CFP: Special issue of *Reception: Texts, Readers, Audiences, History*
Edited by Ika Willis and Amy L. Blair

READING TIME: or, tl; dr

Do you have time to read? Do your students?

Readers of all kinds and inclinations—from Janice Radway's romance readers, to Berg & Seeber's slow professors—steal time to read from the temporal demands of their families, jobs, and other leisure activities. At the same time, reading time expands: readers are reading all the time, in the distracted and fragmented modes associated with email and social media. Perhaps readers have to "steal" because reading time is not easily assimilable to the rhythms of modern life, including the temporalities of capitalist production and consumption. This is not just true of the "digital age"; attempts abound throughout the last century and a half to make reading more efficient, from Charles Eliot's claim that his Harvard Classics series could "give any man the essentials of a liberal education, even if he devote but fifteen minutes a day" (1900), through the speed-reading fad of the 1970s, to apps like Spritz which aim to "break through the speed barrier of reading" (2013).

This special issue of *Reception* will investigate the pasts and presents of reading time through multiple angles and disciplinary approaches:

- The **history** of reading time:
    - How and where do historical readers register the time it takes to read, or the lack of time they have to read?
    - Have people ever had time to read?
- The **values** and **pleasures** of reading time:
    - What are the differences between fast and slow reading practices?
    - What is at stake in the use of spatial metaphors (close or distant reading) rather than temporal ones to describe analytic practice?
    - What are the temporal dimensions of fannish reading practices?
- The **productivity** of reading time:
    - How is scholarly reading registered, recorded, and remunerated?
    - Does reading appear in workload models?
    - Can reading time be included in grant proposals?
- The **gendered, racialized, crip, and queer** dimensions of reading time:
    - Who has, or has access to, time to read?
    - Whose reading time is valued? Constrained?
- The **normative pressures** of reading time:
    - How do Queer and Disabilities Studies prompt a reframing of notions of reading time (via Queer Time and Crip Time)?
    - What happens to questions about reading time when dyslexic, ADHD, and other neurodivergent readers are centred?

    - (How) do the normativising rhythms of reading relate to life stages, from early readers through adolescents to the WWOFs (white women over fifty) who dominate literary festivals?
- The **technologies** of reading time:
    - What promises did/do 'speed reading' techniques make? Did they keep those promises?
    - How is reading time transformed by different media/technologies of reading: audiobooks, digital texts, infinite scroll?
    - Is digital reading the apotheosis of capitalist rationalization of reading?
- The **pedagogies** of reading time:
    - how are our pedagogies and curricula shaped by considerations of reading time—our own and that of our students?
- The **pandemic** and reading time:
    - How did the pandemic alter time spent reading by scholars, students, and/or leisure readers?

We enthusiastically welcome contributions of varying length and focus, including:

- Microessays (1000-2000 words), short provocations or observations
- Reading Notes (3000-4000 words), reading small moments intensively
- Scholarly essays (up to 7000 words)

DUE DATES

Initial proposals: September 30, 2022

Full drafts: January 11, 2023

Manuscript revisions: February 15, 2023

Please send queries and proposals, with subject line "Reception 2023," to: amy.blair@marquette.edu