

(Updated 1/26/2018)

	<p>Palmer School of Library &amp; Information Science</p> <p><b>LIS 713: Rare Books and Special Collections Librarianship</b></p> <p>Spring 2018</p> <p>Instructor: Prof. J. Fernando Peña</p>
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### **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](mailto: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

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* (9<sup>th</sup> ed., New Castle, DE: Oak Knoll Books, 2016; ISBN-10: 1584563524, ISBN-13: 978-1584563525). The entire 2004 8th edition, also acceptable, can be downloaded for free at [https://www.ilab.org/eng/documentation/29-abc\\_for\\_book\\_collectors.html](https://www.ilab.org/eng/documentation/29-abc_for_book_collectors.html).]

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*. 2<sup>nd</sup> 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 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:

- *The Book Collector* (Bobst Z990.B6, vol. 2 (1953) on)
- *Libraries and Culture* (Bobst Z671.J67, vol. 23:1 (1988) on; BobCatPlus Electronic Access [onsite only])
- *Library and Archival Security*
- *Library Quarterly* (Bobst Z671 .L8, vol. 1 (1931) on)
- *Library Trends* (Bobst Z671.L83, vol. 1 (1952) on)
- *Papers of the Bibliographical Society of America (PBSA)* (Bobst Z1008.B5p, vol. 7 (1913) on)
- *The Private Library: Journal of the Private Libraries Association* (U.K.)
- *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/>)
- *RBMS News Editor's Blog* (<http://rbms.info/blog/category/news-events/> and <http://www.rbms.info/publications/#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.

### 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:

Seven written assignments	60% (5%-10%each)
Final paper/project	20%
Class participation	<u>20%</u>
Total	<u>100%</u>

Assignment Description	Points
<b>Class Participation</b> Regular attendance and participation in class discussions and exercises throughout the semester	<b>20 points</b>
<b>Seven Written Assignments</b> <i>Various due dates</i> (full written assignment descriptions and instructions on Blackboard)	<b>(60 points)</b>
<b>Assignment 1: Primary Sources in Research Collections</b> <i>Due week 3</i>	<b>10 points</b>
<b>Assignment 2: Analysis of Collection Development Policies</b> <i>Due week 5</i>	<b>10 points</b>
<b>Assignment 3: Purchasing Special Collections Material (SLO 3B)</b> <i>Due week 7</i>	<b>10 points</b>
<b>Assignment 4: Describing Rare Books</b> <i>Due week 8</i>	<b>5 points</b>
<b>Assignment 5: Rare Book Cataloging</b> <i>Due week 9</i>	<b>5 points</b>
<b>Assignment 6: Disaster Planning Case Study/Scenario</b> <i>Due week 11</i>	<b>10 points</b>
<b>Assignment 7: Security Case Study/Scenario</b> <i>Due week 12</i>	<b>10 points</b>
<b>Final Paper/Project (SLOs 1A and 4A)</b> <i>Due week 14</i>	<b>20 points</b>
<b>TOTAL</b>	<b>100 points (= 100%)</b>

## 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:

Letter Grade	GPA	Definition
A	4.0	<i>Outstanding achievement.</i> 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.
A-	3.7	<i>Very good work.</i> 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.
B+	3.3	<i>Good work.</i> 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).
B	3.0	<i>Adequate work.</i> 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).
B-	2.7	<i>Marginal work.</i> Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	<i>Unsatisfactory work.</i> 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.
C	2.0	<i>Unacceptable work.</i> 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.
F	0.0	<i>Failing.</i> Student failed to turn in an assignment or plagiarized.

## 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.

Class participation (14 class meetings x 2 hours each)	28 hours
Readings (14 weeks x 5 hours/week)	70 hours
Written assignments (7 x 6 hours each)	42 hours
Final paper/project	<u>20 hours</u>
Total	<u>160 hours</u> (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/>. 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

<b><u>Week 1</u></b>	Introduction and Overview: Purpose, Scope, & Method of Course; Major Information Sources in Rare Book & Special Collections Librarianship; Scholarly & Professional Societies
<b><u>Week 2</u></b>	Rare Books as Primary Sources & Artifacts 1/2: Definitions of Rarity; Collecting Institutions; Books as Material Objects
<b><u>Week 3</u></b>	Rare Books as Primary Sources & Artifacts 2/2: Provenance; Ephemera, etc.; Bibliography <i>Due: <u>Written Assignment 1 (Primary Sources in Research Collections)</u></i>
<b><u>Week 4</u></b>	Collection Building 1/3: Collections Assessments; Collection Development Policies
<b><u>Week 5</u></b>	Collection Building 2/3: Purchasing Special Collections Material; Dealing with the Antiquarian Book Trade; Appraisal <i>Due: <u>Written Assignment 2 (Analysis of Collection Development Policies)</u></i>
<b><u>Week 6</u></b>	Collection Building 3/3: Dealing with Donors & Donations; Transferring Books to Special Collections; Deaccessioning
<b><u>Week 7</u></b>	Processing & Describing Rare Materials 1/3: Describing Rare Books & Descriptive Bibliography <i>Due: <u>Written Assignment 3 (Purchasing Special Collections Material)</u></i>
<b><u>Week 8</u></b>	Processing & Describing Rare Materials 2/3: <i>Descriptive Cataloging of Rare Materials (Books) (DCRM(B))</i> <i>Due: <u>Written Assignment 4 (Describing Rare Books)</u></i>
<b><u>Week 9</u></b>	Processing & Describing Rare Materials 3/3: More on <i>DCRM(B)</i> ; Current Standards for Describing Other Special Collections Material <i>Due: <u>Written Assignment 5 (Rare Book Cataloging)</u></i>
<b><u>Week 10</u></b>	Housing of Rare Books & Special Collections 1/3: Preservation Management
<b><u>Week 11</u></b>	Housing of Rare Books & Special Collections 2/3: Conservation of Rare Materials <i>Due: <u>Written Assignment 6 (Disaster Planning Scenario)</u></i>
<b><u>Week 12</u></b>	Housing of Rare Books & Special Collections 3/3: Security Issues <i>Due: <u>Written Assignment 7 (Security Scenario)</u></i>
<b><u>Week 13</u></b>	Management of Rare Book & Special Collections Libraries
<b><u>Week 14</u></b>	Outreach; Education, Professional Development, & Continuing Education <i>Due: <u>Final Paper/Project</u></i>

## Week 1 (Jan. 25) Introduction and Overview

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

### **Read:**

Schreyer, Alice D. "What's so special about special collections librarians?" *RBM* 7.1 (2006): 49-54. [Available on Blackboard]

Traister, Daniel. "The rare book librarian's day." *RBML* 1.2 (1986): 93-105. [Available on Blackboard]

### **Browse:**

RBMS/ACRL. "Guidelines: competencies for special collections professionals." Revised 2017.

<http://www.ala.org/ala/mgrps/divs/acrl/standards/comp4speccollect.cfm>

### **Resources on Special Collections Libraries**

Ash, Lee, and William G. Miller. *Subject Collections*. 7th ed. New Providence NJ: R.R. Bowker, c. 1993. [Selections available on Blackboard; entire work at NYU Bobst 1st Floor Reference, Z688.A2 S8; also available in many public libraries, often in ready-reference collections.]

Miskelly, Matthew, ed. *Directory of Special Libraries and Information Centers*. 34<sup>th</sup> ed. Detroit: Thomson/Gale, 2008. [Selections available on Blackboard; print copy at NYU Bobst 1<sup>st</sup> floor reference, Z731.Y68.]

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 1<sup>st</sup> 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.**

American Printing History Association (APHA). <http://www.printinghistory.org> [Note esp. activities of local New York Chapter]

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

Archivists Roundtable of Metropolitan New York. <http://www.nycarchivists.org/>

Association of Research Libraries (ARL). <http://www.arl.org> [Note esp. important reports and other documents in "The unique role of special collections," <http://www.arl.org/rtl/speccoll/>]

Bibliographical Society (U.K.). <http://www.bibsoc.org.uk/>

Bibliographical Society of America. <http://www.bibsocamer.org/>

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

California Rare Book School. <http://www.calrbs.org/>

Center for Book Arts (New York, N.Y.). <http://centerforbookarts.org/>

Ephemera Society of America. <http://www.ephemerasociety.org/>

Fellowship of American Bibliophilic Societies (FABS). <http://www.fabsocieties.org/> [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.]

Independent Research Libraries Association (IRLA). <http://irla.lindahall.org/> [Includes contact information of its member libraries]

International Federation of Library Associations (IFLA). <http://www.ifla.org/>

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

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](http://www.rbms.info)

Rare Book School. <http://www.rarebookschool.org/>

Society for the History of Authorship, Reading and Publishing (SHARP). <http://www.sharpweb.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> 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.).

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

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- 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:**

Carter's *ABC for Book Collectors*: "Early Printed," "Incunable, Incunabula, Incunabulist," "Letterpress," "Post-Incunabula," "Rarity," "Unique," and "Unrecorded."

Association of Research Libraries (ARL). *Celebrating Research: Rare and Special Collections from the Membership of the Association of Research Libraries*. Introduction by Nicolas Barker. Washington, DC: ARL, 2008. <http://www.celebratingresearch.org/intro/index.shtml>

\_\_\_\_\_. *The Unique Role of Special Collections. Special Collections: Statement of Principles, 2003*. <http://www.arl.org/storage/documents/publications/special-collections-statement-of-principles-2003.pdf>

Belanger, Terry. "Rare books and special collections in American libraries: seeing the sites." *RBML* 1.1 (1986): 11-24. [Available on Blackboard]

De Hamel, Christopher. "Tangible artifacts." *RBM* 1.1 (2000): 27-29. [Available on Blackboard]

Ennis, Stephen. "The role of the artifact in a facsimile age." *RBM* 1.1 (2000): 46-47. [Available on Blackboard]

Joyce, William L. "The evolution of the concept of special collections in American research libraries." *RBML* 3.1 (1988): 19-30. [Available on Blackboard]

Modern Language Association of America. "Statement on the significance of primary records." <https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Publishing-and-Scholarship/Significance-of-Primary-Records/Read-the-Report-Online/Statement-on-the-Significance-of-Primary-Records-Modern-Language-Association>

Van Wingen, Peter. *Your Old Books*. Chicago: American Library Association, 1994. [Printed brochure, revised for online publication in 2011, available online or as PDF download at <http://rbms.info/wp-content/uploads/2014/05/YourOldBooksCompact2.pdf> or in HTML version at <http://rbms.info/yob/>]

#### **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]

<https://www.youtube.com/watch?v=QdcgwunbDEE>

## Week 3 (Feb. 8) Rare Books as Primary Sources and Artifacts 2/2

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- 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:**

Carter's *ABC for Book Collectors*: "Association Copy," "Bibliography," "Press Books," "Private Press," "Privately Printed," "Presentation Copy," and "Provenance."

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]

Barnhill, Georgia B. "Why not ephemera? The emergence of ephemera in libraries." *RBM* 9.1 (2008): 127-135. [Available on Blackboard]

Howard-Hill, T.H. "Why bibliography matters." In Simon Eliot and Jonathan Rose, eds., *A Companion to the History of the Book*. Malden, Mass.: Wiley-Blackwell, 2009: 9-20. [Available on Blackboard]

Nash, Paul W. "Collecting private press books, part I: What is a private press?" *Private Library* 4 (1997): 148-181. [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]

Twyman, Michael. "The long-term significance of printed ephemera." *RBM* 9.1 (2008): 19-57. [Available on Blackboard; recommended but not required]

### **Browse/Skim:**

"Key Resources for Researching Rare Books" [bibliography prepared by instructor; available on Blackboard]

Folger Shakespeare Library. "Thys boke is myne" [spring 2003 exhibition on provenance].

[http://www.folger.edu/html/exhibitions/thys\\_boke/boke.asp](http://www.folger.edu/html/exhibitions/thys_boke/boke.asp)

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

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

### **Read:**

ACRL/SAA. "ACRL/SAA Joint Statement on Access to Research Materials in Archives and Special Collections Libraries." July 2009. <http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatement.cfm>

RBMS/ACRL. "ACRL code of ethics for special collections librarians." 2003. [http://rbms.info/standards/code\\_of\\_ethics/](http://rbms.info/standards/code_of_ethics/)

Sax, Joseph L. "Not so public: access to collections." *RBM* 1.2 (2000): 101-114. [Available on Blackboard]

Smyth, Elaine B. "A practical approach to writing a collection development policy." *RBML* 14.1 (1999): 27-31. [Available on Blackboard]

Taylor, Marvin. "I'll be your mirror, reflect what you are: postmodern documentation and the downtown New York scene from 1975 to the present." *RBM* 3.1 (2002): 32-52. [Available on Blackboard]

Traister, Daniel. "Is there a future for special collections? And should there be one?: a polemical essay." *RBM* 1.1 (2000): 54-76. [Available on Blackboard]

### **Browse/Skim:**

#### **Other Professional Codes of Ethics**

American Association of Museums. "Code of ethics for museums." 2000. <http://aam-us.org/resources/ethics-standards-and-best-practices/code-of-ethics>

Antiquarian Booksellers Association of America. "Code of ethics." <http://www.abaa.org/about-abaa/code-of-ethics>

Boles, Frank (SAA president). "Enforcing ethics." SAA website. March 20, 2009. <http://www.archivists.org/news/ethics09.asp>

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](http://www.grolierclub.org) [In the left-hand menu select "The Library" – "Collections Overview" – "Library Collection Development Policy"]

Library of Congress (manuscripts collection development policy). <http://www.loc.gov/acq/devpol/manuscri.pdf>

- 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," "Bibliomania," "Bibliophily," "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..."

Ahearn, Allen, and Patricia Ahearn. "Pricing scarce and rare books and manuscripts." *RBML* 9.1 (1994): 31-38. [Available on Blackboard]

Jackson, Robert H. "Welcome to hard times—this time." [Keynote talk from Grolier Club's "Books in Hard Times" conference, Sept. 22, 2009.] [Available on Blackboard]

Lopez, Ken. "Some thoughts on the maturing of the rare book market at the start of the 21<sup>st</sup> century." [Talk given by Lopez in 2002 to the Fellowship of the American Bibliophilic Societies.]  
<http://www.lopezbooks.com/articles/fabs/>

Powell's Books. "Rare book basics."  
<http://www.powells.com/findastore/powellscityofbooks/therarebookroom/bookbasics> [See esp. terms relating to condition standards at top of page]

Reese, William S. "The rare book market today." [Talk from Grolier Club's "Books in Hard Times" conference, Sept. 22, 2009.] [Available on Blackboard]

Whiteman, Bruce. "The ring and the books." *RBM* 9.2 (2008): 226-232. [Available on Blackboard]

**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>

Invaluable. <http://www.invaluable.com> [Website for searching upcoming art, antique and book auctions]

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

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

*CLASS EXERCISE: Purchasing Rare Books & Special Collections Material Online*

### **Read:**

Basbanes, Nicholas A. "Collectors and libraries: some studies in symbiosis." *RBML* 8.1 (1993): 37-48. [Available on Blackboard]

Browar, Lisa. "An oral contract isn't worth the paper it's printed on." *RBML* 6.2 (1991): 100-107. [Available on Blackboard]

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]

Oram, Richard W. "Current professional thinking on the deaccessioning of rare books in academic libraries." *RBML* 12.1 (1997): 9-18. [Available on Blackboard]

RBMS. "Guidelines on the selection and transfer of materials from general collections to special collections." 2008. <http://www.ala.org/ala/mgrps/divs/acrl/standards/selctransfer.cfm>

Schreyer, Alice D. *Elective Affinities: Private Collectors & Special Collections in Libraries*. Chicago: University of Chicago Library, 2001. [28 p.; available on Blackboard]

Society of American Archivists. "A guide to deeds of gift." [http://www.archivists.org/publications/deed\\_of\\_gift.asp](http://www.archivists.org/publications/deed_of_gift.asp)

Society of American Archivists. "A guide to donating your personal or family papers to a repository." <http://www.archivists.org/publications/donating-familyrecs.asp>

Streit, Samuel. "Going, going, gone: case studies in library deaccessioning." *RBML* 12.1 (1997): 21-28. [Available on Blackboard]

University of Southern California Libraries. "Donate books and collections." <https://libraries.usc.edu/support-usc-libraries>

### **Browse/Skim:**

United States Internal Revenue Service (IRS). "Publication 561, Determining value of donated property." April 2007. <http://www.irs.gov/publications/p561/index.html>

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

United States Internal Revenue Service (IRS). "Form 8283, Noncash Charitable Contributions" <http://www.irs.gov/pub/irs-pdf/f8283.pdf> and "Form 8282, Donee Information Return" <http://www.irs.gov/pub/irs-pdf/f8282.pdf>

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

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- 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:**

Carter's *ABC for Book Collectors*: "Bibliography," "Collation," "Copy," "Degressive Bibliography," "Edition and Impression," "First Edition," "Foliation," "Format," "Gathering," "Ideal Copy," "Imperfect," "Impression," "Incunable," "Issues and States," "Pagination," "Preliminary Leaves," "Signatures," "State," and "Variant."

Belanger, Terry. "Descriptive bibliography." In *Book Collecting: A Modern Guide*, ed. Jean Peters. New York: R. R. Bowker, 1977: 97-115. [Available on Blackboard]

Gaskell, Philip. *A New Introduction to Bibliography*. Oxford: Clarendon Press, 1972, 1974. [10 p. selection on the bibliographical concept of format and 15 p. selection on bibliographical description; available on Blackboard]

*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:**

*Book History Online: International Bibliography of the History of the Printed Book and Libraries*.

<http://bibliographies.brillonline.com/browse/book-history-online>

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

Consortium of European Research Libraries (CERL). <http://www.cerl.org/web/>

[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

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- 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:**

Association of Research Libraries (ARL) Task Force on Special Collections. *Hidden Collections, Scholarly Barriers: Creating Access to Unprocessed Special Collections Materials in North America's Research Libraries*. 2003.

<http://www.arl.org/storage/documents/publications/hidden-colls-white-paper-jun03.pdf>

*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/>.]

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>

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

#### **Browse/Skim:**

*English Short-Title Catalogue* (ESTC). <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/>

#### **Examples of Library Rare Book Cataloging Policies**

Beinecke Library, Yale University  
<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>

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

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- 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:**

Chemero, Andrea, Caroline Seigel, and Terrie Wilson. "How libraries collect and handle artists' books." *Art Documentation* 19.1 (2000): 22-25. [Available on Blackboard]

Cutrone, John, and Roberto C. Ferrari. "Books as aesthetic objects: The Arthur and Mata Jaffe Collection at Florida Atlantic University." *Art Documentation* 23.1 (2004): 33-37. [Available on Blackboard]

Nichols, Margaret F. "The cataloger and the archivist should be friends: or, Herding vs. milking special collections." *RBM* 12.1 (2011): 25-33. [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).

<http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/1628/1543>

Wisser, Katherine M. "Archival cataloging and the archival sensibility." *RBM* 12.1 (2011): 34-40. [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.* <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](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 (2<sup>nd</sup> 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/>

*EAD - Encoded Archival Description. Version 2002 Official Site.* <http://www.loc.gov/ead/>

[See especially "Development of the EAD DTD"]

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.

<http://www.archivists.org/catalog/stds99/>

VRA Core 4.0. <http://www.loc.gov/standards/vracore/schemas.html> [Skim "Introduction"]

## Controlled Vocabularies Used in Special Collections Cataloging

British Library. "Glossary of terms for illuminated manuscripts." From Michelle P. Brown, *Understanding Illuminated Manuscripts: A Guide to Technical Terms*. J. Paul Getty Museum: Malibu; London: British Library, 1994. <http://www.bl.uk/catalogues/illuminatedmanuscripts/glossary.asp>

Franco, Edgar. *Dictionary of Terms and Expressions Commonly Used in the Antiquarian Book Trade*. ILAB, 1994. <https://ilab.org/glossary>

Getty Research Institute. *Art and Architecture Thesaurus*.  
[http://www.getty.edu/research/conducting\\_research/vocabularies/aat/](http://www.getty.edu/research/conducting_research/vocabularies/aat/)

RBMS. *Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging*.  
[http://www.rbms.info/committees/bibliographic\\_standards/controlled\\_vocabularies/](http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/)

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

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>

SAA; Richard Pearce-Moses, compiler. *A Glossary of Archival and Records Terminology*.  
<http://www2.archivists.org/glossary>

## 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:**

Carter's *ABC for Book Collectors*: "Chain Lines," "Laid Paper," "Paper," "Preservation" "Repairing and Restoration," "Watermark," "Wire Lines," and "Wove Paper."

American Institute for Conservation (AIC). *Position Paper on Conservation and Preservation in Collecting Institutions*. [http://www.conservation-us.org/docs/default-source/governance/position-paper-on-conservation-and-preservation-in-collecting-institutions-\(june-2002\).pdf?sfvrsn=7](http://www.conservation-us.org/docs/default-source/governance/position-paper-on-conservation-and-preservation-in-collecting-institutions-(june-2002).pdf?sfvrsn=7)

Broman, Elizabeth. "Conducting a condition survey of special collections" [Smithsonian Libraries blog post]. <https://blog.library.si.edu/blog/2012/07/27/conducting-a-condition-survey-of-special-collections/#.Wmo-xpM-f-Y>

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>

Reed-Scott, Jutta. *Preserving Research Collections: A Collaboration between Librarians and Scholars*.

Association of Research Libraries, Modern Language Association, and American Historical Association on behalf of the Task Force on the Preservation of the Artifact, 1999.

<https://www.mla.org/content/download/2935/80094/prc.pdf>

Sheehan, Jennifer K. "Making the most of what we have: a framework for preservation management in rare book collections." *RBM* 10.2 (2009): 111-121. [Available on Blackboard]

Starmer, Mary Ellen, Sara McGough Hyder, and Aimée Leverette. "Rare condition: preservation assessment for rare book collections." *RBM* 6.2 (2005): 91-107. [Available on Blackboard]

W.J. Barrow Research Laboratory, Inc. *Physical and Chemical Properties of Book Papers, 1507-1949*.

*Permanence/Durability of the Book* 7 [series]. Richmond, Va.: W.J. Barrow Research Laboratory, 1974. [32 p.; available on Blackboard]

### **Browse/Skim:**

Columbia University Libraries, Preservation and Digital Conversion Division. *Disaster Response Manual for Care of Library Materials*. 2008. <http://www.columbia.edu/cu/lweb/img/assets/4776/disaster-2008-edition.pdf>

National Institute for Conservation. <http://www.heritagepreservation.org>

New York University. *Library & Archives Preservation: Emergency Preparedness & Response*.

<https://guides.nyu.edu/preservation/emergency-preparedness>

Northeast Document Conservation Center. *The Online Disaster-Planning Tool for Cultural and Civic Institutions*. [www.dplan.org](http://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," "Remboitage," "Re-Set," and "Solander Case."

American Institute for Conservation (AIC). "Code of ethics and guidelines for practice." 1994. [Full code of ethics available as a PDF download at bottom of page] [http://www.conservation-us.org/our-organizations/association-\(aic\)/governance/code-of-ethics-and-guidelines-for-practice#.WmpAS5M-f-a](http://www.conservation-us.org/our-organizations/association-(aic)/governance/code-of-ethics-and-guidelines-for-practice#.WmpAS5M-f-a)

Henderson, Cathy. "Curator or conservator: who decides on what treatment?" *RBML* 2.2 (1987): 103-107. [Available on Blackboard]

Lock, Margaret. *Bookbinding Materials and Techniques, 1700-1920*. Toronto: Canadian Bookbinders and Book Artists Guild, 2003. [28 p.; available on Blackboard]

Northeast Document Conservation Center. "Choosing and working with a conservator" [Preservation Leaflet 7.7]. <http://www.nedcc.org/resources/leaflets.list.php>

Pickwood, Nicholas. "Determining how best to conserve books in special collections." *The Book and Paper Group Annual* 13 (1994). <http://cool.conservation-us.org/coolaic/sg/bpg/annual/v13/bp13-07.html>

Pilette, Roberta, and Carolyn Harris. "It takes two to tango: a conservator's view of curator/conservator relations." *RBML* 4.2 (1989): 103-111. [Available on Blackboard]

Preservation Advisory Centre/British Library. *Bookbindings and Damaged Books*. Preservation Guidance Booklets series. London: British Library, 2010.  
[http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/caring\\_for\\_bookbindings.pdf](http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/caring_for_bookbindings.pdf)  
[http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/damaged\\_books.pdf](http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/damaged_books.pdf)

Tarlton Law Library, Rare Books & Special Collections, University of Texas at Austin. "Conservation of rare books, 2008-2009." <https://tarltonapps.law.utexas.edu/exhibits/conservation2009/index.html>

#### **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/>

Book Arts Web. <http://www.philobiblon.com/> [Peter Verheyen's website for book arts organizations, conservation and preservation information, and much more]

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

Conservation Center for Art & Historic Artifacts. <http://www.ccaha.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:**

ALA Map and Geography Round Table (MAGERT). *Map Collection Security Guidelines: MAGERT Task Force on Library Security for Cartographic Resources*. June 2010.

<http://www.ala.org/rt/sites/ala.org/rt/files/content/publicationsab/Map%20Coll%20Security%20Guidelines.pdf>

Bregman, Alvan and Margaret Tufts Tenney. "Special collections reading rooms." In Everett C. Wilkie, Jr., ed., *Guide to Security Considerations and Practices for Rare Book, Manuscript, and Special Collection Libraries*. Chicago: ACRL, 2011: 129-140. [Available on Blackboard]

Howard, Jennifer. "Debate at N.Y. Public Library raises question: Can off-site storage work for researchers?" *Chronicle of Higher Education* (Apr. 22, 2012). [Available on Blackboard]

Marshall, Jeffrey D. "Reading room design for security." In Everett C. Wilkie, Jr., ed., *Guide to Security Considerations and Practices for Rare Book, Manuscript, and Special Collection Libraries*. Chicago: ACRL, 2011: 41-46. [Available on Blackboard]

Martin, Terry. "In defense of remote storage." Rev. Oct. 19, 2005. [Also on Blackboard]

[http://www.law.harvard.edu/faculty/martin/defending\\_remote.htm](http://www.law.harvard.edu/faculty/martin/defending_remote.htm)

Northeast Document Conservation Center. "Collections security: planning and prevention for libraries and archives" [Preservation Leaflet 3.11]. <http://www.nedcc.org/resources/leaflets.list.php>

RBMS Security Committee. *Guidelines Regarding Security and Theft in Special Collections*. 2009.

[http://www.ala.org/acrl/standards/security\\_theft](http://www.ala.org/acrl/standards/security_theft)

Traister, Daniel. "Seduction and betrayal: an insider's view of insider theft of rare materials." *Wilson Library Bulletin* 69 (1994): 30-33. [Available on Blackboard]

Wilkie, Everett. "Weighing materials in rare book and manuscript libraries as a security measure against theft and vandalism." *RBM* 7.2 (2006): 146-164. [Available on Blackboard]

**Browse/Skim:**

Art Loss Register. <http://www.artloss.com/en>

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

International League of Antiquarian Booksellers. Stolen-Book.org website. <http://www.stolen-book.org/>

[For reporting stolen books, geared towards antiquarian booksellers]

RBMS Security Committee. Committee webpage. <http://rbms.info/committees/security/>

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

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

### **Read:**

Browar, Lisa. "Paving the road to hell? Cultural institutions and the 'new' philanthropy." *RBM* 5.1 (2004): 52-72. <http://rbm.acrl.org/content/5/1/52.full.pdf+html>

Browar, Lisa, and Samuel Streit. "Mutually assured survival: library fund-raising strategies in a changing economy." *Library Trends* (Nov. 2003): 52-72. [Available on Blackboard]

Cullingford, Alison. "User services in special collections" and "Influencing and fund-raising for special collections." In Cullingford, *The Special Collections Handbook*. London: Facet Publishing, 2011: 109-126 and 161-180. [Available on Blackboard]

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\\_force/metrics\\_assessment/](http://rbms.info/committees/task_force/metrics_assessment/)

### **Browse/Skim:**

American Alliance of Museums. "Standards on financial stability." Retrieved Dec. 11, 2013. <http://www.aam-us.org/resources/ethics-standards-and-best-practices/financial-stability>

## 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:**

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. [Available on Blackboard]

Hansen, Kelli. "Education, training, and recruitment of special collections librarians: an analysis of job advertisements." *RBM* 12.2 (2011): 110-132. [Available on Blackboard]

Harris, Valerie A., and Ann C. Weller. "Use of special collections as an opportunity for outreach in the academic library." *Journal of Library Administration* 52 (2012): 294-303. [Available on Blackboard]

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

Smith, Steven Escar. "From 'treasure room' to 'school room': special collections and education." *RBM* 7.1 (2006): 31-39. [Available on Blackboard]

Traister, Daniel. "Public services and outreach in rare book, manuscript, and special collections libraries." *Library Trends* 52.1 (2003): 87-108. [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]

Rippley, Susan Stekel. "The education and hiring of special collections librarians: observations from a recent recruit." *RBM* 6.2 (2005): 82-90. [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>

#### **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>

#### **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>

#### **TECHNICAL SUPPORT**

Blackboard is available at <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.