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Prior research has examined the appeal of romance novels for its predominantly female readership. However, there is a lack of research on romance novels in academic library collections. Research studies have proven the relevance of browsing and recreational reading collections in academic libraries; certain studies have even shown that recreational reading for college students helps with academic achievement. Despite these findings, recreational reading promotion in academic libraries has been on the decline for several decades. This study was designed to investigate the catalog holdings of romance titles (which included two lists of classic and contemporary romances) held at the libraries of five North Carolina colleges and universities. The study shows that all five academic institutions hold more than 90% of the classic titles. However, the collections in these libraries do not include many of the contemporary titles. Only one library held more than 20% of those titles.

Headings:

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ROMANCE IN THE STACKS: THE PREVALENCE OF ROMANCE
FICTION IN ACADEMIC LIBRARIES

by
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Introduction

Popular fiction or genre fiction, particularly romance novels, has had a long and tumultuous relationship with libraries and its status as a legitimate literary genre has been questioned for several decades (Regis, 2003). It can be surmised that societal views concerning romance novels have compromised their legitimacy and acceptability in libraries, both public and academic. Some issues stem from a belief that the romance novel, as a literary genre, does not provide adequate (if any) intellectual stimulation and therefore carries a pejorative connotation (Regis, 2003); however, some other genre fiction categories, like science fiction and mystery, have had a more acceptable and uncontested presence in library collections (Funderburk, 2004).

In the *Oxford Dictionary of Literary Terms* genre fiction is defined as a broad group of fiction that is classified into genres such as romance, western, science fiction, mystery, thriller, etc. The definition continues by saying that genre fiction has the type of story that offers readers what they would expect on the basis of reading similar works within the genre. Literary fiction, the presumed opposite of genre fiction, is expected to surpass generic boundaries and offer more original imaginative explorations for its readers (Oxford, 2008). The idea that genre fiction, specifically romance novels, do not seem to offer the same attributes as literary fiction has perhaps been a reason that has impeded its acceptance in libraries and, more generally, in our culture.

The “Librarian as gatekeeper” has been a long-lived characteristic associated with the library profession and it may still play a role in how today's libraries collect

popular fiction. In the past couple of decades, scholars have begun to accept romance fiction as a subject worthy of academic consideration (Radway, 1984; Regis, 2003). However, librarians still seem to be hesitant in completely accepting romance novels as “legitimate” literature and, maybe even more so, as being worthy of purchase for library collections. In *Genreflecting* (Herald & Wiegand, 2000), the authors attest that “romance may be the least comfortable of genres for librarians” (p.202). Although there has been some research and discussion considering romance novels and their role in libraries (Adkins, Esser, Velasquez, & Hill, 2008; Charles & Linz, 2005), recent discussion has emerged concerning the benefits of providing services such as contemporary fiction collections and extracurricular reading promotion for college students at academic libraries (Rathe & Blankenship, 2006; Trott & Elliott, 2009).

Although there has been discussion on the appeal of romance novels and their increased popularity in public libraries (Charles & Linz, 2005), there does not appear to be much scholarship concerning whether genre fiction plays a role in browsing collections at academic libraries. A browsing collection consists of recently released fiction and non-fiction books intended to be used for recreational reading. Many academic libraries lease books for browsing collections from vendors. According to Odess-Harnish (2003), the well-publicized debate concerning academic librarians' responsibility for collections of popular culture materials and their relevance in an academic and research setting can be, at least partially, resolved with leased popular literature collections.

Romance novels have a substantial presence in public libraries nationwide and there has been some research on the collection of romance novels in public libraries

(Adkins et al., 2008; Funderburk, 2004). However, in spite of this discussion, there has not been adequate research in the library and information science field that clearly articulates the relationships between the appeal of romance novels and the development of the romance genre in library collections. Previous research seems to offer guidance for public libraries on how they can include the acquisition of romance novels in their collection development policies; however, there is not similar research concerning academic libraries. Furthermore, the irregularity of published research on this subject area is not effectively engaging in the conversations about genre fiction in libraries.

For the past several decades, there has been a growing acceptance in academic library collections for the inclusion of genre fiction materials as popular materials have become more acceptable to researchers (Radway, 1984). There has been some research available focusing on the particular issue of accommodating popular literature collections in academic libraries (Odess-Harnish, 2003). Some articles outline several of the problems that impede academic libraries ability to collect these materials and they offer some recommendations and short-term solutions (Elliott, 2007; Trott & Elliot, 2009); however, only a few articles focus on the genre fiction, such as graphic novels and science fiction titles, that can be found in academic library collections and what that might mean for the users of these libraries. Relying on some of the past research on romance novels and recreational reading promotion in academic libraries, this study will focus on the acceptance and acquisition of romance novels for library collections in five North Carolina academic libraries.

- What romance titles (classic and contemporary) can be found at five North Carolina colleges and universities?
- Are contemporary romance titles available in the general stacks of these libraries? Or are they housed in browsing/recreational reading collections?

Review of the Literature

The appeal of romances: its readership, its relevance

In *The Romance Readers' Advisory: the Librarian's Guide to Love in the Stacks*

(Bouricius, 2000), the author affirms that romance novels are stories emphasizing the relationship between the heroine and hero and these stories always seem to have a happy ending. Their mass appeal lies primarily in their content which includes an enduring relationship between a man and woman and a positive ending (among other elements) (Bouricius, 2000). Romance fiction is composed of a number of subgenres, such as historical, paranormal, regency, and western romances, which appeal to a wide range of readers. These subgenres attract people from many different readerships because they succeed in crossing over into other popular fiction genres like crime and mystery, science fiction and fantasy, westerns, paranormal, and historical fiction. Romance readers know exactly what they want from a romance novel; ultimately, readers are seeking an escape from the chores of their daily lives (Radway, 1984). As several scholars point out, it is believed by many critics that romance novels are patriarchal and that their readers, mainly referring to women, are somehow unintelligent and unsophisticated because they read what is considered lowbrow literature in the form of romance novels (Regis, 2003). In spite of these negative critiques of the genre, romance novel readers wish to believe in certain ideals exalted by authors in this genre such as love at first sight, commitment, passion, and devotion.

In *Dangerous Men and Adventurous Women: Romance Writers on the Appeal of Romance* (Krentz, 1992), the author states that many critics do not approve of romance novels and suggest that the readers of this genre have low education levels and no sophistication (Krentz, 1992). In Elizabeth Lowell's chapter in this book entitled "Love

Conquers All,” she questions why readers, especially females, would find romance fiction so appealing when some of these stories feature fierce and formidable male heroes who are oftentimes patriarchal. Lowell wonders whether their appeal is due to the dominance of powerful male figures in many other book genres such as mystery, thrillers, and adventure novels. Why are these book genres not as passionately hailed by female readers as the romance genre? Lowell answers her own inquiry, and presumably many others, in explaining that “only in romances is an enduring, constructive bond—love—between a man and a woman celebrated” (Krentz, 1992, p. 90). So, her answer reveals an interesting paradox; though romance is typically considered male-dominated, women find inspiration and hope in these texts.

There have also been studies that investigate how romance novels, through building para-social relationships, affect readership populations (Burnett & Beto, 2000). In “Reading Romance Novels: An Application of Parasocial Relationship Theory” (Burnett & Beto, 2000), the authors investigated whether romance novels had an impact in creating and sustaining para-social relationships. They defined para-social relationships as interactions involving individuals who have one-sided relations with people or organizations in the mass media (Burnett & Beto, 2000). For instance, the interaction between a fan of the New York Yankees and the actual players of the baseball team can be considered a para-social relationship. The baseball fan may know everything about the players but these players cannot claim to have the same amount of knowledge of this baseball fan. In regards to romance novels, readers take on the story being told and feel that they are somehow involved in a particular story. The romance genre transcends the page for these persons.

The researchers held three focus groups, each having five participants. The authors noted that there were limitations to their study, one being that fifteen is not an adequate number of participants to yield statistically significant results for this type of study. However, similar comments and responses were collected in all three focus groups which allowed the researchers to generalize and quantify the data collected. During the focus groups, the participants were asked to comment on how their personal/spousal relationships were affected when reading romance novels. The results indicated that women found similar characteristics between their spouses and the heroes in the novels; they determined these women would probably be friends with the characters in the novels because they may have comparable moral values. Reading romance novels then becomes a form of escapism (Burnett & Beto, 2000). This study gives insight into the appeal of the romance genre and the reasoning behind its popularity and the loyalty of its readers in addition to being a valuable resource for librarians.

Author Bouricius retold the story of an avid romance reader; her story is one that should resonate with librarians. The author stated that this particular person had her Ph.D. in Sociology and worked for a state university. This romance reader began reading romances to get through some tough times and since that time, she had not been able to stop reading them. This woman also chose to go to her local library to borrow these books but she found this endeavor to sometimes be more arduous than expected. Her experience has been shared by many other romance readers. This sociologist encouraged librarians to support recreational reading and to be open-minded to all types of genre fiction (Bouricius, 2000, p.32-33). Romance readers, more often than not, do not expect to use the library for their reading needs, instead choosing to buy romance novels or trade

with friends (Bouricius, 2000; Herald & Wiegand, 2000). Although Bouricius states that librarians seem to have an uneasy relationship with romance novels, there is evidence of a growing acceptance of romance, especially in public libraries. In the next section of the literature review, romance fiction in the public library realm will be evaluated.

Romance fiction in public libraries: collection development

In “Romance Novels in American Public Libraries: A Study of Collection Development Practices,” Adkins et al. reported on a national survey conducted in order to see how public libraries acquire romance novels for their collections. Some focal points that the authors considered throughout the study were the size of libraries’ romance collections; the manner in which libraries acquired romance novels (by purchase or donation); the budget for romance novels if the materials were acquired through purchase; the subgenres of romance novels that could be found in collections; and the formats of the romance novels collected (Adkins et al., 2008). For the authors, the lack of prior research in this area is a significant factor. Adkins et al. note that the available literature on this topic merely suggests attitudes and practices that librarians should adopt when considering these materials; however, there is little to no research on how personal attitudes and perceptions of librarians may have certain effects on their respective library collections (Adkins et al, 2008).

Adkins et al. sent surveys to 1,020 public library directors within 49 states; the public libraries were selected randomly from state listings. The survey contained 28 questions, which ranged from facts about the library’s policies (i.e., acquisitions by purchase or donation) to librarian’s personal attitudes toward romance novels. There were also questions that pertained to the romance fiction collections at the libraries. The results

from the survey provide an overall look at how one genre of fiction, romance, is regarded in collection development practices for public libraries. This study has important implications for public libraries and their librarians because the research highlights several issues indicating flaws in the collection development practices and in many librarians' personal perceptions of romance fiction. By asking attitudinal questions on the survey the authors were attempting to find out whether collection development practices were driven by patron demands or the personal attitudes of librarians (Adkins et al., 2008).

In "Romance Collections in North Carolina Public Libraries: Are all Genres Treated Equally," Amy Funderburk focused her research on whether romances are regarded equally with other genres in a fiction collection and if reviewing practices impact their appearance in a collection (Funderburk, 2004). Funderburk drew up a list of 169 titles (western, science fiction and fantasy, romance, mystery, and horror) that were chosen from the winners of awards from five writing associations that give awards for genre fiction books. With these 169 titles Funderburk checked to see if reviews existed for these books, using resources like *Library Journal*, *Booklist*, *Publisher's Weekly*, *Kirkus*, and the *New York Times Review of Books*. Then, she searched for each title in WorldCat to find the North Carolina public libraries that held a paper copy of these titles (audio, video, and large print copies were not included). With this collection of data, Funderburk analyzed the correlation between "the availability of reviews and the number of North Carolina libraries carrying the selected titles" (Funderburk, 2004, p.14).

The results of this analysis showed that only 50% of the romance titles were available at the Durham County Public Library, as compared to 69% of westerns, 56% of

horror, 100% of science fiction and fantasy, and 97% of mystery titles (Funderburk, 2004, p.15-16). Although these results seem to indicate an imbalance within the genre collection, Funderburk established that there could be other explanations and factors that impact her inference. For example, the demand for this genre by the community could be a potential explanation. Through her research, she learned that mainstream reviewing journals only began to review romance novels beginning in 1995. She asserts that there is still an imbalance because romances seem to be reviewed less frequently than other genres. However, Funderburk found that the number of reviews for romance novels had doubled between 1995 and 2003, from 32% to 64%. All things considered, however, romance novels are still the genre with the least amount of reviews. Although reviews of romance novels have increased, they are still not frequently reviewed especially in comparison to other genres.

The results of these two papers seem to indicate that the collection development practices of librarians are influenced by a derisive view of romance novels. Adkins et al. encourage library and information professionals to view romance novels as a legitimate topic of research and asks them to consider personal perceptions towards certain types of literature when making decisions for collections. Librarians must be aware of any biases which may help or hinder the development of their respective genre collections; in many cases, they are hindering the romance collections because they may hold a poor opinion of the romance genre. Funderburk states that romance novels are at a distinct disadvantage compared to other genres because librarians rely greatly on reviews and there are not as many for romances. She believes that librarians who rely heavily on the reviewing process may have to switch gears and use other resources to determine which

romance novels to acquire for their collections.

Recreational reading collections in academic libraries: readers' advisory and the academic librarian

In “Do they read for pleasure? Recreational reading habits of college students,” Jude D. Gallik asks whether academic achievement is impacted at all by the time undergraduate students spend reading for pleasure. The purpose of this study was to determine whether “a positive relationship exists between the amount of time spent in recreational reading and academic achievement” (Gallik, 1999, 480). In the study, Gallik conducted a survey; 151 surveys were administered and 139 usable surveys were received. The respondents were students enrolled in four sections of the first-year composition and three upper level writing classes at a small liberal arts college in central Texas. The survey consisted of questions that asked about age, gender, student classification, and cumulative grade point average; whether the students participated in an honors program or a comprehensive program for those with learning disabilities; and how much time was spent on recreational reading during the school year and vacations.

The items that were considered recreational reading were newspapers, magazines, comic books, poetry, letters/email/chat rooms, internet, novels, and nonfiction books. For novels, the students were asked to specify what genre of literature they preferred and to name their favorite author(s). During the school year, the majority of students seemed engaged in recreational reading from 1-2 hours a week and during vacations, students seemed to be more likely to read anywhere between 1-2 hours per week and 3-5 hours per week. For reading interests, the results were varied but the most popular (voted: read frequently) were magazines which showed 75 out of the 139 respondents favored them;

there were 65 for letters/email/chat rooms, 55 for the internet, 54 for newspapers, and 46 for novels. The author inferred from the results that there was a positive link between cumulative grade point averages for students and their recreational reading habits.

The article “Recreational Reading Collections in Academic Libraries,” examines whether there is a role for browsing or recreational reading collections in academic libraries, particularly looking at the University of Northern Colorado (UNC) libraries (Rathe & Blankenship, 2006). The authors argue that, although a library collection at an academic institution must reflect the mission of that institution, the foundation of a browsing collection supports the academic excellence of its students and the general excellence of the institution. Allowing access to browsing collections is a necessary service that libraries should provide if they are to fulfill the educational need of its users. The researchers conducted a survey and the surveys were placed in all of the books in the browsing collection; surveys were also placed in a box in the vicinity of the browsing area; and a web version of the survey was put up and publicized on the library’s website (Rathe & Blankenship, 2006). There were fifty-five surveys completed and they were filled out by undergraduate students (25), graduate students (8), faculty, staff members, and friends of the library and community members (Rathe & Blankenship, 2006).

Although there were a small number of respondents to the survey, the researchers believed that they had sufficient information to analyze users’ perceptions of the browsing collection. They found that the library’s current recreational reading collection received positive feedback. There were questions in the survey and a comment section where respondents could answer with short responses. The short responses section is another place that researchers found positive feedback and input. Through the research

and input of the survey respondents, Rathe and Blankenship confirmed that browsing collections have some valuable benefits, such as alleviating stress, providing access to bestselling novels and nonfiction books, ease of browsing, and the ambiance of the browsing area which promotes comfort, to name a few (Rathe & Blankenship, 2006). Having a browsing collection that is easy to locate and use, and which has the most recent bestselling works of fiction and nonfiction seems to be very important to the users of an academic library.

In “Giving Pleasure its Due: Collection Promotion and Readers’ Advisory in Academic Libraries,” (2008) Rochelle Smith and Nancy J. Young appear to agree with the conclusions found in the Rathe and Blankenship (2006) and Gallik (1999) articles. This article advocates for readers’ advisory and collection promotion in academic libraries. The difference between these two phrases is that collection promotion highlights “the materials that a library owns. It brings the collection to the attention of library users” and readers’ advisory “is more individual and on-the-spot, at the point of need for a patron” (Smith & Young, 2008, p.522). Smith and Young state that librarians are usually not prepared to answer questions about tastes or preferences; they are readily prepared, however, to answer the usual reference questions. The authors suggest that when a student or patron comes to the reference desk with questions about genre books or browsing this is an opportune moment for the librarians to highlight the items in the collection as well as foster a stronger relationship between the librarians and the library's users. These articles focus on browsing and recreational reading collections in academic libraries and their important role in the academic environment in addition to the role of the librarian in promoting these collections. The researchers in these articles discovered a

connection between browsing collections and academic excellence at the college or university level and suggest that librarians have the potential to foster recreational reading habits which would positively impact student performance.

Although there is some research on the romance genre in public libraries (Adkins et al., 2008; Funderburk, 2004) and the relevance of browsing collections, which include fiction and nonfiction titles in academic libraries (Gallik, 1999; Rathe & Blankenship, 2006; Smith & Young, 2008), analysis of permanent collections containing genre fiction, particularly romance novels, should be considered further. Studies should analyze library promotional trends which may directly or indirectly encourage increased romance novel readership in public and private libraries. This final section of the review of literature examines some barriers in collecting and housing recreational reading collections and other contemporary fiction material that exist for many academic libraries.

Challenges in collecting and housing contemporary fiction in academic library collections

For many years, academic libraries, and libraries in general, have had to struggle with the ever-growing changes affecting how they serve their community users. With the increasing demands for information and technology in libraries some services have been cast aside. One such service appears to be browsing/recreational reading collections in academic libraries. The author of “Making Sense of Leased Popular Literature Collections,” (Odess-Harnish, 2003) writes that “budget constraints, space issues, and the idea that these materials are not of a high enough caliber to belong in a research library, are all widely documented concerns as to why popular culture materials—especially popular literature titles—are still not making their way into an academic library’s permanent collection” (p.56). Odess-Harnish suggests the use of leased collections,

offering several hundred current fiction and nonfiction mass-market titles, as a possible solution to at least temporarily resolve the issue of creating access to popular literature in academic libraries.

In “Academic Libraries and Extracurricular Reading Promotion,” (2007) Julie Elliot agrees with Odess-Harnish by saying that “the same three culprits that hamper just about every project in our profession: budget, staff time, and space” (p.35) creates distinct barriers for promoting this type of readers’ advisory service. In this article, Elliot considered the history of extracurricular reading promotion in academic libraries and examines the current practices in academic libraries by surveying academic library practitioners. This author also indicated that “perhaps the largest issue in the decline is something academic librarians of today can also relate to—ever-increasing demands on one’s professional time and library resources” (p.36). Elliot also noted that browsing rooms were once the main source of extracurricular reading promotion in academic libraries but since this service has continued to be neglected, it is in danger of disappearing altogether (p.36). Browsing rooms have been, and some may argue still are, an ideal location for showcasing new material as well as its potential for programming opportunities in the libraries.

In order to find out what academic libraries were doing currently to promote extracurricular reading Elliot created a sixteen question survey and sent it to several discussion lists across the United States as well as library directors of the 111 academic libraries belonging to the Association of Research Libraries. The survey was answered by 270 people but not all respondents answered every question. Her findings show that 71.4% of those surveyed reported that their library had a browsing area; out of those who

reported having a browsing area, 66.2% of these browsing areas are kept in a separate room. According to her findings, some methods for providing extracurricular reading have had more success than others. Some respondents reported that blogging about titles in their popular reading collection played a role in increasing circulation. Other libraries reported that collaborating with local public libraries such as a paperback exchange program provided some positive and long-lasting results. And other libraries have been fortunate because there has been a strong tradition of recreational reading supported by students at their institutions. These are only just a few examples that were gleaned from Elliot's survey findings.

In a later article Elliot and a co-author, (Trott & Elliot, 2009) discuss the results from several studies that show the decline of literacy rates for college-level students. To help reverse the slide in literacy rates, library directors as well as other educators would like to see an increase in the promotion of leisure reading but there are other priorities that intrude on this endeavor. As stated above, a common reason for the decline in promoting extracurricular reading in academic libraries is budgetary constraints. As one library manager writes, "my library does not have sufficient funding to acquire everything we should to support teaching, learning, and research. I would not be a good manager of my budget if I used some of my insufficient funding to acquire materials that are available at the public library" (p.341). Again, the authors provide suggestions that are relatively low-cost options for academic libraries who want to begin or restart promoting this service. Examples of these suggestions in the promotion of popular titles in the collection that support the curriculum are new title displays, paperback exchange programs, and collaborating with local public libraries.

This literature review provides some data and evidence that genre fiction such as like romance novels has a place in public and academic library collections. In *Popular Fiction* (1998), Gary Hoppenstand writes that “despite these impressive sales figures, [168 million copies of romance novels sold in 1979 alone], romance fiction is perhaps the least critically regarded category of popular fiction (p.127). The author goes on to say that there appears to be a discord between romance fiction’s popularity and its lack of positive critical review because the genre is viewed by an uninformed academic and literary cluster of people (Hoppenstand, 1998). Although more and more libraries are accommodating the collection of popular culture materials, especially in browsing/recreational reading rooms, some of these items are still not finding a place in academic libraries’ permanent collections. It is this author’s purpose to investigate the prevalence of classic and contemporary romance title holdings in five North Carolina colleges and universities.

Methodology

In this study involving academic library holdings of romance novels it was decided to include both romance fiction titles categorized as classic and contemporary to account for the diversity of materials in the genre. The author identified two lists of romance titles: one list that identified classic titles and another list with contemporary titles. The classic romance titles were taken from a reference source *Classic Love and Romance Literature: an encyclopedia of works, characters, authors and themes* by Virginia Brackett. The 69 titles in this reference source were selected by Brackett due to their “direct ties to traditional romance.” She added that “generally, this focus directly reflects the influence of the classical and medieval romance genre, either in its use of

prototypical characters, themes, symbols, or plot elements or in its self-conscious subversion of those very elements” (xi). As the title suggests, *Classic Love and Romance Literature: an encyclopedia of works, characters, authors and themes* is a reference work that seeks to highlight and discuss a selective group of titles that represent the romance tradition.

Finding an appropriate contemporary list of romance titles proved to be a more difficult task due to the increasing number of romance genre blogs and polls. In the preliminary search, the Romance Writers of America website had several current lists but none of these lists had a large enough number of titles. Since the titles in the first list were gathered for an authoritative reference source, it seemed important to find a contemporary list that was equally authoritative and reflected the favorite titles of romance readers. The second list, which includes 100 contemporary romance titles, was identified in the “All About Romance 2007 Top 100 Romances Poll.”

All About Romance is a website dedicated to those who read and write romance novels; they refer to themselves as “the back fence for lovers of romance novels.” *All About Romance* seems to conduct a Top 100 Romances Poll every few years, with their previous poll happening in 2004. There were 4,975 separate titles appearing on the 2007 poll ballots, which was more than double the amount in the *All About Romance* 2004 Poll (2,150 titles). The list includes one hundred titles including authors such as Jane Austen, Charlotte Bronte, Diana Gabaldon, Julie Garwood, Linda Howard, and Nora Roberts, to name a few. It includes romance subgenres like classic, European historical, futuristic, medieval, and paranormal, among others. These two lists (Appendices A and B) are by no means comprehensive of the romance genre. They were primarily chosen for their

classic/contemporary coverage, although there are a few titles that are on both lists.

The one hundred and sixty-nine titles from these two lists were searched for in online catalogs at five academic libraries in North Carolina (University of North Carolina at Chapel Hill, Duke University, Wake Forest University, North Carolina State University, and University of North Carolina at Greensboro). The five academic institutions were chosen due to the institutional status (public or private) and the size of the library collection (mid-size or large). All of the academic libraries, except North Carolina State University (NCSU), have browsing collections or reading room areas that offer recreational reading materials; however, NCSU does offer popular reading material in e-book format through the use of Kindles. Each library containing browsing collections held varied genres including romance and its subgenres. They are all North Carolina academic libraries which helped to determine how romance is viewed in the academic community in North Carolina as well as help to ascertain how romance is collected and promoted in these libraries.

The study investigated whether holdings for these 169 titles were found in the permanent collections (a place in the stacks) at these institutions' main libraries or in browsing/recreational reading collections; special and departmental libraries at the institutions were excluded. For the most part, title-only searches were conducted in each of the five academic library catalogs. However, when there were too many search results a keyword search using both the title and author was performed to decrease the number of unrelated results. Once catalog records for the titles were located, it was ascertained where the physical book was located (stacks, browsing/reading room). When titles that had catalog records but were in other formats (audio books, e-books, online, etc.) and/or

locations (library service center, lost/missing, special/rare book collections), the catalog records of these titles were only given consideration; since the books could not be found in the permanent stacks or a browsing collection. The findings from this collection of data showed some interesting results.

Results

From the first list (classic romance titles, see Table 1) 64 out of the 69 titles were held at all five North Carolina academic libraries. Out of these 64 titles, only 60 of them had a permanent location in stacks; the other titles were either being housed in an off-site storage facility, housed in rare book collections, or the status of these titles was lost or missing. Only 17 titles were found to be in a browsing/reading room; the books in these areas could be circulating or non-circulating. These findings show that Brackett's estimation about these titles was mostly correct; their designation as classics increases their representation in academic libraries.

Results showing availability of classic romance titles at the five North Carolina academic institutions

Parameters	Number of classic romance titles	Percentages (%)
Titles with catalog records at all five institutions	64 out of 69 titles	92.8% (Rounded from 92.75%)
Titles with catalog records that are in the stacks at all five institutions	60 out of 69 titles	87% (Rounded from 86.95%)
Titles with catalog records that are in a browsing/recreational reading area in at least one library	17 out of 69 titles	24.6% (Rounded from 24.63%)

Table 1

From the second list of contemporary romance titles, findings (see Table 2) show that the University of North Carolina at Chapel Hill holds a larger number of contemporary titles than any of the other academic institutions. The libraries at UNC-CH currently have records for 21 out of the 100 titles, with 20 titles having a permanent place in the stacks. A close second to UNC-CH's holdings is Wake Forest University; the library holds 13 of the 100 contemporary romance titles. One of these titles is located in a browsing collection/reading room and 12 of the 13 titles are located in the stacks. Duke University holds 8 out of the 100 romance titles, 3 of which are housed in a browsing collection/reading room and 7 of the 8 titles can be found in the stacks. The University of North Carolina at Greensboro holds 6 of the 100 titles, 3 of which are in a browsing collection/reading room, and 4 of the titles can be found in the stacks. As for North Carolina State University, they have catalog records for 4 of the 100 titles, none of which are in browsing areas but all of them can be found in the stacks.

Although these results show that the classic romance subgenre is considered to be of the kind of caliber to be housed in academic libraries, the list of the classic romance titles includes a number of titles that are considered classic literature. The findings for the contemporary romance titles are less impressive; only one institution held more than 20% of the titles. However, it can be said that certain institutions are more accommodating to popular culture materials more than others.

Results showing availability of contemporary romance titles at the five North Carolina academic institutions

Institution	Contemporary romance titles in catalog	Browsing/reading room	Permanent collection (stacks)
UNC-Chapel Hill	21 out of 100 titles (21%)	N/A	20 out of the 21 titles (95.2%)
Duke University	8 out of 100 titles (8%)	3 out of the 8 titles (37.5%)	7 out of the 8 titles (87.5%)
Wake Forest University	13 out of 100 titles (13%)	1 out of the 13 titles (7.7%)	12 out of the 13 titles (92.3%)
NC State University	4 out of 100 titles (4%)	N/A	4 out of the 4 titles (100%)
UNC-Greensboro	6 out of 100 titles (6%)	3 out of the 6 titles (50%)	4 out of the 6 titles (66.7%)

Table 2

Further Study

The place of romance novels in academic library collections is an important topic to study. However, there are some people who argue that there is not a relevant place for romance novels in academic libraries. Since studies show that browsing and recreational reading collections in academic libraries are beneficial for college students, it seems that an argument against attention on romance novels in academic library collections is more of a preferential opinion.

As with many topics of study, there is research available but this research is limited and much more must be done to cover the wide range of aspects affecting the romance genre in academic library collections. Future research on romance novels in public and academic libraries can provide better understanding for the topic by librarians

and readers alike. Since there is belief that some librarians' biases impede the collection of romance fiction, more research written by colleagues in the LIS profession may help eliminate any negative perceptions and educate librarians. This research may also have positive implications for both readers of the romance genre, library patrons, and our society.

Library and information science researchers should continue to investigate how romance novels in public and academic library collections are perceived by library professionals and how these perceptions may have positive or negative influence on the library environments. Finally, in *Reading and the Reference Librarian* (2004), it was suggested that librarians who engage in reading "general-interest" (Dilevko & Gottlieb, 2004) materials, such as newspapers, magazines, fiction, and nonfiction, will have the ability to serve the broad range of information needs for their communities. The idea of increasing the awareness of library professionals, regarding the relevance of romance novels in their institutions' collections, is important to investigate further.

Conclusion

Although there is a large romance novel readership, libraries are not the primary access point for readers (Charles & Linz, 2005; Bouricius, 2000). Readers of romance usually borrow novels or buy them. Public libraries have made great strides in providing all forms of literature in response to the varied reading interests of their communities. The inclusion of romance novels in public library collections seems relevant and necessary; however, this expectation is not the same for academic libraries. Some academic librarians seem to disregard the romance genre and be uneasy with its subject matter and prevalent themes. Personal biases on the part of the librarian seems to be the

most significant factor in the importance given to showcasing and acquiring romance literature for academic library users. There seems to be a presumption that romance novels are beneath the academic level of those attending college. However, recreational reading in all forms has been proven to positively impact student achievement in higher education. By not providing popular fiction, librarians may actually be contributing in some way to the decline in recreational reading by ignoring the popularity of these novels.

This study investigated the prevalence of the romance genre, both classic and contemporary titles, in the library collections of five North Carolina universities. Results showed that all five North Carolina libraries had catalog holdings for the majority of the classic romance titles and some of the titles could also be found in reading rooms. However, the contemporary romance titles were less prevalent in these library collections. Only one of these academic libraries held more than 20% of the contemporary romance titles. While only a few of these contemporary titles were found in browsing collections, the majority of them were housed in the permanent stacks. Although it appears that some popular culture materials are making it into the permanent collections, more strides should be made to increase the access of these materials in academic libraries.

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Appendix A

List of classic romance titles and results of the data collection

Title	Author and Year	Name of University	Record in Catalog?	Found in Browsing Collection?	Found in General Stack?
The Accidental Tourist	Anne Tyler, 1985	UNC-CH	Y	N	Y
		Duke	Y	N	N
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The African Queen	C.S. Forester, 1935	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Age of Innocence	Edith Wharton, 1920	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
An American Tragedy	Theodore Dreiser, 1925	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Anna Karenina	Leo Tolstoy, 1875-1877	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Awakening	Kate Chopin, 1899	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Beloved	Toni Morrison, 1987	UNC-CH	Y	N	Y
		Duke	Y	N	Y

		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Count of Monte Cristo	Alexandre Dumas, 1844	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Daisy Miller	Henry James, 1879	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Daphnis and Chloe	Longus, 2 nd or 3 rd A.D.	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Doctor Zhivago	Boris Pasternak, 1957	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Emma	Jane Austen, 1815	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Enemies: A Love Story	Isaac Bashevis Singer, 1972	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Ethan Frome	Edith Wharton, 1911	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
A Farewell to Arms	Ernest Hemingway, 1929	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y

		NCSU	Y	N	Y
		UNC-G	Y	N	Y
For Whom the Bell Tolls	Ernest Hemingway, 1940	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Frankenstein	Mary Shelley, 1818	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The French Lieutenant's Woman	John Fowles, 1969	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Gone with the Wind	Margaret Mitchell, 1936	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Good Earth	Pearl Buck, 1931	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Great Gatsby	F. Scott Fitzgerald, 1925	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
A Handful of Dust	Evelyn Waugh, 1934	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y

Heroes	Festus Iyayi, 1986	UNC-CH	Y	N	Y
		Duke	Y	N	N
		Wake Forest	N	N	N
		NCSU	Y	N	Y
		UNC-G	N	N	N
The Horseman on the Roof	Jean Giono, 1951	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The House of the Spirits	Isabel Allende, 1982	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Hunchback of Notre Dame	Victor Hugo, 1831	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Ivanhoe	Sir Walter Scott, 1819	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Jane Eyre	Charlotte Bronte, 1847	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	Y	Y
The Journey	Jiro Osaragi, 1960	UNC-CH	Y	N	N
		Duke	Y	N	N
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	N
The Kitchen God's Wife	Amy Tan, 1991	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y

The Last of the Mohicans	James Fenimore, Cooper 1826	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Les Miserables	Victor Hugo, 1862	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Like Water for Chocolate	Laura Esquivel, 1989	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Love in the Time of Cholera	Gabriel Garcia Marquez, 1985	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Lucy	Jamaica Kincaid, 1990	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Madame Bovary	Gustave Flaubert, 1857	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Much Ado about Nothing	William Shakespeare, 1598	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	
My Antonia	Willa Cather, 1918	UNC-CH	Y	N	Y
		Duke	Y	Y	Y

		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Of Human Bondage	W. Somerset Maugham, 1915	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Of Love and Dust	Ernest J. Gaines, 1967	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
One on One	Tabitha King, 1993	UNC-CH	Y	N	Y
		Duke	Y	N	N
		Wake Forest	N	N	N
		NCSU	Y	N	Y
		UNC-G	N	N	N
The Portrait of a Lady	Henry James, 1881	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Pride and Prejudice	Jane Austen, 1813	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Prince of Tides	Pat Conroy, 1986	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Pygmalion	George Bernard Shaw, 1913	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Rebecca	Daphne du Maurier, 1938	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y

		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Robber Bride	Margaret Atwood, 1993	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Romeo and Juliet	William Shakespeare, 1595?	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
A Room of One's Own	Virginia Woolf, 1929	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
A Room with a View	E.M. Forster, 1908	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Scarlet Letter	Nathaniel Hawthorne, 1850	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Sense and Sensibility	Jane Austen, 1811	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Shadow Bride	Roy Heath, 1988	UNC-CH	Y	N	Y
		Duke	Y	N	N
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	N	N	N
The Sky is Red	Giuseppe Berto, 1948	UNC-CH	Y	N	N
		Duke	Y	N	N
		Wake Forest	Y	N	Y

		NCSU	N	N	N
		UNC-G	Y	N	Y
Sons and Lovers	D.H. Lawrence, 1913	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Sophie's Choice	William Styron, 1979	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	Y	Y
The Sound of Waves	Yukio Mishima, 1956	UNC-CH	Y	N	N
		Duke	Y	N	N
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Suffrage of Elvira	V.S. Naipaul 1958	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Sun Also Rises	Ernest Hemingway, 1926	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
A Tale of Two Cities	Charles Dickens, 1859	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Tess of the d'Urbervilles	Thomas Hardy, 1891	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Their Eyes Were Watching God	Zora Neale Hurston, 1937	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y

		NCSU	Y	N	Y
		UNC-G	Y	N	Y
To Know a Woman	Amos Oz, 1989	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
To Sir, With Love	Edward R. Braithwaite, 1959	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	N	N	N
		UNC-G	N	N	N
Tom Jones	Henry Fielding, 1749	UNC-CH	Y	N	N
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
The Unbearable Lightness of Being	Milan Kundera, 1984	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Vanity Fair	William Makepeace Thackeray, 1847-1848	UNC-CH	Y	N	Y
		Duke	Y	N	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y
Wuthering Heights	Emily Bronte, 1847	UNC-CH	Y	N	Y
		Duke	Y	Y	Y
		Wake Forest	Y	N	Y
		NCSU	Y	N	Y
		UNC-G	Y	N	Y

Appendix B

List of contemporary romance titles and results of the data collection

Title	Author	Genre and Year	Name of University	Record in Catalog?	Found in Browsing Collection?	Found in General Stack?
Lord of Scoundrels	Loretta Chase	Historical, 1995	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Dreaming of You	Lisa Kleypas	Historical, 1994	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Pride and Prejudice	Jane Austen	Classic, 1813	UNC-CH	Y	N	Y
			Duke	Y	Y	Y
			Wake Forest	Y	N	Y
			NCSU	Y	N	Y
			UNC-G	Y	N	Y
Outlander	Diana Gabaldon	Time-travel, 1991	UNC-CH	Y	N	Y
			Duke	Y	N	Y
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
Flowers from the Storm	Laura Kinsale	Historical, 1992	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Slightly Dangerous	Mary Balogh	Historical, 2004	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Devil in Winter	Lisa Kleypas	Historical, 2006	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N

			UNC-G	N	N	N
Bet Me	Jennifer Crusie	Contemp., 2004	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	Y	Y	N
			NCSU	N	N	N
			UNC-G	N	N	N
Welcome to Temptation	Jennifer Crusie	Contemp., 2000	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Viscount Who Loved Me	Julia Quinn	Historical, 2000	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Lover Awakened	J.R. Ward	Paranormal, 2006	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Mr. Impossible	Loretta Chase	Historical, 2005	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Duke and I	Julia Quinn	Historical, 2000	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
It Had to be You	Susan Elizabeth Phillips	Contemp. 1994	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Lord Perfect	Loretta Chase	Historical 2006	UNC-CH	N	N	N
			Duke	N	N	N

			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Romancing Mr. Bridgerton	Julia Quinn	Historical, 2002	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Bride	Julia Garwood	Medieval, 1989	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Mr. Perfect	Linda Howard	Contemp. 2000	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Naked in Death	J.D. Robb	Futuristic, 1995	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
A Summer to Remember	Mary Balogh	Historical, 2002	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Nobody's Baby But Mine	Susan Elizabeth Phillips	Contemp., 1997	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Dream Man	Linda Howard	Romantic Suspense, 1995	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N

The Raven Prince	Elizabeth Hoyt	Historical, 2006	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Paradise	Judith McNaught	Contemp., 1991	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
As You Desire	Connie Brockway	Historical, 1997	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
MacKenzie's Mountain	Linda Howard	Contemp., 1989	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Dark Lover	J.R. Ward	Paranormal, 2005	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Secret	Julie Garwood	Medieval, 1992	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Son of the Morning	Linda Howard	Time-travel, 1997	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Lover Eternal	J.R. Ward	Paranormal, 2006	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N

Devil's Bride	Stephanie Laurens	European Hist., 1998	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
A Knight in Shining Armor	Jude Deveraux	Time-travel, 1989	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Heaven, Texas	Susan Elizabeth Phillips	Contemp., 1995	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
To Have and To Hold	Patricia Gaffney	European Hist., 1995	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Almost Heaven	Judith McNaught	European Hist., 1990	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Match Me If You Can	Susan Elizabeth Phillips	Contemp., 2005	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	Y	Y	N
The Shadow and The Star	Laura Kinsale	Historical, 1991	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Cry No More	Linda Howard	Contemp., 2003	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	Y	N	Y

			NCSU	N	N	N
			UNC-G	N	N	N
A Kingdom of Dream	Judith McNaught	Medieval, 1989	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Over the Edge	Suzanne Brockmann	Contemp., 2001	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Sea Swept	Nora Roberts	Contemp., 1998	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Ravished	Amanda Quick	European Hist., 1993	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Then Came You	Lisa Kleypas	European Hist., 1993	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
To Die For	Linda Howard	Contemp., 2005	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Something Wonderful	Judith McNaught	European Hist., 1988	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
This Heart of Mine	Susan Elizabeth Phillips	Contemp., 2001	UNC-CH	Y	N	Y
			Duke	Y	N	Y
			Wake Forest	N	N	N

			NCSU	N	N	N
			UNC-G	Y	Y	N
The Serpent Prince	Elizabeth Hoyt	European Hist., 2007	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Suddenly You	Lisa Kleypas	European Hist., 2001	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Proposition	Judith Ivory	European Hist. 1999	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Honors Splendor	Julie Garwood	Medieval, 1987	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Saving Grace	Julie Garwood	Medieval, 1993	UNC-CH	N	N	N
			Duke	Y	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Jane Eyre	Charlotte Bronte	Classic, 1847	UNC-CH	Y	N	Y
			Duke	Y	Y	Y
			Wake Forest	Y	N	Y
			NCSU	Y	N	Y
			UNC-G	Y	Y	Y
When He Was Wicked	Julia Quinn	European Hist., 2004	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Persuasion	Jane Austen	Classic, 1818	UNC-CH	Y	N	Y
			Duke	Y	Y	Y
			Wake Forest	Y	N	Y
			NCSU	Y	N	Y

			UNC-G	Y	N	Y
All Through The Night	Connie Brockway	European Hist. 1997	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
It Happened One Autumn	Lisa Kleypas	European Hist., 2005	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Born In Fire	Nora Roberts	Contemp., 1994	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Thunder and Roses	Mary Jo Putney	European Hist., 1993	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Kiss An Angel	Susan Elizabeth Phillips	Contemp., 1996	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Out of Control	Suzanne Brockmann	Contemp., 2002	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
After the Night	Linda Howard	Contemp., 1995	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Lady Sophia's Lover	Lisa Kleypas	European Hist., 2002	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N

			NCSU	N	N	N
			UNC-G	N	N	N
The Secret Pearl	Mary Balogh	European Hist., 1991	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Once and Always	Judith McNaught	European Hist., 1987	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
More Than a Mistress	Mary Balogh	European Hist., 2000	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Untie My Heart	Judith Ivory	European Hist., 2002	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
See Jane Score	Rachel Gibson	Contemp., 2003	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Rake	Mary Jo Putney	European Hist., 1998	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Dragonfly in Amber	Diana Gabaldon	Time-travel, 1992	UNC-CH	Y	N	Y
			Duke	Y	N	Y
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
Perfect	Judith McNaught	Contemp., 1993	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N

			UNC-G	N	N	N
Whitney, My Love	Judith McNaught	European Hist., 1985	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Duke	Gaelen Foley	European Hist., 2000	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
One Perfect Rose	Mary Jo Putney	European Hist., 1997	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Shattered Rainbows	Mary Jo Putney	European Hist., 1997	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Windflower	Laura London	Hist./Pirate, 1984	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Dream A Little Dream	Susan Elizabeth Phillips	Contemp., 1998	UNC-CH	Y	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Frederica	Georgette Heyer	Classic, 1965	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Passion	Lisa Valdez	European Hist., 2005	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N

			UNC-G	N	N	N
Voyager	Diana Gabaldon	Time-travel, 1994	UNC-CH	N	N	N
			Duke	Y	N	Y
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
The Lady's Tutor	Robin Schone	European Hist., 1999	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Morning Glory	Lavyrle Spencer	American Hist., 1990	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
Worth Any Price	Lisa Kleypas	European Hist., 2003	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Winter Garden	Adele Ashworth	European Hist., 2000	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
My Dearest Enemy	Connie Brockway	European Hist., 1998	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Where Dreams Begin	Lisa Kleypas	European Hist., 2000	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Devil's Club	Georgette Heyer	Classic, 1932	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N

			NCSU	N	N	N
			UNC-G	N	N	N
Gone Too Far	Suzanne Brockmann	Contemp., 2003	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
Anyone But You	Jennifer Crusie	Contemp., 1996	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
For My Lady's Heart	Laura Kinsale	Medieval, 1993	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Rising Tides	Nora Roberts	Contemp., 1998	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Lover Revealed	J.R. Ward	Paranormal, 2007	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Open Season	Linda Howard	Contemp., 2001	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	Y	N	Y
			NCSU	N	N	N
			UNC-G	N	N	N
Born in Ice	Nora Roberts	Contemp., 1996	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Ransom	Julie Garwood	Medieval, 1999	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N

			UNC-G	N	N	N
Venetia	Georgette Heyer	Classic, 1958	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	Y	N	Y
			UNC-G	Y	N	Y
Miss Wonderful	Loretta Chase	European Hist., 2004	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Ain't She Sweet	Susan Elizabeth Phillips	Contemp., 2004	UNC-CH	Y	N	Y
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Notorious Rake	Mary Balogh	European Hist., 1992	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
The Prize	Julie Garwood	Medieval, 1991	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N
Slave to Sensation	Nalini Singh	Paranormal, 2006	UNC-CH	N	N	N
			Duke	N	N	N
			Wake Forest	N	N	N
			NCSU	N	N	N
			UNC-G	N	N	N