Palmer School of Library and Information Science  
Long Island University  
LIS 713: Rare Book and Special Collections Librarianship  
Instructor: J. Fernando Peña  

Course Syllabus  
(Spring 2014)

Time and Place: Bobst Library, NYU, Avery Fisher Center, 2nd Floor (70 Washington Square South, New York, N.Y. 10012), Wednesdays, January 22 through May 7, 2014 (except March 12 for spring break), 6:30-8:20 p.m. Note that decisions about closings made for C.W. Post do not affect Palmer classes at NYU. In general, if the subways are running, this class will meet even if weather is poor.

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: 2-6 p.m. on class days and by appointment, in the Palmer suite in Bobst Library (7th floor). Also available at other times, and by appointment.

Purpose, Scope and Method: This course is meant as a practical introduction to the field of rare book and special collections librarianship. Over the course of fourteen weeks, we will define rare books and special collections, learn about the different types of materials housed in special collections, and talk about what it means to be a rare book and special collections librarian. We will examine many aspects of the field, including collection development, description and access, preservation and conservation, security, and outreach and promotion. By the end of the course, you will have gained an understanding of the current issues and best practices in rare book and special collections librarianship.

At the end of the semester, students will be familiar with:

- The profession of rare book and special collections librarianship
- The different types of rare book and special collections libraries
- The types of materials found in rare book and special collections libraries and their significance as primary sources
- The history of printed books and how this relates to specific problems encountered in managing rare book repositories
- The importance of collectors and antiquarian booksellers in helping build special collections
- The acquisition of rare books and special collections
- How rare books and special collections are described and made accessible
- Issues in security and the preservation and conservation of rare books and special collections
- The staffing of rare book and special collections libraries
- Promotion, outreach, fundraising and donor relations in rare book and special collections libraries

This course will make heavy use of the case method, and students will gain experience in applying information and finding solutions to typical problems in rare book and special collections. In order to give students experience in the essentially collaborative nature of rare book and special collections librarianship, this course will include in-class group exercises and written assignments prepared by pre-assigned groups and turned in.
for a grade. Students will also work on individual written assignments and will be encouraged to visit rare book and special collections, antiquarian bookshops, and related events on their own time during the term.

**Palmer School Learning Objectives:** This course, which focuses on managing rare book and special collections libraries, addresses the following Palmer school learning objectives:

- **Goal I** ("Reflect the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities"), especially part a ("Explain and apply the ethics, history, values, philosophy and principles of the library and information science professions") and part b ("Analyze and apply legal, social, economic, technological, and global policies and trends affecting libraries and information organizations and the profession").
- **Goal IV** ("Staff, manage and lead libraries and information centers of all types").

**Written Assignments and Final Grade:** Students will be assigned written exercises and work sheets that test their ability to solve typical problems in the rare book/special collections context, with reference to pertinent sources and documents. Each assignment will require students to deal with the following aspects of professional practice: issues, vocabulary, major information sources, and significant documents of the field. Logic and technical aspects of writing will also be evaluated. For full credit, all written assignments must be submitted in a timely manner and in a professionally appropriate form. Seven written assignments (including group assignments) have equal weight, while the final site visit report and short class presentation is weighted more heavily, as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Seven written assignments</td>
<td>60% (approx. 8.5% each)</td>
</tr>
<tr>
<td>Library site visit report &amp; short class presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

**Class 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 important. Students who miss more than three class meetings cannot expect to receive full credit for this course. Those who plan to miss any session should let the instructor know well ahead of time in order to schedule a make-up session or to complete extra work.

This course will make extensive use of group work in graded written assignments and in-class exercises. In addition, pre-assigned groups will be required to develop discussion questions on course readings and to lead the class in discussion (at least twice per group during the semester).

The instructor may occasionally ask students to turn in exercises completed during class, and these may count toward the class participation portion of the final grade. Students, working either individually or in groups, will be expected to complete graded written assignments outside of class.

Finally, students will be encouraged to visit antiquarian booksellers and rare book and special collections libraries, exhibitions and events on their own time and to report back during class, in Blackboard, or in written assignments.
Grading Rubric: Written assignments in this class will be graded according to the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td><em>Outstanding achievement.</em> Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td><em>Very good work.</em> Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td><em>Good work.</em> Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td><em>Adequate work.</em> Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td><em>Marginal work.</em> Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td><em>Unsatisfactory work.</em> Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td><em>Unacceptable work.</em> Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td><em>Failing.</em> Student failed to turn in an assignment or plagiarized.</td>
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Planning Your Time: The State of New York specifies that a three-credit, for-credit course should require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend much more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the fast paced schedule and due dates of graded exercises. For planning purposes, students may find the estimations of time commitment below helpful. Keep in mind that this is an indication of minimum time necessary to complete the required work in a satisfactory manner.

<table>
<thead>
<tr>
<th>Task</th>
<th>Hours</th>
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<tr>
<td>Written assignments (7 x 6 hours each)</td>
<td>42 hours</td>
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<tr>
<td>Library site visit report</td>
<td>15 hours</td>
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<td>Readings (14 weeks x 5 hours/week)</td>
<td>70 hours</td>
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<td>Class meetings (15 sessions x 2 hours/each)</td>
<td>30 hours</td>
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<tr>
<td>Total</td>
<td>157 hours</td>
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<td>(average approx. 11 hours/week)</td>
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Required Textbook and Readings: There is no textbook for the field of rare books and special collections librarianship, as none of recent vintage exists. However, all students intending to work with rare books should acquire John Carter’s *ABC for Book Collectors* (New Castle, DE: Oak Knoll Books, 2004; 8th ed., or any more recent edition, easily purchased on Amazon, Barnes & Noble, etc.). The entire 8th edition of the book can be downloaded for free from [www.ilab.org/download.php?object=documentation&id=29](http://www.ilab.org/download.php?object=documentation&id=29).
Students should become familiar with its contents and be able to use this terminology in ways that are consistent with the practices of the rare book and special collections field. Also highly recommended is Geoffrey Ashall Glaister’s inexpensive, paperback reference work, *Encyclopedia of the Book*. 2nd ed. (New Castle, DE and London: Oak Knoll Press & The British Library, 1996).

Most of the other class reading are available freely online or will be available in full text through the *Library Science and Information Science* databases accessible to Palmer School students through the LIU library webpage. Some course materials listed in this syllabus are available in NYU Bobst Library’s reference area on the ground level (all non-circulating). Some online sources may be available on site at NYU (and on site at other libraries), but may not be available to Palmer students at home.

When you have a chance, browse recent, hard-copy issues of these journals:

- *Library and Archival Security*
- *Library Quarterly* (Bobst Z671 .L8, vol. 1 (1931) on)
- *Papers of the Bibliographical Society of America (PBSA)* (Bobst Z1008.B5p, vol. 7 (1913) on)
- *RBM* (formerly *Rare Book and Manuscript Librarianship (RBML)*) (Bobst Z688.R3 R32, vol. 1 (2000) on; PDFs of issues of both of these journals also available freely to the public at [http://rbm.acrl.org/](http://rbm.acrl.org/)
- *RBMS News Editor’s Blog* ([http://www.rbms.info/publications/index.shtml#newsletter](http://www.rbms.info/publications/index.shtml#newsletter) for links to current RBMS news blog and to PDFs of its predecessor, the semiannual *RBMS Newsletter*, which appeared in print from 1984 to 2009).

These should be available in various research collections throughout the New York City area; see the NYPL catalog and OCLC for locations.

**Citation Formats:** Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/). Examples of MLA formatting can be found at [http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm](http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm).

Regarding plagiarism, see [http://owl.english.purdue.edu/owl/resource/589/02/](http://owl.english.purdue.edu/owl/resource/589/02/). If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU’s policies on plagiarism can be found at [http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm](http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm).

**Style Manual:** 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/](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.
<table>
<thead>
<tr>
<th>Class Schedule and Assignments</th>
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<tr>
<td><strong>January 22:</strong></td>
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<td><strong>January 29:</strong></td>
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<td><strong>February 5:</strong></td>
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<td><strong>February 12:</strong></td>
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<td><strong>February 19:</strong></td>
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<td><strong>March 5:</strong></td>
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<td><strong>March 19:</strong></td>
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<td><strong>March 26:</strong></td>
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<td><strong>April 2:</strong></td>
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<td><strong>April 9:</strong></td>
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<td><strong>April 16:</strong></td>
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<td><strong>April 23:</strong></td>
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<td><strong>April 30:</strong></td>
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<td><strong>May 7:</strong></td>
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*Due: Written Assignment 1 (Primary Sources in Research Collections)*

*Due: Written Assignment 2 (Analysis of Collection Development Policies)*

*Due: Written Assignment 3 (Purchasing Special Collections Material)*

*Due: Written Assignment 4 (Group Exercise on Describing Rare Books)*

*Due: Written Assignment 5 (Group Exercise on Rare Book Cataloging)*

*Due: Written Assignment 6 (Disaster Planning Scenario)*

*Due: Written Assignment 7 (Security Scenario)*

*Due: Written Assignment 8 (Final Paper on Library Site Visit)*

*Due: Written Assignment 9 (Final Paper on Library Site Visit)*
Class 1: January 22

Introduction

- Purpose, scope, and method of course
- Major information sources in rare book and special collections librarianship
- Scholarly and professional societies

Resources on Special Collections Libraries:


Stam, David, ed. *International Dictionary of Library Histories.* 2 vols. Chicago: Fitzroy Dearborn, 2001. [Selections will be made available on Blackboard; print copy at NYU Bobst 1st Floor Reference, Z721.I572 2001. This work includes information on collections of major libraries and essays on different types of specialized libraries, some important to the history of special collections.]

Websites/Web Pages to Browse:


Antiquarian Booksellers Association of America (ABAA). [http://www.abaa.org](http://www.abaa.org) [Note esp. resources listed under “Learn about rare books”]


California Rare Book School. [http://www.calrbs.org/](http://www.calrbs.org/)


Fellowship of American Bibliophilic Societies (FABS). [http://fabsbooks.org/default.aspx](http://fabsbooks.org/default.aspx) [Lists various bibliophilic and book collecting clubs in the United States, with information and links to websites of individual member societies. Some FABS members include Baltimore Bibliophiles, Caxton Club (Chicago), Grolier Club (New York City), Club of Odd Volumes (Boston), and the Ticknor Society (Boston). The Grolier Club has a library on book collecting and some programs open to the public.]


London Rare Books School. [http://ies.sas.ac.uk/cms/events/courses/LRBS/index.htm](http://ies.sas.ac.uk/cms/events/courses/LRBS/index.htm)
First Assignment: Joining a Rare Books Listserv

Objective: To familiarize yourself with the current debates and discourse in the profession.

Join a listserv relating to rare book and/or special collections. All are required to join EXLIBRIS-L (see https://list.indiana.edu/sympa/info/exlibris-l for instructions). Try to follow the frequent posts and discussions, as we will occasionally raise these discussions in class.

You may also wish to join the SHARP list (Society for the History of Authorship, Reading, and Publishing) and/or the Book Arts list (http://www.philobiblon.com/).

As part of this assignment, please email the instructor some evidence of your joining one of these lists (e.g., subscription acknowledgement, a recent post to the list, etc.).
Class 2: January 29
Rare Books as Primary Sources and Artifacts 1/3

- Definitions of rarity in special collections
- Collecting institutions
- Introduction to the history of the printed book

IN-CLASS EXERCISE: Rarity according to Van Wingen’s Your Old Books (will be distributed beforehand)

Read:


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Watch:

Video: The Machine That Made Us (BBC documentary, 2008, with Stephen Fry; 60 min.) [Many options for viewing this video are available on YouTube and elsewhere, most dividing full documentary into five or six short segments]
Class 3: February 5  
Rare Books as Primary Sources and Artifacts 2/3

- More on the history of the printed book
- Papermaking
- Type design and typefounding
- The printing press and the process of printing
- Bookbinding
- Importance of provenance

DUE: Written Assignment 1: Importance of Primary Resources and Special Collections Libraries

Read:
Carter’s *ABC for Book Collectors*: “Association Copy,” “Bindings” [browse “see also” terms], “Binding Materials” [browse “see also” terms], “Binding Terminology” [browse “see also” terms], “Chain Lines,” “Laid Paper,” “Paper,” “Presentation Copy,” “Provenance,” “Watermark,” “Wire Lines,” and “Wove Paper.”

Adams, Jr., Frederick B. *The Uses of Provenance*. Berkeley, Calif.: School of Librarianship, University of California; Los Angeles: School of Library Service, University of California, 1969. [26 p.; available on Blackboard]


Watch:

Browse/Skim:
*British Library Database of Bookbindings.* [http://www.bl.uk/catalogues/bookbindings/](http://www.bl.uk/catalogues/bookbindings/)

*Bookbindings on Incunables in American Library Collections: A Selection.*  
[http://www.bibsocamer.org/BibSite/Husby/Selection.html](http://www.bibsocamer.org/BibSite/Husby/Selection.html)

Folger Shakespeare Library. “Thys boke is myne” [spring 2003 exhibition on provenance].  
Class 4: February 12  
Rare Books as Primary Sources and Artifacts 3/3

- More on the history of the printed book
- The printed book after 1800
- Ephemera, private press printing, and artists’ books
- Introduction to bibliography
- Key resources for researching rare books

IN-CLASS EXERCISE: Treasure Hunt on Key Bibliographical Resources (will be distributed beforehand)

Read:

Carter’s ABC for Book Collectors: “Bibliography,” “Cloth Grains and Fabrics,” “Press Books,” “Private Press,” “Privately Printed,” and “Publisher’s Cloth.”


Watch:


Browse/Skim:

“Key Resources for Researching Rare Books” [bibliography prepared by instructor; will be made available]


Class 5: February 19  Collection Building 1/3

- Collection assessments
- Collection development policies
- Access to special collections material

Read:


Browse/Skim:
Examples of Collection Development Policies

Fales Library Special Collections. http://library.nyu.edu/collections/policies/fales.html


Grolier Club Library. www.grolierclub.org [In the left-hand menu select “The Library” – “Collections Overview” – “Library Collection Development Policy”]


Class 6: February 26
Collection Building 2/3

- Purchasing special collections material
- Dealing with the antiquarian book trade
- Appraisal

DUE: Written Assignment 2: Analysis of Collection Development Policies

IN-CLASS EXERCISE: Purchasing Rare Books & Special Collections Material Online (will be distributed beforehand)

Read:


Browse/Skim:

American Book Prices Current (ABPC). [http://www.bookpricescurrent.com/] [Description of resource at this website; see NYU Bobst Main Collection Z1000.A51]

Americana Exchange. [http://www.americanaexchange.com] [Useful esp. for information on upcoming auctions]

Antiquarian Booksellers Association of America (ABAA). [http://www.abaa.org]

Artfact. [http://www.artfact.com] [Website for searching upcoming art, antique and book auctions]

Bookman’s Price Index. [http://www.gale.cengage.com/servlet/BrowseSeriesServlet?region=9&imprint=000&titleCode=BPI&edition] [Description of resource at this website; see Bobst REF1 Z1000.B74 for latest ed.]

International League of Antiquarian Booksellers (ILAB). [http://www.ilab.org/]

ViaLibri. [http://www.vialibri.net/] [Used and antiquarian bookselling website]
Class 7: March 5

Collection Building 3/3

- Dealing with donors and donations
- Transferring books from general collections to special collections
- Deaccessioning

DUE: Written Assignment 3: Purchasing Special Collections Material

REMINDER: NO CLASS ON MARCH 12 (SPRING BREAK)

Read:


Browse/Skim:

[Read “Introduction” and “Valuation of various kinds of property—Collections,” skim rest]

Class 8: March 19

- Processing and describing rare books
- Descriptive bibliography
- Title page transcription
- Bibliographical format and the collation formula

IN-CLASS GROUP EXERCISE: Title Page Transcription and the Collation Formula

Read:


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

Browse/Skim:

Consortium of European Research Libraries (CERL). http://www.cerl.org/web/ [Various useful resources, including the “Heritage of the Printed Book in Europe” database, described as a “a steadily growing collection of files of catalogue records from major European and North American research libraries covering items of European printing of the hand-press period (c. 1455-c. 1830) integrated into one file.”]
Class 9: March 26
Processing and Describing Rare Materials 2/3

- Introduction to *Descriptive Cataloging of Rare Materials (Books)* (DCRM(B))
- Relationship between descriptive bibliography and rare book cataloging
- Managing rare book processing and cataloging

**DUE:** Written Assignment 4: Describing Rare Books (Group Exercise)

**Read:**


*Descriptive Cataloging of Rare Materials (Books) (DCRM(B)).* Washington, DC: Cataloging Distribution Service, Library of Congress, 2007. [Selections will be made available on Blackboard. This is the most important descriptive standards for cataloging rare books today. Recently corrected portions are available for free download at [http://www.loc.gov/cds/PDFdownloads/dcrm/DCRM(B)_2008.pdf](http://www.loc.gov/cds/PDFdownloads/dcrm/DCRM(B)_2008.pdf); or purchase entire manual for $75 from ALA, Amazon, etc.]


**Browse/Skim:**

*English Short-Title Catalogue* (ESTC). [http://estc.bl.uk/](http://estc.bl.uk/) [Electronic bibliographic database maintained by the British Library that seeks to catalog all known printed in English before 1800; currently has over 460,000 records]

*Incunabula Short Title Catalogue* (ISTC). [http://www.bl.uk/catalogues/istc/index.html](http://www.bl.uk/catalogues/istc/index.html) [Electronic bibliographic database, also maintained by the British Library, that records all known editions of books printed before 1501]


**Examples of Library Rare Book Cataloging Policies**

Beinecke Library, Yale University  
[http://www.library.yale.edu/BeinCatM/home.html](http://www.library.yale.edu/BeinCatM/home.html) and [http://www.library.yale.edu/BeinCatM/contents.html](http://www.library.yale.edu/BeinCatM/contents.html)

University Library, University of Illinois at Urbana-Champaign  
[http://www.library.illinois.edu/cam/specialtype/rare.html](http://www.library.illinois.edu/cam/specialtype/rare.html)

Libraries, North Carolina State University  
[https://staff.lib.ncsu.edu/confluence/display/MNC/Rare+Books+and+Special+Materials+Cataloging](https://staff.lib.ncsu.edu/confluence/display/MNC/Rare+Books+and+Special+Materials+Cataloging)
More on *Descriptive Cataloging of Rare Materials (Books)* (DCRM(B))

Current standards for describing other special collections material

DUE: Written Assignment 5: Rare Book Cataloging (Group Exercise)

IN-CLASS EXERCISE: Selecting Descriptive Standards (will be distributed beforehand)

Read:


Nichols, Margaret F. “The cataloger and the archivist should be friends: or, Herding vs. milking special collections.” *RBM* 12.1 (2011): 25-33. [Selection will be made available on Blackboard]

Waibel, Günter and Mary W. Elings. “Metadata for all: descriptive standards and metadata sharing across libraries, archives and museums.” *First Monday* 12.3 (March 5, 2007). [Selection will be made available on Blackboard]

Wisser, Katherine M. “Archival cataloging and the archival sensibility.” *RBM* 12.1 (2011): 34-40. [Selection will be made available on Blackboard]

Browse/Skim:

Current Descriptive Cataloging Guidelines and Metadata Standards for Special Collections


*Cataloging Cultural Objects (CCO): A Guide to Describing Cultural Objects.* [Selection will be made available on Blackboard]

*Categories for the Description of Works of Art (CDWA).* [Selection will be made available on Blackboard]

*Describing Archives: A Content Standard (DACS).* Chicago: SAA, 2007. [Selections will be made available on Blackboard]

*EAD - Encoded Archival Description. Version 2002 Official Site.* [Selection will be made available on Blackboard]

*Graphic Materials: Rules for Describing Original Items and Historical Collections.* Compiled by Elisabeth Beth Parker. Washington, DC: Library of Congress, 1982. [Selections will be made available on Blackboard; also note that these guidelines will soon be superseded by RBMS Bibliographic Standards Committee’s *Descriptive Cataloging of Rare Materials (Graphics)* (DCRM(G)).]

Pass, Gregory A. *Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early Modern Manuscripts.* Chicago: Association of College and Research Libraries, 2002. [Selections will be made available on Blackboard]

*Society of American Archivists. Standards for Archival Description: A Handbook.* 1994. [Selection will be made available on Blackboard]
VRA Core 4.0. [http://www.loc.gov/standards/vracore/schemas.html] [Skim “Introduction”]

**Controlled Vocabularies Used in Special Collections Cataloging**


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


**Other Resources**

Archives Association of British Columbia. *The Archivist’s Toolkit*. [http://aabc.ca/TK_00_main_page.html] [See esp. “Arrangement and description”]

Archivists’ Toolkit. [http://www.archiviststoolkit.org/]

National Union Catalog of Manuscript Collections (NUCMC). [http://www.loc.gov/coll/nucmc] [Provides access to OCLC/WorldCat’s bibliographic database of manuscripts and archival collections]

Class 11: April 9

Housing of Rare Books and Special Collections 1/3

- Preservation management
- Preservation and conservation assessments and surveys
- Temperature, humidity, light and pollution
- Disaster planning

Read:

Carter’s ABC for Book Collectors: “Preservation” and “Repairing and Restoration.”


Browse/Skim:


Northeast Document Conservation Center. The Online Disaster-Planning Tool for Cultural and Civic Institutions. www.dplan.org
Class 12: April 16
Housing of Rare Books and Special Collections 2/3

- Conservation of rare materials
- Relationship between librarians/curators and conservators
- Conservation treatment proposals and contracts
- Conservation ethics

DUE: Written Assignment 6: Disaster Planning Scenario

Read:

Carter’s ABC for Book Collectors: “‘Original State,” “Re-Backed,” “Re-Cased,” “Re-Jointed,” “Remboîtage,” “Re-Set,” and “Solander Case.”


Browse/Skim:


Thaw Conservation Center, Morgan Library & Museum. http://www.themorgan.org/collections/collectionsThaw.asp [Browse examples of conservation work done by Thaw Conservation Center, which are linked from Center’s main page]
Security issues in special collections libraries

Off-site storage

DUE: Written Assignment 7: Security Scenario

Pecha Kucha 1/3: Short Student Presentations on Library Site Visits

Read:


Wilkie, Everett. “Weighing materials in rare book and manuscript libraries as a security measure against theft and vandalism.” *RBM* 7.2 (2006): 146-164. [http://rbm.acrl.org/content/7/2/146.full.pdf+html](http://rbm.acrl.org/content/7/2/146.full.pdf+html)

Browse/Skim:

[International database of stolen and missing works of art, antiques and valuables.]

[For reporting stolen books, geared towards antiquarian booksellers]

Missing and Stolen Maps Database. [http://www.missingmaps.info/](http://www.missingmaps.info/)
[Developed by the International Antiquarian Mapsellers Association for its members.]

Class 14: April 30 — Outreach in Special Collections Libraries

- Public and donor relations
- Fundraising
- Exhibitions and public programs

DUE: Written Assignment 8: Report on Library Site Visit

Pecha Kucha 2/3: Short Student Presentations on Library Site Visits

Read:


Browse/Skim:


National Endowment for the Humanities, Humanities Collections and Reference Resources. http://www.neh.gov/grants/guidelines/HCRR.html [See also “Sample Narratives” on right-hand menu]

Class 15: May 7  

Education, Professional Development, & Continuing Education

- Education, training, professional development and career building
- Professional ethics

Pecha Kucha 3/3: Short Student Presentations on Library Site Visits

Read:

Dimunation, Mark. “Red wine and white carpets: what we didn’t learn in library school, or when the dog and pony goes bad.” RBM 7.1 (2006): 73-84. [http://rbm.acrl.org/content/7/1/73.full.pdf+html](http://rbm.acrl.org/content/7/1/73.full.pdf+html)

Garabedian, Michael. “‘You’ve got to be carefully taught’: American special collections library education and the inculcation of exclusivity.” RBM 7.1 (2006): 55-63. [http://rbm.acrl.org/content/7/1/55.full.pdf+html](http://rbm.acrl.org/content/7/1/55.full.pdf+html)


Schreyer, Alice D. “What’s so special about special collections librarians?” RBM 7.1 (2006): 49-54. [http://rbm.acrl.org/content/7/1/49.full.pdf+html](http://rbm.acrl.org/content/7/1/49.full.pdf+html)


Browse/Skim:


RBMS Diversity Committee web page. [http://www.rbms.info/committees/diversity/](http://www.rbms.info/committees/diversity/)