

New Perspectives in Book History

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New perspectives that are altering the way we do book history. Including global perspectives and digital humanities. 300-word abstract – CV by 1 March 2018; Lise Jaillant (l.jaillant@lboro.ac.uk).

Playing around with book history: Codex Conquest and Mark

Amy Hildreth Chen

Students learn more when they play—while the value of play often is emphasized only for those early in their education, play has a role in higher education as well. To teach book history across time and space, I developed two card games: Codex Conquest (<http://codexconquest.lib.uiowa.edu/>) and Mark (under development: <https://humangames.lab.uiowa.edu/>).

Codex Conquest allows students to recognize the most important books of Western civilization by their nation, century, genre, and current monetary value. Along the way, students learn European history and the scenarios that influence the shape of institutional collections. Mark introduces students to the hallmarks of early modern visual culture by allowing them to play a variety of games with a single deck of cards comprised of printer's marks (devices). As open educational resources (OERs), both games can be downloaded for free from their respective websites and used as is or changed to suit an instructor's objectives. As supplemental curricula, both games can be played in a single class period.

These games are a new direction in digital humanities. Book history digital humanities often considers the value and qualities of digital editions and facsimiles or focuses attention on annotation or other approaches to scholarly editing. However, this talk offers something new: it proposes book history digital humanities should expand to consider the possibilities offered by game design.