Time and Place
Bobst Library, NYU, 70 Washington Square South, New York, N.Y. 10012, Thursdays, January 25 through May 3, 2018 (except March 15 for spring break), 6:30-8:20 p.m. Note that decisions about closings made for C.W. Post may 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, mobile 646-721-7680, email fernando.pena@liu.edu. Email communication or text is always preferable to telephone.

Office Hours
Mondays and Wednesdays 3-5 p.m. at my NYU/Bobst office, and preferably by appointment. Also available on other days and times and occasionally at the C.W. Post Campus.

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
- Staffing of rare book and special collections libraries
- Managing, assessing and evaluating 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 (in optional face-to-face classes) 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 goals and student learning objectives (SLOs):

- **Goal 1:** Apply the principles, practices, ethics, and philosophy of the profession
  - SLO 1A: Demonstrate understanding of the foundations, ethics and values of the library and information science professions
- **Goal 3:** Deliver user-centered services and cost-effective programs
  - SLO 3B: Design and deliver information programs to meet the needs of specific users
- **Goal 4:** Staff, manage, and advocate for libraries and information organizations
  - SLO 4A: Explain principles and practices of management

**Required Textbook and Readings**


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

**Written Assignments and Final Grade**

Students will be assigned written exercises 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, major information sources, and significant documents of the field. 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) and final site visit report are weighted as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seven written assignments</strong></td>
<td>60% (5%-10% each)</td>
</tr>
<tr>
<td>Final paper/project</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>
</tbody>
</table>

**Assignment Description**

- **Class Participation**
  - Regular attendance and participation in class discussions and exercises throughout the semester
  - **20 points**

- **Seven Written Assignments**
  - Various due dates (full written assignment descriptions and instructions on Blackboard)
  - **(60 points)**

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Primary Sources in Research Collections</td>
<td>10 points</td>
</tr>
<tr>
<td>Due week 3</td>
<td></td>
</tr>
<tr>
<td>Assignment 2: Analysis of Collection Development Policies</td>
<td>10 points</td>
</tr>
<tr>
<td>Due week 5</td>
<td></td>
</tr>
<tr>
<td>Assignment 3: Purchasing Special Collections Material (SLO 3B)</td>
<td>10 points</td>
</tr>
<tr>
<td>Due week 7</td>
<td></td>
</tr>
<tr>
<td>Assignment 4: Describing Rare Books</td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 8</td>
<td></td>
</tr>
<tr>
<td>Assignment 5: Rare Book Cataloging</td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 9</td>
<td></td>
</tr>
<tr>
<td>Assignment 6: Disaster Planning Case Study/Scenario</td>
<td>10 points</td>
</tr>
<tr>
<td>Due week 11</td>
<td></td>
</tr>
<tr>
<td>Assignment 7: Security Case Study/Scenario</td>
<td>10 points</td>
</tr>
<tr>
<td>Due week 12</td>
<td></td>
</tr>
<tr>
<td>Final Paper/Project (SLOs 1A and 4A)</td>
<td>20 points</td>
</tr>
<tr>
<td>Due week 14</td>
<td></td>
</tr>
</tbody>
</table>

  **TOTAL**
  - **100 points**
  - (= 100%)
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.

Grading Rubric
Discussion board posts will be graded using rubric in Appendix A; 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding achievement. 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>Very good work. 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>Good work. 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>Adequate work. 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>Marginal work. 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>Unsatisfactory work. 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>Unacceptable work. 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>Failing. Student failed to turn in an assignment or plagiarized.</td>
</tr>
</tbody>
</table>

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>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation (14 class meetings x 2 hours each)</td>
<td>28</td>
</tr>
<tr>
<td>Readings (14 weeks x 5 hours/week)</td>
<td>70</td>
</tr>
<tr>
<td>Written assignments (7 x 6 hours each)</td>
<td>42</td>
</tr>
<tr>
<td>Final paper/project</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
</tr>
</tbody>
</table>

(average approx. 11.4 hours/week)

**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/](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](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](http://www2.liu.edu/cwis/cwp/Library/workshop/citation.htm) as well as at [http://owl.english.purdue.edu/owl/section/2/](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/](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.
| Week 1 | Introduction and Overview: Purpose, Scope, & Method of Course; Major Information Sources in Rare Book & Special Collections Librarianship; Scholarly & Professional Societies |
| Week 2 | Rare Books as Primary Sources & Artifacts 1/2: Definitions of Rarity; Collecting Institutions; Books as Material Objects |
| Week 3 | Rare Books as Primary Sources & Artifacts 2/2: Provenance; Ephemera, etc.; Bibliography *Due: Written Assignment 1 (Primary Sources in Research Collections)* |
| Week 4 | Collection Building 1/3: Collections Assessments; Collection Development Policies |
| Week 5 | Collection Building 2/3: Purchasing Special Collections Material; Dealing with the Antiquarian Book Trade; Appraisal *Due: Written Assignment 2 (Analysis of Collection Development Policies)* |
| Week 6 | Collection Building 3/3: Dealing with Donors & Donations; Transferring Books to Special Collections; Deaccessioning |
| Week 7 | Processing & Describing Rare Materials 1/3: Describing Rare Books & Descriptive Bibliography *Due: Written Assignment 3 (Purchasing Special Collections Material)* |
| Week 8 | Processing & Describing Rare Materials 2/3: *Descriptive Cataloging of Rare Materials (Books) (DCRM(B))* *Due: Written Assignment 4 (Describing Rare Books)* |
| Week 9 | Processing & Describing Rare Materials 3/3: More on DCRM(B); Current Standards for Describing Other Special Collections Material *Due: Written Assignment 5 (Rare Book Cataloging)* |
| Week 10 | Housing of Rare Books & Special Collections 1/3: Preservation Management |
| Week 11 | Housing of Rare Books & Special Collections 2/3: Conservation of Rare Materials *Due: Written Assignment 6 (Disaster Planning Scenario)* |
| Week 12 | Housing of Rare Books & Special Collections 3/3: Security Issues *Due: Written Assignment 7 (Security Scenario)* |
| Week 13 | Management of Rare Book & Special Collections Libraries |
| Week 14 | Outreach; Education, Professional Development, & Continuing Education *Due: Final Paper/Project* |
• Purpose, scope, and method of course
• Major information sources in rare book and special collections librarianship
• Scholarly and professional societies

Read:


Browse:


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.]

Professional Organizations, Scholarly Societies, etc.


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


Booklyn Artists Alliance (Brooklyn, N.Y.). [http://www.booklyn.org](http://www.booklyn.org)

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


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.]
Independent Research Libraries Association (IRLA). [http://irla.lindahall.org/ [Includes contact information of its member libraries]
London Rare Books School. [http://www.ies.sas.ac.uk/london-rare-books-school
Rare Books and Manuscripts Section (RBMS), Association of College and Research Libraries (ACRL). [www.rbms.info
Rare Book School. [http://www.rarebookschool.org/
Society of American Archivists. [http://www2.archivists.org/

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](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/](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.).
Week 2 (Feb. 1)  Rare Books as Primary Sources and Artifacts 1/2

- Definitions of rarity in special collections libraries
- Books as artifacts and material objects
- Collecting institutions

CLASS EXERCISE: Rarity in Rare Books and Special Collections Libraries

Read:


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] [Online: https://www.youtube.com/watch?v=Qd cgwunbDEE]
Week 3 (Feb. 8)  Rare Books as Primary Sources and Artifacts 2/2

- Importance of provenance
- Ephemera, private press printing, and artists’ books
- Why bibliography matters

CLASS EXERCISE: Treasure Hunt using Key Resources for Researching Rare Books

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

Read:

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]


Nicholas Schmidle, “A very rare book: the mystery surrounding a copy of Galileo’s pivotal treatise” (The New Yorker, Dec. 16, 2013) [Available on Blackboard; recommended but not required]


Browse/Skim:
“Key Resources for Researching Rare Books” [bibliography prepared by instructor; available on Blackboard]

Week 4 (Feb. 15):  Collection Building 1/3

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

Read:


Browse/Skim:

Other Professional Codes of Ethics


SAA. “Core values of archivists” and “Code of ethics for archivists.” http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics

Examples of Collection Development Policies

Amherst College, Archives & Special Collections. https://www.amherst.edu/library/archives/collectiondevelopment

Fales Library Special Collections. https://library.nyu.edu/about/collections/special-collections-and-archives/fales-library-and-special-collections/

Fales Library Downtown Collection. https://guides.nyu.edu/downtown-collection/overview

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

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

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

**Read:**

Carter’s *ABC for Book Collectors*: “American Book Prices Current,” “Antiquarian Bookseller,” “Association Copy,” “Auctions,” “Bibliomaniac,” “Bibliophil,” “Book Auction Records,” “Booksellers’ Catalogues,” “Chronological Obsession,” “Condition,” “Follow the Flag,” “Grolier List,” “High-Spots,” “Presentation Copy,” “Provenance,” “Rings,” and “Unknown to... or Not in...


**Browse/Skim:**

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

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


Bookman’s Price Index. https://tinyurl.com/ycc7pfe2 [Description of resource at this website; see Bobst REF1 Z1000.B74 for latest ed.]

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

Rare Book Hub. http://www.rarebookhub.com/ [Useful esp. for information on upcoming auctions]

ViaLibri. https://www.vialibri.net/ [Used and antiquarian bookselling website]
Week 6 (March 1)  Collection Building 3/3

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

CLASS EXERCISE: Purchasing Rare Books & Special Collections Material Online

Read:


Buice, William T., III. “A trust and estate lawyer’s view.” [Talk from Grolier Club’s “Books in Hard Times” conference, Sept. 22, 2009; available on Blackboard]


RBMS. “Guidelines on the selection and transfer of materials from general collections to special collections.” 2008. [Available on Blackboard]


Society of American Archivists. “A guide to donating your personal or family papers to a repository.” [Available on Blackboard]


Browse/Skim:


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

Week 7 (March 8)  Processing and Describing Rare Materials 1/3

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

DUE: Written Assignment 3 (Purchasing Special Collections Material)

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:
[This database, once freely available and maintained by the Belk Library & Information Commons and the Koninklijke Bibliothec-KNational Library of the Netherlands, is now a subscription based resource through Brill.]

[Various useful resources, including the HPB [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).]

***REMINDER: NO CLASS NEXT WEEK, MARCH 15, FOR SPRING BREAK***
Week 8 (March 22)  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)**

**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. The entire work can be downloaded for free at [http://rbms.info/dcrm/dcrmb/](http://rbms.info/dcrm/dcrmb/).]

[http://rbm.acrl.org/content/11/2/134.full.pdf+html](http://rbm.acrl.org/content/11/2/134.full.pdf+html)

[http://rbm.acrl.org/content/rbml/7/2/98.full.pdf+html](http://rbm.acrl.org/content/rbml/7/2/98.full.pdf+html)

**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://data.cerl.org/istc/_search](http://data.cerl.org/istc/_search)  
[Electronic bibliographic database, maintained by the British Library and the Consortium of European Research Libraries (CERL), that records all known editions of books printed before 1501]

RBMS Bibliographic Standards Committee. Committee web page.  
[http://www.rbms.info/committees/bibliographic_standards/](http://www.rbms.info/committees/bibliographic_standards/)

RBMS Bibliographic Standards Committee. “Directory of web resources for the rare materials cataloger.”  
[http://lib.nmsu.edu/rarecat/](http://lib.nmsu.edu/rarecat/)

**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)

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)


**Week 9 (March 29)  Processing and Describing Rare Materials 3/3**

- 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)**

**Read:**


**Browse/Skim:**

**Current Descriptive Cataloging Guidelines and Metadata Standards for Special Collections**

*Cataloging Cultural Objects (CCO): A Guide to Describing Cultural Objects.* http://cco.vrafoundation.org/ [Selections will also be made available on Blackboard]

*Categories for the Description of Works of Art (CDWA).* http://www.getty.edu/research/publications/electronic_publications/cdwa/introduction.html [Selections will also be made available on Blackboard]

*Describing Archives: A Content Standard (DACS).* Chicago: SAA, 2013 (2nd ed., revised 2015). [Selections will be made available on Blackboard; the entire work can also be freely downloaded at https://www2.archivists.org/groups/technical-subcommittee-on-describing-archives-a-content-standard-dacs/dacs]

*Descriptive Cataloging of Rare Materials (Graphics) [DCRM(G)].* Chicago: American Library Association/Rare Books & Manuscripts Sections (RBMS), 2013. http://rbms.info/dcrm/dcrmg/


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]


*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 Spaces. [This is the current, state-of-the-art archival management system, also open source, that allows archivists to manage and describe (using DACS and EAD standards) archival collections of all kinds] http://archivesspace.org/

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

SAA, EAD Roundtable. “Encoded Archival Description Section.” https://www2.archivists.org/groups/encoded-archival-standards-section
Week 10 (April 5)  Housing and Care of Rare Books and Special Collections 1/3

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

Read:


Northeast Document Conservation Center. Preservation Leaflets 1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.3, 3.6, 3.8, and 3.12 http://www.nedcc.org/resources/leaflets.list.php


Browse/Skim:


Northeast Document Conservation Center. The Online Disaster-Planning Tool for Cultural and Civic Institutions. www.dplan.org
Week 11 (April 12)  Housing and Care 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*: “Bindings” [browse “see also” terms], “Binding Materials” [browse “see also” terms], “Binding Terminology” [browse “see also” terms], “Cloth Grains and Fabrics,” “Original State,” “Publisher’s Cloth,” “Re-Backed,” “Re-Cased,” “Re-Jointed,” “Remboîtage,” “Re-Set,” and “Solander Case.”


**Browse/Skim:**

American Institute for Conservation (AIC). [Skim esp. “Collections Care for Institutions” and “Find a Conservator”; see Blackboard for direct links to these pages] http://www.conservation-us.org/


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**

**Read:**


**Browse/Skim:**


Week 13 (April 26)  Management of Rare Book and Special Collection Libraries

• Managing staff
• Public and donor relations
• Fundraising
• Metrics and assessment of collections and services

Read:


RBMS Task Force on Metrics and Assessment. Task force website. [Current draft documents of the new RBMS/SAA Joint Task Forces on the Development on Standardized Holding Counts and Measures for Archival Repositories and Special Collections Libraries and on the Development of Standardized Measures for the Public Services of Archival Repositories and Special Collections Libraries will also be made available on Blackboard] [http://rbms.info/committees/task_forces/metrics_assessment/](http://rbms.info/committees/task_forces/metrics_assessment/)

Browse/Skim:
Week 14 (May 3)  Outreach in Special Collections Libraries, Education, Professional Development, & Continuing Education

- Outreach, exhibitions, and public programs
- Education, training, professional development and career building

DUE: Discussion Board 8; Final Paper/Project

Read:


RBMS/SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy. [Current draft documents will be made available on Blackboard]


Browse/Skim:
Garabedian, Michael. “‘You’ve got to be carefully taught’: American special collections library education and the inculcation of exclusivity.” [Available on Blackboard]


RBMS. “Careers in rare books and manuscripts: frequently asked questions.” [http://rbms.info/careers-faq/]
# Appendix:
## Additional LIU Guidelines, Policies, Procedures, and Technical Support

### NETIQUETTE (ESPECIALLY FOR ONLINE AND BLENDED COURSES)
- Treat all course users with respect.
- It’s fine to disagree, but do so with professional courtesy.
- When offering criticism, remember to also point out the positives and areas that are well done.
- Do not type posts in ALL CAPS. It’s the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon. Spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.
- Text messaging shortcuts and emoticons should be used judiciously. *[Or you can tell the students not to use them—this is a matter of personal preference.]*
- *[Faculty may provide additional guidance on the manner in which you would like students to conduct their communications in your course.]*

### ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students’ personal and intellectual growth. Please see: [http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies](http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies)

### ANTI-HARASSMENT
Long Island University’s anti-harassment/discrimination policy and complaint procedure can be accessed here: [http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy](http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy)

### STUDENT SUPPORT SERVICES
Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see: [http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS](http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS)

### TECHNICAL SUPPORT
Blackboard is available at [http://blackboard.liu.edu](http://blackboard.liu.edu). For student help, go to: [https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student) or access help directly from your course by selecting “Help” in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at [it@liu.edu](mailto:it@liu.edu) or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.
**General Technology Guidelines:** Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.