



A Guide to Submissions for *SHARP in the Classroom*

SHARP in the Classroom provides tools for teaching book history as well as reflections on pedagogical practices. This body of work will help veterans of and newcomers to book history teach across our field of knowledge. To this end, we are soliciting pieces for the following sections:

- **Pedagogical Tools:** Do you teach the global history of the book and want to share how your course works? Have you successfully integrated library work with theoretical approaches and have exercises that others can use? Are your assignments creative ways of evaluating what your students have learned? This section focuses on the structural support for organizing and evaluating book history classes, whether as part of a semester-length course, as brief units embedded in other courses, or as solo sessions taught by librarians. Syllabi, assignments, and exercises for all ranges of classes and units are welcome. (200 words for introductory text plus materials)
- **Reflections on Pedagogy:** Teaching is a complex endeavor, with different strategies and approaches to meet different needs and audiences. How do you integrate a feminist pedagogy into classes on text technologies? What can experiential learning do for rare materials study? Why would critical disability studies be helpful in working with printing presses? This section provides space for thinking about pedagogical practices and experiences. (1000-2000 words)
- **Student Voices:** Hearing from students doing book history work in the classroom can illuminate the benefits and excitement of studying book history. Students can share the work that they've produced in courses or reflections on their class experiences. (1000-2000 words)

Please note that *SHARP in the Classroom* is published under a CC BY-NC-SA license. All work is peer reviewed under the auspices of the division's editor, Sarah Werner, and the guidance of an editorial board.

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