections are informed by the spirit of Giroux's theory to consider how underrepresented or marginalized groups are being served. *Reading, Writing, Literacy, and Learning* **Technology and the "New" Library** Piedad Ramirez, Bilingual Programs Officer, Programs, West Hempstead Public Library, West Hempstead, United States There is a growing body of scholars that considers that technology is undermining the commune, that is to say, those public social spaces that serve as platform for our essential need to communicate with each other as social beings (Putnam, 1996). Such observations buttress the contention that, rather than connecting us in a meaningful way, technology isolates us from one another (Stoll, 1995). In this view, virtual social spaces created by communication technologies are just that, virtual, simulated, computer-generated, and they cannot match the community-enhancement attributes of the physical spaces that used to bring us together. The basic premise of this paper is that the active familiarity with a physical place, a space where we interact socially, politically, culturally and economically with others, is a requisite component for a healthy society and an effective polis. I argue that one of the last of these spaces is the public library. In view of research done by academics like Putnam (1996), Stoll (1995) and Koren (2004), and culling research methodology from Powell (1990) and Brodman (1990), I analyze how the library has seen a restructuring of its space, from a place to read or take out books, to a place where a deeper form of social, public interaction takes place. I also review the manner in which libraries have undergone a reorientation of resources towards new environments in order to counteract and even benefit from the transformations occasioned by technology. *Books and Libraries* **Libraries and Cultural Tourism: Challenges and Perspecitves** Mariela Modeva, Professor, Library Management and Archives, University of Library Studies and Information Technologies, Sofia, Bulgaria Cultural tourism is an investigated but insufficiently studied phenomenon. It is seen mainly as an industry in its usefulness and contribution to the economy of the country or as an alternative form of tourism that specifically Bulgaria has identified as a priority for development by the Ministry of Tourism. In this sense, the theme is not new, but is insufficiently explored in terms of the correlation between the preservation of cultural heritage and development of cultural tourism in general and in particular on the role of libraries in the process. The objective of this paper is to prove that libraries have considerable potential to play an important role in the development of cultural tourism, to be the center of events related to creative tourism and this potential should be used. The author does not claim to complete comprehensiveness of the affected subjects. It has taken into account the fact that a number of researchers, national and international institutions working in the field of cultural tourism were interested in it. Regardless of its popularity, especially in the last decade have placed new emphasis and are not addressed so far outlined aspects of the role and functions of libraries for the development of cultural tourism. *Books and Libraries*

Friday, 5 July
10:55-12:35   **PARALLEL SESSIONS**

Room A11	**Historical Considerations**

From Manuscript to Print: The Case of Maestro Martino's "Libro de Arte Coquinaria"
Lino Mioni, PhD Candidate, Department of French and Italian, Indiana University Bloomington, Bloomington, IN, United States
Maestro Martino's "Libro de Arte coquinaria" - composed in the second half of the fifteenth century - is considered pivotal in the transition from the Middle Ages to the Renaissance in terms of culinary and gustatory taste and will lead to the sixteenth century monumental culinary treatises of the Italian tradition: Messisbugo's Banchetti (1549) and Scappi's Opera (1570). This presentation focuses on the appropriations in print of Maestro Martino's work: Platina's "De Honesta Voluptade et Valedutine"(1474), the "Opera Nova Chiamata Epulario" (1516), and the "Opera Dignissima" (1530). Platina's work is situated within a humanistic perspective in which order and misura should govern and organize human life: his De Honesta Voluptade et Valetudine, the first printed book with instructions for food preparations, was an extraordinary editorial success translated in French, vernacular Italian, and German. On the other hand, The "Opera Nova Chiamata Epulario" and the "Opera Dignissima" represent a new attitude towards recipe collections. In their introductions, both works define the goal of the publication: for the first time, a cookbook has a specific declared function. A detailed bibliographical analysis of the editorial history of these printed works reveals how printers and editors helped define the cookbook as a literary and editorial genre.
Publishing Practices: Past, Present, and Future

Early Modern Print Publishings
John Roger Paas, William H. Laird Professor of German and the Liberal Arts, Emeritus, German Department, Carleton College, Shepton Mallet, United Kingdom
In the early modern period popular prints were produced for a mass market and tell us much about the historical and cultural context at the time. Regrettably, much of this important visual material has been lost, so that frequently we have only a handful of prints from publishers who were active for decades. An exception is the publishing firm of the Altzenbachs, who were at the center of the print trade in Cologne from roughly 1609 to 1680. I have been able to locate over 600 prints that they published, and these reveal the depth and breadth of their activities. They help to bring us closer to understanding the business practices of early print publishers, men who had to be shrewd businessmen in a very competitive market. My talk will be illustrated with numerous images.
Publishing Practices: Past, Present, and Future

Cultural Recycling and Ordering Knowledge in the French Library From the Seventeenth to the Nineteenth Century
Alix Mazuet, Lecturer, French and Francophone Studies, DLCL Language Center, Stanford University, Richmond, CA, United States
This paper analyzes the process of ordering knowledge in the French library, from the seventeenth to the nineteenth century, within the discourse of cultural recycling. As Silvestra Mariniello explains, recycling consists in reestablishing the epistemological models of the order that are or have been threatened. "The discourse of recycling participates, among other functions, in reestablishing order." Viewed from this standpoint, the manner in which the space of knowledge is delineated at a given time helps implement a specific ideology or mode of thought—be it new (French republican ideology after monarchism) or not (eruditio in face of eloquence françoise)—by making certain texts more readily available to readers than others. In this sense, the epistemological reordering of knowledge enables power structures in place in the library to shape, if only in part, the cultural heritage so that it can represent a specific system of values and beliefs.
Books and Libraries

12:35-13:15	**Lunch**
13:15-14:00	**PARALLEL SESSIONS**

Friday, 5 July	
13:15-14:00	**PARALLEL SESSIONS**
Hall	**Posters and Virtual Posters**

Book Culture in the Digital-Network Environment

Sebastian Kotuła, Assistant Professor, Institute of Information and Library Science, Maria Curie-Skłodowska University, Lublin, Poland

The digital-network environment has been designed with the impact of books, book culture, and processes associated with books in mind. This means that the book is the basis of the Internet. In other words, some of the achievements of the book and book culture have been adapted to the needs of the Internet. The implementation of book culture in the digital-network environment manifests in such kind of fields like computer hardware and software, the Internet, the World Wide Web, which uses webpages (an analogy from pages of books), and web browsers; there are also similarities in databases and in the convergence of the Internet and books, i.e., text/hypertext, e-book etc. Since the launch of the Internet, every year there is a significant increase in the variety of digital data and information on the network. Some of them are still associated with book culture. The aim of this research is to check what aspects of digital resources are still occupied by book culture. Another goal is to answer the questions: Is book culture still dominant, or is it starting to be pushed into the periphery? Is book culture already on the margin of global digital and network resources?

Books and Libraries

Textbook Alternative Program: Open Education Resources

Deborah Gaspar, Director of User Services and Collections, Campbell Library, Rowan University Libraries, Glassboro, NJ, United States

Textbook prices rise faster than the rate of inflation. Publishers update editions regularly assuring new purchases in order to limit the used textbook market. Publishers also add incentives to encourage faculty to remain with the published textbook. These include pre-made tests, online supporting materials, and grading rubrics. At Rowan University we have introduced the Textbook Alternative Program (TAP). This program encourages faculty to select free materials to replace the traditionally published textbooks with open access materials or to design a list of course readings drawn from library holdings. The program is sponsored by units across campus, including the library. Faculty may submit proposals to change their course materials and earn a $2000.00 (US) stipend. This project saved Rowan students a total of $116,181 in just the first year.

2019 Special Focus: Publishing Ecologies and the Fourth Industrial Revolution

How Can We Motivate Students to Read?: The Difficulties in Japanese Universities and Some Solutions

Nobuyo Aizawa, Associate Professor, Faculty of Buisiness Administration, Tokyo Keizai University, Kokubunji, Tokyo, Japan

In Japan, like most other countries, the younger generations are reading less than before. How can we motivate students to get in the habit of reading again? This has become one of the main questions in Japanese higher education circles. I, as a researcher of humanities, tried to gain students' interest in reading books in the humanities, which is a less popular domain for them. In this session, I share my practices during classes and in the university's library to understand common problems and offer some ideas. First, I show data that sheds light on the realities of the Japanese younger generations who don't read books and the problems this creates at the university level. Second,I share two practices that encouraged my students to read. One is in my philosophy and French language classes, in which I give them opportunities to read in connection with their interests. The other is, in the university's library, in collaboration with the librarians there, who make the point on how it's easier to meet and borrow books which interest students. This study increases understanding of the difficulties Japanese universities have, and offers some solutions.

Reading, Writing, Literacy, and Learning

Books and Writers: A Glance into Portuguese Literature

Patrícia Almeida

Several people seek adventures writing books of different textual genres, namely narrative and poetic ones. Editors often refuse to edit "new talents", so author-publications are usual or publishers that accept payment for the editing costs are considered. However, it seems that these publishers will not be the most significant ones as not many authors become writers or achieve social recognition for their work in the field of literature. As mechanisms of this recognition, among others, are literary prizes, whose results may provide clues to a better understanding of the literary reality. In this diversified and complex field, the purpose of this work is to look analytically at the books and writers that were awarded literary prizes in Portugal in recent years. For that, a case study of the Grand Prix of Romance and Novel (Portuguese Association of Writers / General Direction of the Book and the Libraries) is carried out. It is a choice for convenience, given that this is considered the greatest literary prize in Portugal. This work analyses topics such as age and gender of the award-winner, publisher, and literary genre of the book, since 1982. It is believed that the results of this study may help gain a better understanding of the preferences of specialized literary juries as well as the particularities of the books and writers of contemporary Portuguese Literature.

Reading, Writing, Literacy, and Learning

Friday, 5 July

13:15-14:00	**PARALLEL SESSIONS**
Room A5	**Focused Discussions** **Naming What We Don't Know: Finding Unexpected Spaces of Learning in Cross-Campus Multimodal Writing Projects** Amy Parziale, Visiting Assistant Professor, English, Rollins College, Winter Park, United States Amy Sugar, Director of Instructional Design & Technology, Rollins College, United States Rachel Walton, Assistant Professor, Digital Archivist & Record Management Coordinator, Winter Park, FL, United States Kristin Winet, Assistant Professor of English, Rollins College, United States Scholars have long grappled with how digital technologies alter literacy and pedagogy. Though such conversations are crucial for rethinking design and assessment, less attention has been paid to theorizing the unexpected spaces of learning. To build off Adler-Kassner's work, we pose the question: If effective writing instruction comes from "naming what we know," how do we adapt our pedagogy for what we don't know and cannot predict? This discussion explores pedagogies of multimodal projects within cross-campus collaborations, specifically how students learn to compose multimodal texts and what instructors can do when learning goes "wrong." Our panel, comprised of writing, technology, and library instructors, will frame the discussion by sharing recent collaborative writing projects (a Wikipedia and a multi-contributor food blog) at a liberal arts college in the southeast United States. We will discuss how we supported multi-literacy learning and how we handled "what went wrong." We will also explore the value added for students and how multimodal assignments align/intersect with traditional information and digital literacy competencies. Our primary inquiry, as instructors and information professionals, is: How can we use what we learned from these projects to improve assignment design and assessment? Other questions considered include: What are the desired outcomes and what is at stake for multimodal projects? How do we stay both rigorous and realistic when things go awry? What support do students need? How can such projects be universally designed, fully accessible, and publically online? How do authorship and anonymity impact student writers? *Reading, Writing, Literacy, and Learning*

13:15-14:00	
Room A5	

Friday, 5 July

13:15-14:00	**PARALLEL SESSIONS**
Room A10	**Virtual Lightening Talks**

The Comparability of the Definitions and the Measurements of Legibility and Readability in Instructional Text Design Research: An Integrative Review

Helen Kamandhari, Surabaya, East Java, Indonesia

The purpose of this research paper is to discuss the comparability of the definitions and the measurements of legibility and readability across eighty-three journal articles, one thesis, and three dissertations (eighty-seven sources in total). Mixed methods in this integrative review were used to investigate the definitions and the measurements of these two terminologies. The findings of the study showed that the definitions of legibility were present in thirteen journal articles and four theses/dissertations (seventeen sources in total). Legibility was identified in fifty-one sources and described in five sources. The measurement of legibility was found in twenty-four sources (twenty journal articles and four theses/dissertations). The other terminology, readability, was defined in nine journal articles and four theses/dissertations (thirteen sources in total). Readability was identified in twenty-eight sources and described in six sources (all of which came from the journal articles). The measurement of readability was observed in fifteen sources (thirteen journal articles and two theses/dissertations). Though the definitions are present in a total of thirty sources (seventeen sources for legibility and thirteen sources for readability), the consistency of the definitions is not evident. The definitions of legibility and readability are frequently confused for one another in the sources. In addition, the measurements of legibility and readability are not always based on the consistent use of instruments or measures. Thus, in order that comparability can be conducted from one study to another, these two terminologies should be defined and measured on similar bases.

Publishing Practices: Past, Present, and Future

Mapping Modernities: Networks of Translation in Latin American and European Little Magazines

Emily McGinn, Digital Humanities Coordinator, Digital Humanities, University of Georgia, Athens, United States

This project uses network analysis to expand the modernist literary canon beyond an anglo-centric perspective. It graphs the data extracted from Sturgis E Leavitt's 1960 index Revistas hispanoamericanas: Indice bibliografico 1843-1935 alongside the data from the Modernist Journals Project to examine the routes of intellectual exchange. The relations among hundreds of contributors to these periodicals, trace a plurality of simultaneous modernities larger than any single language or nation. Using two datasets in different languages also exposes the bias toward English not only in the literary canon, but also in the tools of the digital humanities.

Reading, Writing, Literacy, and Learning

Removing Barriers to Access of Historical Serialized Fiction: A Potential Collaboration between Libraries and University Presses

Eric Willey, Interim Head of Cataloging and Acquisitions, Milner Library, Illinois State University, Normal, IL, United States

Jean MacDonald, Associate Professor, Research Services, Illinois State University, Normal, IL, United States

Scholars face numerous barriers in accessing works of serial literature published in historical newspapers. Newspaper itself is difficult to preserve, microfilm presents other barriers to use, and library catalogers rarely provide direct access points to individual articles in serials. This study discusses these difficulties and outlines how a collaboration between libraries and university presses could overcome many of these barriers, making these publications readily available to scholars and readers. Subject librarians have the expertise to identify likely sources and useful works and authors, and university presses have experience creating Open Educational Resources and promoting them to the academic community. The reissuance of serialized works in book form would allow catalogers to provide direct access to the works through bibliographic records and unique identifiers for authors, allowing for easier discovery in library catalogs. Ultimately, such projects could represent an additional facet to collaborations between libraries and university presses that would benefit scholars and help promote the use of serialized novels and similar works.

Books and Libraries

Blurring the Lines: Authors and Publishers in the Small Press Sector in Australia

Sophie Masson, Publishing Director and Co-founder, Publishing, Christmas Press, Armidale, NSW, Australia

The small-press book publishing sector is rising in importance within the wider publishing industry in Australia, in line with a similar trend internationally. Driven partly by big-publisher contractions, as well as lower entry cost due to technological innovation, especially in digital file creation and printing, contemporary small-press publishing in Australia is offering new and diverse opportunities for authors across all genres. This trend has seen titles published by small press recently featuring in substantial numbers in prestigious literary prizes, including the Miles Franklin Awards, the Prime Minister's Literary Awards, the Stella Awards, and the Children's Book Council of Australia Awards. Sales have also risen significantly, and small press titles are frequently reviewed in major newspapers and magazines, a big change from just a few years ago. In small-press publishing, the lines between author and publisher are often less clear than in the publishing sectors dominated by multinationals and large independents. Not only is the author-publisher relationship closer and more personal, but some small press publishers are directed by professional authors, who must negotiate new social spaces within the traditional binaries of business and art. Based on a series of interviews with authors and publishers, this paper examines the impact of the blurring of lines on publishing practice and professional relationships, giving an insight into an intriguing aspect of the contemporary publishing industry in Australia. The author is an established writer, director of a small press, and currently undertaking a PHD in Creative Practice at the University of New England.

Publishing Practices: Past, Present, and Future

Friday, 5 July	
13:15-14:00	**PARALLEL SESSIONS**
Room A11	**Workshops** **Teaching the Audio Essay: Using Sound to Advance Literacy** David Berner, Associate Professor, Communication Department, Columbia College Chicago, United States The workshop is to show how teaching the strategies for creating entertaining, meaningful, and provocative audio essays helps students with literacy. The audio essay offers clear restraints and opportunities that work together to assist a learner in crafting a work of unique artistic presence —similar but different than books, other readings, film or photography. The audio essay allows the student to consider literary in different ways from traditional reading and writing, such as how one reacts and interprets language—the spoken word—and how one produces language to achieve a particular outcome. Narrating a story using spoken-word skills directly relates to one's literacy development. Recording that story and adding elements of sound can help build on literacy. It can also help to establish an intimate literacy community. The workshop will walk participants through a series of learning objectives, offer simple audio recording solutions, and present student work for discussion. *Reading, Writing, Literacy, and Learning*
14:00-14:20	**Coffee Break**
14:20-16:00	**PARALLEL SESSIONS**

Friday, 5 July

14:20-16:00	**PARALLEL SESSIONS**
Room C1	**Cultural Links**

Capturing a Community's Stories: A Case Study

Lori Ward, University of Hawai'i at Mānoa, HI, United States

Author Neil Gaiman, in the second annual Reading Agency lecture, said, "books are the way that we communicate with the dead. The way that we learn lessons from those who are no longer with us, that humanity has built on itself, progressed, made knowledge incremental rather than something that has to be relearned, over and over." Focusing on the conference theme of "Publishing Practices: Past, Present, and Future," this paper is based on a case study of a book that was produced for the specific and deliberate purpose of capturing a story that was important to a specific group within the community before that story was lost. It addresses all three of the conference concerns of access, diversity, and democracy as they apply to a project that responded to a specialty publishing need. The discussion focuses on one purpose of a book, as described by Gaiman, to learn from those who are no longer with us, and will discuss both the process of producing a book for this purpose and the decisions that were made about design and publishing formats.

Publishing Practices: Past, Present, and Future

Literature Book Collections in the Twentieth Century in Colombia: Form and Canon Criteria

Gloria Morales Osorio, University of Wisconsin, Madison, Madison, WI, United States

The book collections Biblioteca Popular de Cultura Colombiana (1941-1952) and Biblioteca de Autores Colombianos (1952-1958) are essential resources for understanding the attempts to give shape to a national literary canon in Colombia in the twentieth century. These ambitious national projects continued the creation of a secular space for books and allow us to reflect on the construction of a readership community. This paper describes these two collections sponsored since 1941 by the Colombian government in terms of (i) their bibliographical morphology, (ii) the political and cultural context in which they were created, and (iii) the aesthetic values at the basis of this canon. This revision, in turn, can help us understand literacy projects, the formation of a literary canon, reading practices, and reading promotion during the second part of the twentieth century in Colombia.

Publishing Practices: Past, Present, and Future

Publishing Standards – Mission Impossible?

Andrej Blatnik, Associate Professor, Department of Library and Information Science and Book Studies, Faculty of Arts, University of Ljubljana, Slovenia, Ljubljana, Slovenia

According to the UNESCO definition, books are 'bound non-periodical publications having 49 or more pages'. US Postal service defines them as 'bound publication having 24 or more pages, at least 22 of which are printed and contain primary reading material, with advertising limited only to book announcements'. Is e-book not a book? And who is a publisher? Is Twitter a book publishing company? »I think it is. It is an open access publisher producing very short books,« says an important publishing professional. The present publishing theory could object. According to the conditions for publishers defined by Michael Bhaskar in The Content Machine (2013), tweets may be amplified, but they are not filtered by anyone else but their author and therefore, the traditional publishing standards are not applied to them. This study reviews these publishing standards – and if we should continue applying them.

Publishing Practices: Past, Present, and Future

Friday, 5 July

14:20-16:00	**PARALLEL SESSIONS**
Room C2	**Digitally Speaking**

All Texts Look Alike in the Dark: How ebook Platforms Erase the Publisher and Democratize Publishing

Wendy Stephens, Assistant Professor, Educational Reosurces, Jacksonville State University, Jacksonville, AL, United States

The predominance of platforms providing plain-text ebooks has stripped the usual visual hallmarks identifying amateur and small press publications. How has that visual sameness of epubs changed the literary landscape? Small run "vanity presses" of the analog era have given way to push-button publishing, with the ease of digital production leading to major shifts in the percentage of books coming from outside traditional publishing gatekeepers. Optimistically, this could add avenues for developing new voices with "the long tail" of the online marketplace collocating demand for even the most niche products. But the situation of these born-digital books within online marketplaces creates a confusion about the nature of publishing that consumers and readers, complicated by the range of traditional publication (proofreading, editing, and marketing) available a la carte. How do the Big Five publishers attempt to signal unitary value in the digital book marketplace? How do authors from smaller digital presses conceive of their publishing relationships? How are library collections and literary awards are handling the proliferation of self-published and print-on-demand texts?

Books and Libraries

Versions, Instantiations, And Meanings Of A Text: Possibilities and Limitations Of Digital Editions

Maria Palacio, Graduate Student, Spanish and Portuguese, Northwestern University, Evanston, United States

In the last two decades of the twentieth century, textual criticism took shifted by the hand of D. F. McKenzie and George Bornstein, who proposed a new approach to this field by claiming that both textual history and the physical features of a document produce meaning. However, even if McKenzie and Bornstein's proposals affected the way scholars approach works, their claims have not produced a great effect in the way scholarly editions are made. In consequence, linguistic features have continued to be the predominant sources of these editions, while the bibliographical features of the works have remained hidden in archives and unknown to the general reader. This phenomenon could be caused by the inherent limitations of the book as a medium. With the birth of electronic mediums, new digital scholarly projects have tried to show how form and reception have an impact on a text's meaning. In this paper, I explore digital humanities' attempts to give an account of the sociology of the text, as well as the implications de digital as a medium. To do so, I begin by studying McKenzie and Bronstein's propositions to try to answer why paper-based critical editions have been unable to put the propositions of these theorists into practice. Secondly, I study the implications and limitations of the remediation from paper to electronic mediums. Finally, I analyze some digital humanities' case-studies, to study how digital editions have tried to fill the gaps that prevent paper-based editions from successfully joining bibliography and textual criticism.

Publishing Practices: Past, Present, and Future

Fair Trade in African Publishing in the Digital Era

Audrey Holdhus Small, University of Sheffield, United Kingdom

This paper builds upon recent scholarly work on publishing in Africa, to explore questions of fair trade in the digital era. Regional studies of publishing and print in the late twentieth century (UNESCO, the Bellagio Centre) have given way to research at the national level, with recent monographs on Burkina Faso, Cameroun and Ivory Coast, among others. There is, however, a push to re-energise transnational co-operation, with the revival of the African Publishers' Network and the establishment of the International Alliance of Independent Publishers, and an intensifying focus on the role of new technologies in publishing. The latter organisation focusses on "bibliodiversity" and has supported several West African publishers in working across national borders, for example on co-publishing and sharing physical and virtual distribution networks. Key current questions for publishers, publishers' associations, and professionals in the book trade in the region centre around fair trade in publishing, particularly with regard to European imports in the school market; sustainability of local publishing industries; and building awareness of the "bibliodiverse" ecosystem of the book trade to encourage investors and policymakers to support local industry. A particular focus is on opportunities for young people to build careers in the trade, from traditional commercial or editorial roles to newer challenges such as making print on demand work in the West African market.

Publishing Practices: Past, Present, and Future

Who is Reading Maldives National Journal of Research?: A Scientometric Analysis of Scholarly Publication in the Maldives

Aminath Riyaz, Assistant Professor, Department of Humanities and Social Sciences, The Maldives National University, Maldives

The Maldives, as a small island developing state, embarked on fostering a research culture only within the last few years. This paper presents a bibliometric and scientometric analysis of this early phase of Maldives' research and publication trajectory based on the output of the Maldives National Journal of Research (MNJR), which is an open-access multi-disciplinary journal and is the first continuing academic publication in the country. Google Scholar citation analysis was utilized for the scientometric analysis. A total of 34 documents has been published in the MNJR from 2013 to date, with 68% of the documents categorized as research articles/reports. The documents were authored by 37 individuals, with 5 of them contributing 2 articles each. During the first 3 years, all contributions were single-authored articles by local researchers, with a significant proportion of collaborative articles in recent years from local as well as overseas researchers. The bibliographic investigation shows that the Relative Citation Impact for the six years ranged from 0 (2016) at the lowest to 2.55 (2014) at the highest, with the Impact Factor at 0 for all years. The h-index for MNJR is 1 and signifies a low research performance. While the data might appear dismal, the findings highlight comparatively positive citations for a new journal even when it has not been indexed. The findings also highlight the potential for MNJR as a scholarly publication; which can be achieved by increasing the number of papers and enhancing online access and proper indexing for efficient retrieval.

Publishing Practices: Past, Present, and Future

Friday, 5 July	
14:20-16:00	**PARALLEL SESSIONS**
Room A10	**Smaller Scopes**

The Self-Publishing Revolution

Jeffrey R. Di Leo, Dean of Arts and Sciences and Professor of English and Philosophy, School of Arts and Sciences, University of Houston-Victoria, Victoria, United States

Self-publishing has always been the underworld of book culture: a haven for esoterica, wild ideas, and half-baked prose. It exists just below the imaginary border between books whose publication is paid by others—and those whose publication is paid by the author. For many, this border delimits the break between legitimate publishing and its opposite. Nevertheless, self-publishing is now the fasting-growing dimension of the publishing world. Moreover, the number of self-published books now dwarf the number of traditionally-published books. But does this rapid rise of self-publishing reflect a change in view regarding it? Perceptions about self-publishing have long moved in the opposite direction of those associated with mainstream publishing. If the latter are generally associated with publishing success, then the former are associated with failure. But now that the technology for self-publication has greatly improved and the cost is enticingly low, are perceptions about it changing? Does the fact that some authors now opt to self-publish given the choice between working with an established publishing house or doing it themselves mean that self-publishing is no longer tantamount to publishing failure? While self-publishing still evokes more fear among authors than mainstream publishing, particularly those who publish in order to advance their reputation and maximize their profit, perceptions about it are changing. Book culture has been fundamentally changed by the self-publishing revolution—and there is no going back to past perceptions about self-publishing.

Publishing Practices: Past, Present, and Future

Making an Impression: Sociotechnical Vectors in the Extended Space of Independent Publishing

José De Souza Muniz Jr., Professor, Departamento de Linguagem e Tecnologia, CEFET-MG, Belo Horizonte, Brazil

This paper is based on the analysis of the practices and representations of publishers who attend the fairs of printed art held in the city of São Paulo in recent years. Our goal is to understanding the sociotechnical vectors that organize these practices and the materialities of the editorial objects published and marketed there. At the heart of the analysis is the relationship between the technicities (codex, paper, and print) mobilized by these publishers and certain conceptions of the past, present, and future that are inscribed in their individual and collective investments, between the "return to the artisanal" and the pretension to build a viable future for the publishing of books and other printed objects. It is concluded that the new forms of fetishization of the printed book are conditioned by both the technical evolutions provided by digital technologies and by the programmatic denial of the conventional book identified with the mainstream publishing market.

Publishing Practices: Past, Present, and Future

Stop Press!: Redefining Letterpress Through Artists' Books with Examples from The Ministry of Books Collection

Ros Simms, Course Leader BA Illustration, Art & Design and Performance, University of Portsmouth, Portsmouth, Hants, United Kingdom

This paper examines the role of letterpress as a medium to produce limited edition artists' books drawing on key examples from The Ministry of Books Special Collection (University of Portsmouth, UK). The author discusses the term 'traditional technologies' as opposed to 'emerging technologies' within this genre and reflects upon what we mean by those terms. There is consideration of the aura of the original and how our understanding of this, in relation to letterpress, is still evolving. The established tradition of artists' books using letterpress relies on a wealth of skills and expertise - this once popular technique has, with the advancement of newer technologies such as digital, often been abandoned by many educational institutions as being outmoded and labour-intensive. This paper seeks to show how this process influences the visual output to a positive effect. The creative practitioner may not wish to become an expert in this field, but does letterpress's perceived 'slowness' impede the creative flow, or enhance the speculative nature of it? These selected examples from The Ministry of Books collection highlight the beauty and tactility of this medium and consider how the viewer's experience can be enhanced through multi-sensory artists' books.

Publishing Practices: Past, Present, and Future

Towards a Sociology of a Singular Book Publisher: Vitor Silva Tavares' & etc.

Emanuel Cameira, Integrated Researcher, History, IHC NOVA-FCSH , Lisbon, Portugal

In this study attention is paid to &etc, a small independent literary publishing house based in Lisbon, that began publishing books on the eve of the Carnation Revolution, and which was not "just another case" in the Portuguese literary publishing scene of the last four decades. Having ceased its activity in 2015 (following the death of Vitor Silva Tavares, the publisher and alma mater of &etc), it showed a set of traits - return to certain forms of craftsmanship and knowledge; refusal of a purely mercantile relationship with books; promotion of marginal literary discourses and association with specific aesthetic groups; but also the inspiring character it has had for other small/non-mainstream publishers - which compel sociology to consider it. Broadly speaking, the purpose, here, is to underline some analytical concerns and concepts (singularity, biography) mobilized to understand, both historically and sociologically, the practice of &etc, thus contributing to a better knowledge of the literary publishing field in the twentieth and twenty-first centuries in Portugal.

Publishing Practices: Past, Present, and Future

Friday, 5 July	
14:20-16:00	**PARALLEL SESSIONS**
Room A11	**Literary Engagement**

Affect, Intellect, and the Active Reader: The Case of Henry Adams

John Orr, Professor/Assistant Provost, English, University of Portland, Portland, OR, United States

This paper investigates the reading habits of one of the United States's great intellectuals of the late nineteenth century, Henry Adams. The grandson of John Quincy Adams, Henry was born into a political family but chose to pursue a career as an historian and belletristic writer. His most famous book is his autobiographical The Education of Henry Adams, long considered one of the best non-fiction books written by an American. I have audited (H.L. Jackson's term) Adams's marginal writings in his extant library, housed at the Massachusetts Historical Society, and the results have led me to investigate what his comments can indicate to us about him as a reader. Adams was a voracious reader, claiming that he read a book a day, and his reading habits spanned history, literature, political philosophy, and modern science. Drawing on recent scholarship that attempts to bridge the gap between neuroscience and literary study, I argue that as a reader, Adams struggled with an affective response to certain books that he read, struggled because the marginalia indicate that he almost always overrode the affective response with an intellectual one. The result gives us a glimpse of the act of reading performed by one specific individual who prided himself on his fierce intellect. As such, the evidence supports theories of reading promoted by Karin Littau, among others.

Reading, Writing, Literacy, and Learning

Reading Habits of Bulgarian Students in Primary School Education

Lubomira Parijkova, Associate Professor, Library Management and Archives, University of Library Studies and Information Technologies, Sofia, Sofia, Bulgaria

This study provides research findings about some reading preferences and attitudes of Bulgarian students up to eleven years-old. This research is useful for people interested in the diversity of Eastern Europe's reading situation. It may help with understanding the intersection of reading, culture, and social environment in a small country as Bulgaria, where students have the same favorite computer games as their peers around the world. The focus of the current publication is on reading in pre-primary and elementary school as a part of understanding the interconnection between reading and digital literacy (project "Digital competencies and Media education at preschool and primary school age"). The paper presents reading research, publication, and frameworks, about reading issue. The author describes the context of the research – the reading situation in Bulgaria, educational system, the most important documents relevant to reading. It also discusses investigations about reading habits in Bulgaria. The paper presents methodology, participants, procedure of the research, and results of it.

Reading, Writing, Literacy, and Learning

The Use of Fictional Literature in Undergraduate Social Work Teaching

Dara Sampson, Academic, Social Work, University of Sydney, Sydney, Australia

A key focus area for this PhD research project is, how, if at all, does a capacity to relate to, critically analyse, and engage in an emotive journey with fictional literature improve the understanding and practice of undergraduate social work students? Relationships, community, and social justice are key social work concepts. Research shows fictional literature to be useful in developing critical reflection; generating alternate stories; and exposing the reader to a range of human experience and emotion. It is this synergy which supports the development of social work students to become practitioners who are more able to excel at relationships-based practice. This paradigm (that of placing relationship building as key to success) becomes, then, a direct challenge to the hegemony of economic rationalism and neoliberalism which values output and pecuniary measurement. Methodology comprises: 1. Extensive literature review of current utilisation of fiction in undergraduate teaching, both within the realm of Social Work and cross-disciplinary; 2. Creation of a 'Book Club' with students within a framework of Participatory Action Research (PAR). Results suggest a breadth of disciplines (nursing, medicine, business, ethics, psychology, sociology) to be utilising the arts in teaching, however little systematic research has been done on the use of fiction in social work teaching. When literature was used as part of assessment tasks by the researcher, in particular a task relating to grief and loss, results were favourable in terms of student understanding of complex emotional and theoretical terrain.

Reading, Writing, Literacy, and Learning

16:00-16:15	**Transition Break**
16:15-17:30	**PARALLEL SESSIONS**

Friday, 5 July	
16:15-17:30	**PARALLEL SESSIONS**
Room C2	**Workshops** **Teaching Multimodal Digital Storytelling** Pamela Wilson, Professor, Communication and Media Studies, Reinhardt University, Waleska, United States Josh Marsh, Assistant Professor, Reinhardt University, United States Efe Sevin, Assistant Professor, Reinhardt University, United States This workshop addresses the pragmatics of designing and implementing a new curriculum in multimodal digital storytelling as an innovation to replace a more traditional Communication curriculum at a small U.S. university. The curriculum includes introductory courses in creative nonfiction/feature writing, digital storytelling through audio, photography and moving images, and a required practicum at multiple levels to produce a multimedia online publication that replaces a traditional student newspaper. Electives in audio design; digital video editing, producing and directing; documentary photography; web and interactive media design; integrated multimodal storytelling and publication editing provide more focused skills. Students are also introduced to a spectrum of media industries with a focus on the convergence model as well as ethical and legal issues relating to media. Research methods, intercultural communication, and media/cultural theory provide foundational liberal arts frameworks, while pre-professional courses in organizational communication, public relations and advertising strengthen strategic communication skills. Capstone courses include transmedia storytelling and marketing as well as an internship in a related corporate or organizational environment. The session highlights successes as well as stumbling blocks in offering this curriculum as well as key assignments and projects that engage students in developing and publishing multimodal texts. *Reading, Writing, Literacy, and Learning*

Friday, 5 July	
16:15-17:30	**PARALLEL SESSIONS**
Room A10	**Community Connections**

Cultivating Cultural Competence Through Reading and Literature: Impact Within our Communities

Michele Villagran, Assistant Professor, School of Information, San Jose State University, Alhambra, CA, United States

This study offers insight into how cultivating cultural competence through reading and literature makes an impact within our communities. Our organizations, schools, libraries, and information centers are hubs of resources for communities. Literature can be the bridge or the outlet for those of difference to help them explore, identify and resolve issues causing resistance and adversity. Becoming immersed in literature is a starting point to understanding and gaining insight about not only your own culture, but other cultures. The research question is how multicultural readings enhance cultural competence and cultural intelligence. The approach is a literature review and meta-analysis. By utilizing literature and reading to help promote cultural competence, we may have a significant impact in a student or patron's life. An individual becomes immersed in the literature through reading with an open mind, and begins to see aspects of representation within the literature. This leads to a self-awareness of your own culture. Additionally, an individual becomes aware of other representation that is different than their own and may be curious to learn more. The anlysis concludes with how this intercultural knowledge and cultural awareness impact our communities.

Reading, Writing, Literacy, and Learning

Building a Reading Community in a War Zone: A Mobile Library in San Vicente del Caguán, Colombia

Christian Vasquez, Graduate Student, Spanish and Portuguese, Northwestern University, Chicago, United States

In San Vicente del Caguán, one of the most affected areas by the war in Colombia, a couple converted a van into a mobile library - La Casita de los Sueños (The Little House of Dreams) - with which they visit remote villages, isolated by the war. In their visits, they offer reading and writing workshops, as well as talks about protecting the environment. Through this work, the library project aims at covering the cultural and educative gaps that affect communities marginalized by violence and enables spaces to create community around reading and writing. Beyond introducing this project to a larger audience, this paper responds to the following questions: What motivated them to undertake this project? What are the main challenges that they have faced in these eight years of work? Which are their more important achievements? What lessons have they learned that have allowed them to improve and continue their practice? This research provides further insights to comprehend and analyze how practices related to writing and reading work outside formal educational and academic contexts, especially in areas with complex social conditions.

Reading, Writing, Literacy, and Learning

Digital Documentary Heritage for the Construction of National/Regional Identity: The Role of National Libraries

Jolanta Budriūnienė, Director, Documentary Heritage Research Department, Martynas Mažvydas National Library of Lithuania, Vilnius, Lithuania

The question of self- and national identity has been relevant to many nations of the world, especially to the people of the post-Soviet bloc, Lithuanians included. In recent years, it has contributed to more active research, which is instrumental in trying to better understand and analyze national historical processes, people and their role in the formation of a nation and state. Memory institutions, national libraries in particular, which archives contain the most complete collections of cultural heritage artefacts, are among the key institutions for providing information in researching the topic. Digitized and suitably presented content of cultural heritage is a crucial factor for broadening and encouraging interest in the past and self-identity both for the researchers working in different areas and the representatives of young generation. The study analyzes the services of documentary heritage digital content which are available in today's libraries in order to bring it closer to the society. It also looks into the expectations of the target group. I base my research on the recent experience of implementing new projects in libraries.

Books and Libraries

Friday, 5 July
16:15-17:30	**PARALLEL SESSIONS**
Room A11	**Book Talk** **Subtle-effect of Spiritual Books Depending on Their Author** Jayant Athavale, Research, Maharshi University of Spirituality, Ponda, Goa, India Writing a book on spirituality is not as easy as writing books about the physical world. This is because the subject of spirituality is subtle in nature and therefore an author needs to access subtle-knowledge to write a spiritual book. Authors of spiritual books shape society's perception about spirituality and how they practise.The team at the Maharshi University of Spirituality has thirty-seven years of spiritual research experience. The spiritual research team studied the process of writing books spirituality. Using aura and subtle-energy scanners along with the advanced sixth sense of its research team, an experiment was conducted to test the spiritual efficacy of the literary works of three categories of authors. It was observed that the book written by a Saint emitted highly positive subtle-vibrations. In contrast, books written by the other two categories of authors, an average person and a self-proclaimed spiritual guide, emitted negative subtle-vibrations. Further analysis revealed that both authors were affected by negative energies. These negative energies influenced how the two authors received subtle-knowledge. Most authors write spiritual books to gain fame and/or fortune. Due to such worldly motives, they do not gain access to Divine guidance. Subtle negative forces take advantage of the worldly ambitions of such authors and try to influence the author's thoughts to misguide society through his book. Hence, it is recommended that spiritual books should only be written by Saints or under the guidance of a Saint underpinned by a strong foundation of spiritual practice. *Reading, Writing, Literacy, and Learning* **Gerald Brenan's Fight for Freedom: Main Works and their Publishing Houses - Past, Present and Future** María Dolores Ortega-Munoz, PhD Candidate, Doctoral Programme in Literary Theory and Comparative Literature, Málaga University, Spain This paper highlights the characteristics that have created a fighter for freedom (Brenan, 2003). The study analyses the main Brenan's books and their publishing houses. Brenan had fought against the authoritarianism of his father and social class to choose a life on his own. Thus, he decided to become a writer. Brenan was in Spain when the Spanish Civil War broke out (1936) and he had to return to England. The military uprising had made him committed to the Republican cause. He expressed the background of this war in "The Spanish Labyrinth" (1943, Cambridge University Press). Later, he wrote "The Literature of the Spanish People"(1951). Accordingly, Brenan's reputation as a Hispanist was established and was offered the "Alfonso XIII Chair of Spanish" at Oxford, but he refused the proposal. In 1949, Brenan toured Spain and investigated the murder of Lorca, then he penned "The Face of Spain" (Turnstile Press, 1950). Hence, Brenan's character was born in his autobiographical work "South from Granada" (Hamish Hamilton, 1957): a young man who leaves the enslaving modern society and seeks his way in the mountains. "The Spanish Labyrinth" was translated into Spanish by Ruedo Ibérico (Paris, 1962) and "The Literature of the Spanish People" by Losada (Buenos Aires, 1958). Brenan's books were banned in Spain, but they were a cry for freedom against Francoist censorship and seed for other researchers. Nowadays, Brenan's fight is alive online. *Publishing Practices: Past, Present, and Future*
17:30-17:40	**Transition Break**
17:40-18:00	**Conference Closing and Award Ceremony—Dr. Bill Cope, President, Common Ground Research Networks, Champaign, United States**

Nobuyo Aizawa	Tokyo Keizai University	Japan
Patrícia Almeida		
Kimberly Armstrong	Big Ten Academic Alliance	United States
Jayant Athavale	Maharshi University of Spirituality	India
Jackie Batey	University of Portsmouth	United Kingdom
David Berner	Columbia College Chicago	United States
Karen Bjork	Portland State University	United States
Andrej Blatnik	Faculty of Arts, University of Ljubljana, Slovenia	Slovenia
Jolanta Budriūnienė	Martynas Mažvydas National Library of Lithuania	Lithuania
Emanuel Cameira	IHC NOVA-FCSH	Portugal
Bill Cope	Common Ground Research Networks	United States
José De Souza Muniz Jr.	CEFET-MG	Brazil
Jeffrey R. Di Leo	University of Houston-Victoria	United States
Nicole Eva	University of Lethbridge	Canada
Deborah Gaspar	Rowan University Libraries	United States
Ekim Gayretli	Istanbul Chamber of Public Accountants	Turkey
Jean Pierre Herubel	Purdue University	United States
Michele Hill	Common Ground Research Networks	United States
Helen Kamandhari		Indonesia
Anna Karakatsouli	University of Athens	Greece
Sebastian Kotuła	Maria Curie-Sklodowska University	Poland
Jean MacDonald	Illinois State University	United States
Sophie Masson	Christmas Press	Australia
Alix Mazuet	Stanford University	United States
Alex McAllister	Appalachian State University	United States
Emily McGinn	University of Georgia	United States
Nuno Medeiros	Universidade Nova de Lisboa/New University of Lisbon	Portugal
Lino Mioni	Indiana University Bloomington	United States
Mariela Modeva	University of Library Studies and Information Technologies	Bulgaria
Gloria Morales Osorio	University of Wisconsin, Madison	United States
Jane Nichols	Oregon State University	United States
John Orr	University of Portland	United States
María Dolores Ortega-Munoz	Málaga University	Spain
Susan Oxford	University College of the North	Canada
John Roger Paas	Carleton College	United Kingdom
Maria Palacio	Northwestern University	United States
Lubomira Parijkova	University of Library Studies and Information Technologies	Bulgaria
Amy Parziale	Rollins College	United States
Minna Pernaa	Duodecim Medical Publications Ltd.	Finland
Piedad Ramirez	West Hempstead Public Library	United States
Aminath Riyaz	The Maldives National University	Maldives
Dara Sampson	University of Sydney	Australia
Ros Simms	University of Portsmouth	United Kingdom
Audrey Holdhus Small	University of Sheffield	United Kingdom
Jay Starratt	Washington State University	United States
Wendy Stephens	Jacksonville State University	United States
Amy Sugar	Rollins College	United States
Christian Vasquez	Northwestern University	United States
Jose Vila	Florida State University	United States
Michele Villagran	San Jose State University	United States
Rachel Walton	Digital Archivist & Record Management Coordinator	United States

| Lori Ward | University of Hawaiʻi at Mānoa | United States |
| Pamela Wilson | Reinhardt University | United States |

COMMON GROUND | Conference Calendar

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 Interdisciplinares
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

XXVI Congreso Internacional sobre Aprendizaje
Universidad de Queen
Belfast, Reino Unido | 24–26 de julio de 2019
sobreaprendizaje.com/congreso-2019

Tenth International Conference on The Image
Manchester School of Art,
Manchester Metropolitan University
Manchester, UK | 5–6 September 2019
ontheimage.com/2019-conference

Aging & Social Change: Ninth Interdisciplinary Conference
University of Vienna
Vienna, Austria | 16–17 September 2019
agingandsociety.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

IX Congreso Internacional de Salud, Bienestar y Sociedad
Universidad de California, Berkeley
Estados Unidos | 19–20 de septiembre de 2019
saludsociedad.com/congreso-2019

Fourth International Conference on Communication & Media Studies
University of Bonn
Bonn, Germany | 26–28 September 2019
oncommunicationmedia.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

Ninth International Conference on Food Studies
National Kaohsiung University of Hospitality and Tourism
Kaohsiung City, Taiwan | 24–25 October 2019
food-studies.com/2019-conference

Twelfth International Conference on the Inclusive Museum
Muntref, Museum of Immigration
Buenos Aires, Argentina | 7–9 November 2019
onmuseums.com/2019-conference

Sixteenth International Conference on Environmental, Cultural, Economic & Social Sustainability
Pontifical Catholic University of Chile
Santiago, Chile | 29–31 January 2020
onsustainability.com/2020-conference

XVI Congreso Internacional sobre Sostenibilidad Medioambiental, Cultural, Económica y Social
Pontificia Universidad Católica de Chile
Santiago, Chile | 29–31 de enero de 2020
lasostenibilidad.com/congreso-2020

Fourteenth International Conference on Design Principles & Practices
Pratt Institute, Brooklyn Campus
New York, USA | 16–18 March 2020
designprinciplesandpractices.com/2020-conference

COMMON GROUND | Conference Calendar

XIV Congreso Internacional sobre Principios y Prácticas del Diseño
Pratt Institute, Brooklyn Campus
Nueva York, Estados Unidos | 16–18 de marzo de 2019
el-diseno.com/congreso-2020

Sixteenth International Conference on Technology, Knowledge, and Society
Illinois Conference Center at University of Illinois Research Park
Champaign, USA | 26–27 March 2020
techandsoc.com/2020-conference

Twelfth International Conference on Climate Change: Impacts & Responses
Ca' Foscari University of Venice
Venice, Italy | 16–17 April 2020
on-climate.com/2020-conference

Thirteenth International Conference on e-Learning & Innovative Pedagogies
University of the Aegean - Rhodes Campus
Rhodes, Greece | 23–24 April 2020
ubi-learn.com/2020-conference

XVI Congreso Internacional de Tecnología, Conocimiento y Sociedadgies
Universidad del Egeo - Campus Rodas
Rodas, Grecia | 23–24 de abril de 2020
tecno-soc.com/congreso-2020

Tenth International Conference on Religion & Spirituality in Society
UBC Robson Square
Vancouver, Canada | 30 April - 1 May 2020
religioninsociety.com/2020-conference

X Congreso Internacional sobre Religión y Espiritualidad en la Sociedad
UBC Robson Square
Vancouver, Canadá | 30 de abril–1 de mayo de 2020
la-religion.com/congreso-2020

Tenth International Conference on The Constructed Environment
University of California Berkeley, Clark Kerr Campus
Berkeley, USA | 13–14 May 2020
constructedenvironment.com/2020-conference

Twentieth International Conference on Knowledge, Culture, and Change in Organizations
University of Illinois at Chicago, Student Center East
Chicago, USA | 27–28 May 2020
organization-studies.com/2020-conference

XX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones
Universidad de Illinois en Chicago, Student Center East
Chicago, Estados Unidos | 27–28 de mayo de 2020
la-organizacion.com/congreso-2020

Thirteenth Global Studies Conference
Concordia University
Montreal, Canada | 4–5 June 2020
onglobalization.com/2020-conference

Twentieth International Conference on Diversity in Organizations, Communities & Nations
University of Milan
Milan, Italy | 10–12 June 2020
ondiversity.com/2020-conference

XX Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones
Universidad de Milán
Milán, Italia | 10–12 de junio de 2020
ladiversidad.com/congreso-2020

Eleventh International Conference on Sport & Society
University of Granada
Granada, Spain | 18–19 June 2020
sportandsociety.com/2020-conference

Fifth International Conference on Tourism & Leisure Studies
University of Dubrovnik
Dubrovnik, Croatia | 18–19 June 2020
tourismandleisurestudies.com/2020-conference

COMMON GROUND | Conference Calendar

Fifteenth International Conference on The Arts in Society
NUI Galway
Galway, Ireland | 24–26 June 2020
artsinsociety.com/2020-conference

Eighteenth International Conference on New Directions in the Humanities
Ca' Foscari University of Venice
Venice, Italy | 1–3 July 2020
thehumanities.com/2020-conference

XVIII Congreso Internacional sobre Nuevas Tendencias en Humanidades
Universidad Ca´ Foscari de Venecia
Venecia, Italia | 1–3 de julio de 2020
las-humanidades.com/congreso-2020

Information, Medium & Society: Eighteenth International Conference on Publishing Studies
Ca' Foscari University of Venice
Venice, Italy | 3 July 2020
booksandpublishing.com/2020-conference

Twenty-seventh International Conference on Learning
University of Valencia
Valencia, Spain | 13–15 July 2020
thelearner.com/2020-conference

XXVII Congreso Internacional de Aprendizaje
Universidad de Valencia
Valencia, España | 13–15 de julio de 2020
sobreaprendizaje.com/congreso-2020

Fifteenth International Conference on Interdisciplinary Social Sciences
National and Kapodistrian University of Athens,
Athens, Greece | 20–22 July 2020
thesocialsciences.com/2020-conference

XV Congreso Internacional de Ciencias Sociales Interdisciplinares
Universidad de Atenas
Atenas, Grecia | 20–22 de julio de 2020
interdisciplinasocial.com/congreso-2020

Tenth International Conference on Health, Wellness & Society
Université de la Sorbonne Nouvelle Paris 3
Paris, France | 3–4 September 2020
healthandsociety.com/2020-conference

X Congreso Internacional de Salud, Bienestar y Sociedad
Université de la Sorbonne Nouvelle Paris 3
París, Francia | 3–4 de septiembre de 2020
saludsociedad.com/congreso-2020

Thirteenth International Conference on the Inclusive Museum
Museum of Lisbon
Lisbon, Portugal | 3–5 September 2020
onmuseums.com/2020-conference

XIII Congreso Internacional de Museos Inclusivos
Museo de Lisboa
Lisboa, Portugal | 3–5 de septiembre de 2020
museosinclusivos.com/congreso-2020

Information, Medium & Society:

Eighteenth International Conference on Publishing Studies

*The Role of Scholarly Communication
in a Post-Truth Era*

Ca' Foscari University of Venice
Venice, Italy
3 July 2020

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