

(Updated 2/5/2016)

	<p>Palmer School of Library & Information Science LIS 709 Rare Book Cataloging and Descriptive Bibliography Spring 2016 Instructor: Prof. J. Fernando Peña</p>
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Time and Place: Most class meetings at the Grolier Club, 47 East 60th Street (between Madison & Park), New York, N.Y. 10022, and some at Bobst Library, NYU. Grolier Club classes will meet from 10 a.m. until 4:30 p.m. on the following dates: February 6 and 20, March 5 and 19, and April 2 (i.e., approximately 25 hours of class time). Bobst classes will meet for about 4 hours per class on April 23 and 30 (exact meeting times TBD). Students will have until May 1 to complete and turn in their final assignments and papers.

Contact Information: Bobst Library, NYU, Suite 707, 70 Washington Square South, New York, N.Y. 10012; tel. 212-998-2681, fax 212-995-4072, email fernando.pena@liu.edu. Email communication is always preferable to telephone.

Office Hours: Tuesdays 3-5 p.m. and Wednesdays 3-5 p.m. (and preferably by appointment), in the Palmer suite in Bobst Library (7th floor). Appointments are also possible at any other time during the week, in my office or elsewhere and depending on my availability. Please contact me by email with your preferences, and I will confirm.

Prerequisites: LIS 512 (Introduction to Knowledge Organization) or equivalent strongly advised; LIS 713 (Rare Book and Special Collections Librarianship) or a history of the book course at Palmer or elsewhere highly recommended; or permission of instructor.

Purpose, Scope and Method: The purpose of this course is to expose students to the fundamentals of descriptive bibliography and to teach them to prepare detailed descriptions of printed books using these methods as well as library cataloging rules established by *Descriptive Cataloging of Rare Materials (Books)* (DCRM(B)). Lectures, videos, and rare books in the Grolier Club's collection will be used to illustrate the physical characteristics of printed books (e.g., paper, typography, illustration processes, and binding); presswork and other production processes (e.g., composition, typesetting, and imposition); and the life of the book after its production, especially provenance evidence from inscriptions, bookplates, and other unique marks. Emphasis will be placed on developing a technical vocabulary to describe the physical aspects of printed books.

Upon completion of this course, students will be able to create detailed catalog descriptions of printed books and other special collections material according to descriptive bibliographical principles and DCRM(B) standards. Students will also gain a good grounding in the theory and methods of descriptive bibliography, learn how it informs and differs from rare book cataloging, and evaluate current cataloging practices and online retrieval systems on the basis of their treatment of printed books and other special collections material.

This course counts towards the Palmer Rare Books and Special Collections concentration. For details on this concentration see <http://www.liu.edu/CWPost/Academics/Schools/CEIS/PSLIS/Graduate-Programs/MS-LIS-RBSC.aspx>.

Assignments and Grading: Students will be assigned weekly cataloging exercises that test their grasp of bibliographical concepts, terminology, and DCRM(B) cataloging rules taught in class (see end of syllabus for detailed instructions). These exercises will require that students examine actual printed books in the Grolier

Club's collection and in Palmer's own study collection of examples of 17th-20th century printed books (housed in the Palmer office at Bobst Library/NYU).

Students will also be required to submit a short final paper evaluating the rare book and special collections cataloging practices of institutions of the student's choosing; other topics are possible with the consent of the instructor (see end of syllabus for detailed instructions on this final paper/project).

Part of the final grade will come from quizzes and a short final exam testing students' grasp of bibliographical and rare book-related terminology, DCRM(B) rules, and other material covered in class and in the readings.

For full credit, all assignments must be submitted in a timely manner and in a professionally appropriate form. Exercises, final paper, class participation, and quizzes and final exam will be weighed as follows:

Six cataloging exercises	30% (5% each)
Final cataloging exercise	10%
Final paper/project	20%
Quizzes & Final exam	20%
Class participation	<u>20%</u>
Total	<u>100%</u>

Participation: Because much of the work for the class will take place during meeting times and because collaboration is the usual mode of work in libraries, attendance and participation are critical. Since this class will only meet seven times during the entire semester, students who miss any sessions cannot expect to receive full credit for this course.

The instructor may occasionally ask students to turn in exercises completed during class, which may count toward the participation portion of the final grade. Students will be expected to complete written assignments outside of class.

Palmer School Learning Objectives: This course, which focuses on the description of rare books and special collections material, addresses Palmer Student Learning Goal 2, "Utilize a broad range of approaches, systems, and technologies to manage and deliver information," and all of its student learning objectives (SLOs):

- use professional standards to manage and deliver information resources in a variety of formats;
- use systems for organizing and structuring information and knowledge;
- search, retrieve and synthesize information from a variety of systems and sources; and
- evaluate information systems and technologies.

Planning Your Time: The State of New York specifies that a three-credit, for-credit course should require a minimum of about 150 hours. Students should prepare to spend much more than 150 hours to fully benefit from the course. Students should divide their time throughout the course schedule so that they are not overwhelmed by the fast pace and successive due dates of the graded cataloging exercises. For planning purposes, students may find the estimations of time commitment below helpful.

Cataloging exercises (7 x 4 hours/each)	28 hours
Readings (7 weeks x 12 hours/week)	84 hours
Final paper/project	18 hours
Class meetings (7 sessions x ~4.5 hours each)	<u>32 hours</u>
Total	<u>162 hours</u> (average 23 hours/week over 7 weeks, or 10.7 hours/week over 15 weeks)

Textbooks and Information Sources: The following textbooks are required:

Carter, John. *ABC for Book Collectors*. New Castle, DE: Oak Knoll Books, 1995- (7th ed., or any more recent edition). [The entire 8th edition of the book is available as a free download from the International League of Antiquarian Booksellers (ILAB) at https://www.ilab.org/eng/documentation/29-abc_for_book_collectors.html.]

Descriptive Cataloging of Rare Materials (Books) [DCRM(B)]. Washington, DC: Cataloging Distribution Service, Library of Congress, 2007. [Now out of print, but entire manual is available as a free download from RBMS at <http://rbms.info/dcrm/dcrmb/>. DCRM(B) can also be accessed through Cataloger's Desktop by going to the "Libraries" page of the LIU website; ask instructor for instructions if you wish to access DCRM(B) in this way.]

Gaskell, Philip. *A New Introduction to Bibliography*. New York and Oxford: Oxford University Press, 1972; corrected ed. 1974 and 1975; reprinted by Oak Knoll, 1995.

The following textbooks are recommended:

Baines, Phil, and Andrew Haslam. *Type & Typography*. 2nd ed. London: Laurence King, 2005.

Dane, Joseph A. *What is a Book?: The Study of Early Printed Books*. Notre Dame, Ind.: University of Notre Dame Press, 2012.

Pearson, David. *Books as History: The Importance of Books Beyond Their Texts*. London: British Library, 2011.

Glaister, Geoffrey Ashall. *Encyclopedia of the Book*. 2nd ed. New Castle, DE and London: Oak Knoll Press & British Library, 1996.

Copies of many of the other required readings will be made available on Blackboard, and most of the other readings are freely available online or in full text through the *Library Literature and Information Science* database, accessible via the internet to Palmer School students through the LIU library web page. To the extent possible, copies of all the required textbooks and other readings will be put on reserve at NYU's Bobst Library (LL2) or will be made available in Palmer's Bobst suite during regular office hours. Finally, a few readings may be available in NYU Bobst Library's reference area on the ground level (all non-circulating).

Plagiarism: Plagiarism is an extremely serious offence in academic circles, and transgressions can involve serious penalties. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: quotes another person's actual words, either oral or written; paraphrases another person's words, either oral or written; uses another person's idea, opinion, or theory; or borrows facts, statistics, or other illustrative material, unless the information is common knowledge. As a rule of thumb, when in doubt, cite the source! More on plagiarism can be found at <http://owl.english.purdue.edu/owl/resource/589/02/>. LIU's policies on plagiarism can be found at <http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm>.

Palmer School Incomplete Grade Policy: LIU Post grade policy allows for incomplete grades "when, due to extenuating circumstances, a student needs additional time to complete a course." To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor's note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Citation Formats & Style Manual: Use Modern Language Association (MLA) format consistently for all assignments unless you have a strong preference for another popular citation format (e.g., APA, Turabian, Chicago Manual of Style, etc.). Examples of MLA and other formatting styles can be found at

<http://www2.liu.edu/cwis/cwp/Library/workshop/citation.htm> as well as at <http://owl.english.purdue.edu/owl/section/2/>.

If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.'s *The Elements of Style*, online through <http://www.bartleby.com/141/>. This succinct work is available cheaply in used copies at many used book stores or online.

Students with Disabilities or Special Needs: Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

CLASS SCHEDULE AND ASSIGNMENTS

Preliminary Advices

Review the following thoroughly before the course begins:

Anglo-American Cataloguing Rules, 2nd ed., rev. 1998 (AACR2): "Introduction," p. 7-9; chapter 1 ("General Rules for Description"), p. 11-59; and chapter 2 ("Books, Pamphlets, and Printed Sheets"), p. 60-91. [On Blackboard; just browse for now, but be ready to refer to this frequently during the semester.]

Furrie, Betty. *Understanding MARC Bibliographic: Machine-Readable Cataloging*. Washington, DC: Library of Congress, 2009. [Read thoroughly, and refer to it throughout the semester] <http://www.loc.gov/marc/umb/>

Gorman, Michael. *The Concise AACR2: Being a Rewritten and Simplified Version of Anglo-American Cataloguing Rules, Second Edition* [selections]. Chicago: American Library Association, 1981. [Available on Blackboard; read thoroughly.]

Robare, Lori. "RDA for the non-cataloger: what's in it for you?" (2012 ALCTS Powerpoint Presentation). [On Blackboard]

Class 1: February 6 Introduction and Overview

- **Relationship between Descriptive Bibliography and Rare Book Cataloging**
- **Basic Concepts in Descriptive Bibliography (Ideal Copy, Edition, Impression/Printing, Issue, and State)**
- **Introduction to AACR2, MARC, DCRM(B) and RBMS Controlled Vocabularies**
- **Introduction to Major Bibliographic Resources**
- **In-Class Basic Cataloging Practice**

Readings:

Carter: "Bibliography," "Chain Lines," "Conjugate Leaves," "Copy," "Deckle Edges," "Duodecimo (12mo, 12^o)," "Folio," "Format," "Forme," "Gatherings," "Ideal Copy," "Imperfect," "Impression," "Incunable," "Issues and States," "Octavo," "Quarto," "Rarity," "Signatures," "State," "Unique," "Unrecorded," and "Variant."

DCRM(B): "Preface" and "Introduction," p. 7-27.

Gaskell: p. 1-117, [313]-320.

Belanger, Terry. "Descriptive bibliography." In *Book Collecting: A Modern Guide*. Ed. Jean Peters. New York: R. R. Bowker, 1977: 97-115. [On Blackboard, required and essential]

MARC Standards. <http://www.loc.gov/marc/> [Review carefully, esp. "Bibliographic" portion, which will become one of your main cataloging references throughout the semester.]

Baines & Haslam: p. 6-10, 88-122. [Optional]

Dane: p. 1-13, 188-202. [Optional]

Tanselle, G. Thomas. "The bibliographical concepts of issue and state." *Papers of the Bibliographical Society of America* 69.1 (1975): 17-66. [On Blackboard and optional. Difficult article, but useful and instructive; read it after Belanger's article above, or read later in the semester if you want.]

_____. "The concept of ideal copy." *Studies in Bibliography* 33 (1980):18-53. [On Blackboard and optional. Also a difficult article, which you can read later in the semester.]

Other Resources to Browse/Review:

RBMS. *Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging*. [Browse all]
http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/index.shtml

RBMS Bibliographic Standards Committee. Committee web page.
http://www.rbms.info/committees/bibliographic_standards/

RBMS Bibliographic Standards Committee. "Directory of web resources for the rare materials cataloger."
[Browse all and become familiar with types of resources available]
<http://lib.nmsu.edu/rarecat/>

Getty Research Institute. *Art and Architecture Thesaurus*.
http://www.getty.edu/research/conducting_research/vocabularies/aat/

Library of Congress, Prints and Photographs Division. *Thesaurus for Graphic Materials I: Subject Terms (TGM I)*.
<http://www.loc.gov/rr/print/tgm1/>

Class 2: February 20 Title Page Transcription; Printing & Publishing Evidence

- Review of DCRM(B) Areas 1 and 2 (Title & Statement of Responsibility and Edition)
- Introduction to Title Page Transcription
- Imposition and Format
- The Collation Formula
- Printing and Publishing Evidence and Essential Vocabulary
- Cataloging Relator Terms
- In-Class Transcription & Collation Practice

DUE: Cataloging Exercise 1

Readings:

Carter: "Blank Leaves, Blanks," "Broken Type," "Cancels," "Catchword," "Collation," "Colophon," "Device," "Dropped Letters and Numerals," "Electrotype," "Engraved Title," "Foliated, Foliation," "General Title," "Half-Sheets," "Half-Title," "Headline," "Head-Piece," "Laid Paper," "Large Paper Copy," "Leaf," "Misprints," "Offset," "Pagination," "Paper," "Parts, Part-Issues," "Preliminary Leaves, or Prelims," "Press Corrections," "Press Figures," "Sheet," "Stereotype," "Watermark," and "Wove Paper."

DCRM(B): "General Rules," Area 1 (Title and Statement of Responsibility Area), and Area 2 (Edition), p. 29-74; Appendix F (Title Access Points) and Appendix G (Early Letter Forms and Symbols), p. 179-193.

Gaskell: p. 118-145, 189-230, 251-265, 321-335.

Darnton, Robert. "The importance of being bibliographical." In *The Case for Books*. New York: Public Affairs, 2009: 131-148. [On Blackboard]

Leslie, Deborah J., and Benjamin Griffin. *Transcription of Early Letter Forms in Rare Materials Cataloging*. 2003. [On Blackboard]

Dane: p. 17-46, 66-100. [Optional]

Other Resources to Browse/Review:

Belanger, Terry. *The Anatomy of a Book I: Format in the Hand-Press Period*. Rare Book School; directed by Peter Herdrich. 1991. [Video; will be shown in class]

RBMS. *Controlled Vocabularies Vocabularies for Use in Rare Book and Special Collections Cataloging. Printing and Publishing Terms*. [Browse esp. as "Hierarchical List"]

http://rbms.info/vocabularies/printing-publishing/alphabetical_list.htm

RBMS. *Controlled Vocabularies ... Relationship Designators*. [Browse entire list and compare to LC relator terms above]

http://rbms.info/vocabularies/relators/alphabetical_list.htm

Library of Congress. *MARC Code List of Relators*. [Browse entire list and compare to RBMS relator terms list above]

<http://www.loc.gov/marc/relators/relaterm.html>

Class 3: March 5 More on DCRM(B); Paper & Typography

- Review of DCRM(B) Areas 4, 5, 6, and 7 (Publication, Distribution, Etc., Physical Description, Series, and Notes)
- Paper Evidence and Essential Vocabulary
- Typography, Type Evidence, and Essential Vocabulary
- In-Class Transcription, Collation, and Rare Book Cataloging Practice

DUE: Cataloging Exercise 2

Readings:

Carter: "Black Letter," "Fount or Font," "Frontispiece," "Gothic Type, Gothic Letter," "Guide Letters," "Imprint," "Laid Paper," "Large Paper Copy," "Leaf," "No Place, No Printer, No Publisher," "Paper," "Point System," "Sheet," "Type Measurement," and "Vignette."

DCRM(B): Area 4 (Publication, Distribution, Etc.), Area 5 (Physical Description), Area 6 (Series), and Area 7 (Notes), p. 77-147.

Gaskell: p. 154-185, 207-213, 266-288.

Bidwell, John. "The study of paper as evidence, artifact, and commodity." In *The Book Encompassed: Studies in Twentieth-Century Bibliography*. Ed. Peter Davison. Cambridge: Cambridge University Press, 1992: 69-82. [On Blackboard]

RBMS Bibliographic Standards Committee. *Standard Citation Forms for Rare Materials Cataloging*. <http://rbms.info/scf/>

RBMS Bibliographic Standards Committee. *Standard Citation Forms for Rare Book Cataloging. Revision of the Second Edition*. Jan. 2012 draft. [On Blackboard]

Stevenson, Allan. *Observations on Paper as Evidence*. Lawrence: University of Kansas Libraries, 1961. [On Blackboard]

Baines & Haslam: p. 38-86. [Optional]

Dane: p. 47-65, 101-125. [Optional]

Greg, W. W. "On certain false dates in Shakespearian quartos." *The Library*, 2nd series, 9 (1908): 113-131 and 381-409. [On Blackboard and optional; recommended but not critical]

Labarre, E.J. *Dictionary and Encyclopaedia of Paper and Paper-Making: With Equivalents of the Technical Terms in French, German, Dutch, Italian, Spanish & Swedish*. 2nd ed, revised & enlarged. Amsterdam: Swets & Zeitlinger, 1952, reprinted 1969. [Selections on Blackboard]

Tanselle, G. Thomas. "The bibliographical description of paper." *Studies in Bibliography* 24 (1971): 27-67. <http://etext.lib.virginia.edu/bsuva/sb/> [On Blackboard; recommended but not critical]

Other Resources to Browse/Review/Watch:

RBMS. *Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging. Paper Terms*. [Browse esp. as "Hierarchical List"]
http://rbms.info/vocabularies/paper/alphabetical_list.htm

RBMS. *Controlled Vocabularies ... Type Evidence*. [Browse esp. as “Hierarchical List”]
http://rbms.info/vocabularies/type/alphabetical_list.htm

Bernstein: The Memory of Paper. http://www.memoryofpaper.eu:8080/BernsteinPortal/appl_start_disp#
[“This website is about paper, paper study, and paper history. It provides various resources in the following areas: historical research of paper in Europe, expertise for paper documents, measurement of structural characteristics of paper, support for the creation of new paper databases, introduction into digital paper studies.”]

Franco, Edgar. *Dictionary of Terms and Expressions Commonly Used in the Antiquarian Book Trade*. ILAB, 1994.
http://www.ilab.org/eng/glossary/dictionary/31-edgar_franco_dictionary_of_terms_and_expressions_commonly_used_in_the_antiquarian_book_trade.html

YouTube videos: Following five short films from OutofSortsFilm by Stan Nelson (formerly of Smithsonian’s National Museum of American History): “Punchcutting at the Atelier Press & Letterfoundry” [7:16 min.]; “Tempering punches and striking matrices” [5:16 min.]; “Assembling a mould” [2:22 min.]; “Casting type” [3:32 min.]; and “Dressing type” [4:38 min.]

Class 4: March 19 Bookbinding & Book Illustration Processes

- Bookbinding, Binding Evidence, and Essential Vocabulary
- Book Illustration Processes in Descriptive Bibliography and Rare Book Cataloging
- In-Class Rare Book Cataloging Practice

DUE: Cataloging Exercise 3

Readings:

Carter: “Bands,” “Binder’s Tickets,” “Binding Materials” [peruse as many terms listed as you can], “Binding Terminology” [peruse as many terms], “Binding Variants,” “Bindings,” “Clasps,” “Colour-Plate Books,” “Cropped,” “Dust-Jackets (or Dust-Wrapper),” “Endpapers, Endleaves,” “Engravings,” “Illustration Processes,” “Intaglio,” “Original State or Original Condition,” “Shaved,” “Trimmed,” “Uncut, Cut,” “Unopened,” and “Wood-Cut, Wood-Engraving”

Gaskell: p. 146-153, 231-250.

Foot, Mirjam M. “The future of bookbinding research.” In *The Book Encompassed: Studies in Twentieth-Century Bibliography*. Ed. Peter Davison. Cambridge: Cambridge University Press, 1992: 99-106. [On Blackboard]

_____. *Bookbinders at Work: Their Roles and Methods*. New Castle, Del.: Oak Knoll, 2006. [Selections on Blackboard]

Lock, Margaret. *Bookbinding Materials and Techniques, 1700-1920*. Toronto: Canadian Bookbinders and Book Artists Guild, 2003. [Selections on Blackboard]

Pickwood, Nicholas. “Onward and downward: how binders coped with the printing press before 1800.” In *A Millennium of the Book*. Ed. Robin Myers and Michael Harris. Winchester, England: St. Paul’s Bibliographies; New Castle, Del.: Oak Knoll, 1994: 61-106. [On Blackboard]

Pollard, Graham. “Changes in the style of bookbindings, 1530-1830.” *The Library*, 5th series, 11 (1956): 71-94. [On Blackboard]

Dane: p. 126-156. [Optional]

Pearson: p. 4-91, 141-161. [Optional]

Other Resources to Browse/Review/Watch:

RBMS. *Controlled Vocabularies ... Binding Terms*. [Browse esp. as “Hierarchical List”]

http://rbms.info/vocabularies/binding/alphabetical_list.htm

Bookbindings on Incunables in American Library Collections: A Selection.

<http://www.bibsocamer.org/BibSite/Husby/Selection.html>

British Library Database of Bookbindings. <http://www.bl.uk/catalogues/bookbindings/>

Descriptive Cataloging of Rare Materials (Graphics) (DCRM(G)). Chicago: Rare Books and Manuscripts Section (RBMS), 2013.

<http://rbms.info/dcrm/dcrmg/>

Frost, Gary. *How to Operate a Book*. Rare Book School; directed by Peter Herdrich. 1986. [Video, available for check-out at Bobst Avery Center on 2nd floor; may be shown in class]

Getty Research Institute. *Art and Architecture Thesaurus*.

http://www.getty.edu/research/conducting_research/vocabularies/aat/

Image Permanence Institute. *Graphics Atlas*. <http://www.graphicsatlas.org/>

Library of Congress, Prints and Photographs Division. *Thesaurus for Graphic Materials*.

<http://www.loc.gov/rr/print/tgm2/toc.html>

Minsky, Richard. *The Art of American Book Covers* [blog]. <http://americanbookcovers.blogspot.com/>

Publishers' Bindings Online, 1815-1930: The Art of Books / University of Alabama. <http://bindings.lib.ua.edu/>

Roberts, Matt T. and Don Etherington. *Bookbinding and the Conservation of Books: A Dictionary of Descriptive Terminology*. <http://cool.conservation-us.org/don/don.html>

Class 5: April 2 Provenance; Cataloging Other Printed Material

- Provenance Evidence, Marks in Books, and Essential Vocabulary
- Cataloging Broad­sides, Imperfect Copies, Single-Issue Serials, and “Bound-Withs”
- In-Class Rare Book Cataloging Practice

DUE: Cataloging Exercise 4

Readings:

Carter: “Armorial,” “Association Copy,” “Autograph,” “Book-Plate (or Ex Libris),” “Book-Label,” “Book-Stamp (or Library Stamp),” “Dedication Copy,” “Erasures,” “Ex-Library,” “Extended,” “Extra-Illustrated,” “Inscribed Copy,” “Inscription,” “Interleaved,” “Presentation Copy,” and “Provenance.”

Adams, Frederick B. *The Uses of Provenance*. Berkeley, Calif.: School of Librarianship, University of California, 1969. [On Blackboard]

Lundy, M. Winslow. “Provenance evidence in bibliographic records.” *Library Resources & Technical Services* 52.3 (July 2008): 164-172. [On Blackboard]

Nikirk, Robert. “Looking into provenance.” In *A Miscellany for Bibliophiles*. Ed. H. George Fletcher. New York: Grastorf & Lang, 1979: 15-45. [On Blackboard]

Overmier, Judith A. and Elaine M. Doak. “Provenance records in rare book and special collections.” *Rare Books & Manuscripts Librarianship* 11.2 (1996): 91-99. <http://rbm.acrl.org/content/rbml/11/2/91.full.pdf+html>

Dane: p. 157-187. [Optional]

Pearson: p. 93-139. [Optional]

Pearson, David. *Provenance Research in Book History: A Handbook*. London: British Library; New Castle, Del.: Oak Knoll, 1994, 1998. [Selections on Blackboard]

Sherman, William H. *Used Books: Marking Readers in Renaissance England*. Philadelphia: University of Pennsylvania Press, 2009. [Selections on Blackboard]

Other Resources to Browse/Review:

RBMS. *Controlled Vocabularies ... Provenance Evidence*. [Browse esp. as “Hierarchical List”]
http://rbms.info/vocabularies/provenance/alphabetical_list.htm

Consortium of European Research Libraries (CERL). Provenance Information. [Includes links to several provenance-related internet resources, including CERL’s *Index Possessorum Incunabulorum* for owners of early printed books and the *Early Book Owners in Britain* database from the Early English Books Online project.]
<https://www.cerl.org/resources/provenance/main>

Folger Shakespeare Library. “Thys boke is myne” [spring 2003 exhibition on provenance].
http://folgerpedia.folger.edu/Thys_Boke_is_Myne

Class 6: April 23 (Bobst Library) Genre Terms

- **Genre Terms**
- **Rare Book and Special Collections Cataloging Records in Current Online Retrieval Systems**
- **In-Class Cataloging Review**

DUE: Cataloging Exercises 5 (ideally between April 3-22) and Exercise 6

Readings:

DCRM(B): "Appendices," p. 151-199.

Bradshaw, Elaine Beckley, and Stephen C. Wagner. "A common ground: communication and allegiance between cataloger and curator for improved access to rare books and special collections." *College & Research Libraries* 61.6 (Nov. 2000): 525-534. [On Blackboard]

Hubbard, Melissa A., and Anne K.D. Myers. "Bringing rare books to light: the state of the profession." *RBM* 11.2 (2010): 134-151. <http://rbm.acrl.org/content/11/2/134.full.pdf+html>

Lundy, M. Winslow. "Evidence of application of the DCRB Core Standard in WorldCat and RLIN." *Library Resources & Technical Services* 50.1 (Jan. 2006): 42-57. [On Blackboard]

Winship, Michael. "What the bibliographer says to the cataloger." *Rare Books & Manuscripts Librarianship* 7.2 (1992): 98-108. <http://rbm.acrl.org/content/rbml/7/2/98.full.pdf+html>

Dane: p. 229-232. [Optional]

Pearson: p. 163-194. [Optional]

Other Resources to Browse/Review:

RBMS. *Controlled Vocabularies ... Genre Terms*. [Browse, esp. as "Hierarchical List"]
http://rbms.info/vocabularies/genre/alphabetical_list.htm

Class 7: April 30 (Bobst Library) Rare Book Cataloging Today

- More on Rare Book and Special Collections Cataloging Records in Current Online Retrieval Systems
- Student Oral Reports on Final Paper

REMINDER: Final Cataloging Exercise 7 and Final Paper due on Sunday, May 1

Readings:

RBMS, Bibliographic Standards Committee. "Guide to rare book records in online systems." 1998. [A little out of date, but still useful] [On Blackboard]

Russell, Beth M. "Description and access in rare books cataloging: a historical survey." *Cataloging & Classification Quarterly* 35.3/4 (2003): 491-523. [On Blackboard]

Tanselle, G. Thomas. "Descriptive bibliography and library cataloguing." *Studies in Bibliography* 30 (1977): 1-56. Reprinted in: Tanselle, G. Thomas. *Selected Studies in Bibliography*. Charlottesville: University Press of Virginia, 1979: [37]-92. [On Blackboard; recommended]

Other Resources:

Examples of Library Rare Book Cataloging Policies

Beinecke Library, Yale University

<http://www.library.yale.edu/BeinCatM/home.html> and <http://www.library.yale.edu/BeinCatM/contents.html>

North Carolina State University Libraries

<https://staff.lib.ncsu.edu/confluence/display/MNC/Rare+Books+and+Special+Materials+Cataloging>

University of Illinois at Urbana-Champaign Libraries <http://www.library.illinois.edu/cam/specialtype/rare.html>

Instructions for Rare Book Cataloging Exercises

(Various due dates, February 20-May 1, 2016)

Objective: To apply bibliographical concepts, terminology, and DCRM(B) cataloging rules taught in class by examining and describing printed books in Palmer's collection of 17th-20th century books, in your own personal collection, and elsewhere.

Cataloging exercises for this class will generally be self-paced, but you are asked to try to submit five new records at every class meeting, and occasionally to submit revisions of past records, with the goal of producing 35 high-quality, DCRM(B)-compatible rare book catalog records in MARC format by the end of the semester.

Requirements and deadlines for cataloging exercises are as follows:

Cataloging Exercise 1: Due February 20

Five records of books in your own collection cataloged according to AACR2; include MARC fields 100/110, 245, 250, and 260 only. In a separate section for each record, justify all of your cataloging choices by citing applicable rule(s) in AACR2.

Cataloging Exercise 2: Due March 5

Five new records of books in your own collection, now cataloged according to DCRM(B). Include MARC fields 100/110, 245, 250, 260, and 300, and 500 notes where appropriate, and justify all of your cataloging choices by citing applicable rule(s) in DCRM(B).

In addition, redo previous five records from your own collection according to DCRM(B), now adding 300 field and 500-type notes as appropriate and justifying all of your cataloging choices by citing applicable rule(s) in DCRM(B).

Cataloging Exercise 3: Due March 19

Five records of books in the Palmer collection cataloged according to DCRM(B); fields should include 100/110, 245, 250, 260, 300, 490, 500, 655, 700/710, and any additional fields as appropriate. In addition, create quasi-facsimile title page transcriptions for each of these five books as discussed in class and described in Gaskell (p. 321-335).

Cataloging Exercise 4: Due April 2

Five new records of books in the Palmer collection, prepared as above, including quasi-facsimile title page transcriptions for each of the five books.

April 3-22

Catch up; recommended that you consider submitting revisions of some of your catalog records of Palmer books for which you would like additional feedback and comment.

Cataloging Exercise 5: Due April 3-22

Minimum five new records of books in the Palmer collection, prepared as above (but without quasi-facsimile title page transcriptions).

Cataloging Exercise 6: Due April 23

Five to ten new records of books in the Palmer collection, prepared as above (but without quasi-facsimile title page transcriptions). (At this point, you should have completed catalog records for 25 Palmer books.)

Cataloging Exercise 7: Due Sunday, May 1 (deadline for all homework and final paper)

Revision of any ten catalog records of books in the Palmer collection for which you have already received feedback.

These final records should represent your very best work, and they should include the following:

- Proper use of MARC indicators and subfields throughout;
- Proper 100/110 and 700/710 name headings, all confirmed in the LC authority file;
- Correct title page transcriptions in the appropriate MARC tags (245, 246, 250, and 260);
- Full pagination statements in MARC 300;
- Full collation of all books with signatures in MARC 500 note;
- Mandatory 500 notes regarding your transcription choices, other physical aspects of the book that deserve attention, and local, copy-specific notes as appropriate;
- 655 form/genre as appropriate, especially for provenance and binding evidence; and
- Added 700/710 names, all with appropriate relator terms as necessary.
- *Optionally*, appropriate MARC 650 subject headings if you have experience working with Library of Congress Subject Headings (LCSH).

Instructions for Final Paper/Project

(Due Sunday, May 1, 2016)

Objective: *To evaluate the rare book and special collections cataloging practices of institutions of the student's choosing.*

I. Written Component

Select at least five works by authors, illustrators, designers, printers, etc. of your choosing and find bibliographic records for these same works in at least three special collections library catalogs, preferably records created using either DCRB or DCRM(B) and that explicitly say so in the 040 \$e MARC field, or records that are obviously attempting to render a description according to rare book cataloging standards (see examples that we looked at during our first class session). Compare all of these records, and see if you can discern any patterns in the way the libraries that you selected have cataloged these items.

- Are these libraries abiding by DCRB and DCRM(B) guidelines as you understand them?
- If a library has a rare book cataloging policy, is it abiding by its own rules?
- How are they transcribing titles, imprint information, and other transcription fields? Are they giving collations? If so, when?
- Are they making useful local notes with information on binding and provenance?
- Are they using 655 form/genre headings? If so, which ones, and how?
- Are they adding relator terms where appropriate?
- Are they describing other aspects of these books in a consistent manner, or are they adding other notes or MARC tags that are worth mentioning? If so, why might they be doing this?

Summarize all of this in a ca. 1,000 word executive summary (about 3-4 double-spaced pages). Speculate on why the libraries that you selected have cataloged these books as they have, and if possible, suggest ways that they may improve their cataloging practices. Make sure you attach copies of all of the records that you discuss, and if possible, also attach title page facsimiles for each book and detailed bibliographical descriptions from standard bibliographies.

II. Oral Presentations on Saturday, April 23 & 30

Your oral presentation during our final class should be about 10-15 minutes, and it should summarize your entire final paper—book catalog records searched, libraries selected, and rare book cataloging practices identified, and conclusions. I encourage you to bring handouts, examples of catalog records, etc., or to use Powerpoint if you feel it will enhance your presentation. If you use Powerpoint, please send me a copy of your PPT file beforehand.