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

Syllabus  
(Fall 2012)

Time and Place: Bobst Library, NYU, Avery Fisher Center, 2nd Floor (70 Washington Square South, New York, N.Y. 10012), Wednesdays, Jan. 18 through May 2, 2012 (except March 14), 6:30-8:20 p.m. Note that decisions about closings made for C.W. Post do not affect Palmer classes at NYU. In general, if the subways are running, this class will meet even if weather is poor.

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

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

Purpose, Scope and Method: This course is meant as a practical introduction to the field of rare book and special collections librarianship. Over the course of fourteen weeks, we will define rare books and special collections, learn about the different types of materials housed in special collections, and talk about what it means to be a rare book and special collections librarian. We will examine many aspects of the field, including collection development, description and access, preservation and conservation, public service, security and legal issues, management, supervision and administration, and teaching, promotion and outreach. 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 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
- Issues in digitizing special collections material, including copyright and fair use and other legal issues
- Public service, education, exhibitions and publications in rare books and special collection libraries
- The staffing of rare book and special collections libraries
- Fundraising and donor relations in rare book and special collections libraries
- Promotion and outreach 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, class sessions will include group exercises. Students will also work on individual written assignments and will be required to visit rare book and special collections and antiquarian bookshops on their own time during the term.

This course is required for the Palmer School concentration in Rare Books and Special Collections. However, please note that this course does not address the history of the book. Book history courses at Palmer include the annual “History of the Book” as well as “Artists Books,” “Great Collections of New York City,” “The Antiquarian Book Trade,” etc. Courses taken at Rare Book School (based at the University of Virginia, with occasional courses in other cities including New York City), and courses at the University of London’s Rare Book School (including the gradable final project) may count as a “history of the book” course for purposes of the Palmer concentration. For details on that concentration see http://www.liu.edu/CWPost/Academics/Schools/CEIS/PSLIS/Graduate-Programs/MS-LIS-RBSC.aspx.

**Palmer School Learning Objectives:** This course, which focuses on managing rare book and special collections libraries, addresses most parts of Goal I (“Reflecting the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities”) and all parts of four parts of Goal IV (“Staff, manage and lead libraries and information centers of all types”). From Goal I, this course particularly addresses part a (“Explain and apply the ethics, history, values, philosophy and principles of the library and information science professions”) and part b (“Analyze and apply legal, social, economic, technological, and global policies and trends affecting libraries and information organizations and the profession”).

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Four written assignments</td>
<td>50% (12.5% each)</td>
</tr>
<tr>
<td>Library Site Visit Report</td>
<td>25%</td>
</tr>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**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. There will be extensive use of group work on sample problems during class. Students who miss more than three sessions 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. The instructor may occasionally ask students to turn exercises completed during class, and these may count toward the “participation” portion of the final grade. Students will be expected to complete written assignments outside of class. Additionally, students will be expected to make a
minimum of two visits to rare book and special collections-related units or events (e.g., libraries, antiquarian booksellers, exhibitions, lectures, etc.) on their own time and to report back during class, in Blackboard, or in written assignments.

**Grading Rubric:** Written assignments in this class will be graded according to the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td><em>Outstanding achievement.</em> Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td><em>Very good work.</em> Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td><em>Good work.</em> Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td><em>Adequate work.</em> Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td><em>Marginal work.</em> Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td><em>Unsatisfactory work.</em> Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td><em>Unacceptable work.</em> Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td><em>Failing.</em> Student failed to turn in an assignment or plagiarized.</td>
</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.

- **Written Assignment** (5 assignments x 10 hours) 50 hours
- **Readings** (14 weeks x 5 hours) 70 hours
- **Personal visits to libraries, booksellers, etc.** (minimum 2 visits x 2 hours) 4 hours
- **Class meetings** (15 sessions x 2 hours) 30 hours
  - **Total** 154 hours (average 11 hours/week)
**Required Textbook and Readings:** There is no textbook for the field of rare books and special collections librarianship, as none of recent vintage exists. However, all students intending to work with rare books should acquire John Carter’s *ABC for Book Collectors* (New Castle, DE: Oak Knoll Books, 2004; 8th ed., or any more recent edition, easily purchased on Amazon, Barnes & Noble, etc.). The entire 8th edition of the book can be downloaded for free from [www.ilab.org/download.php?object=documentation&id=29](http://www.ilab.org/download.php?object=documentation&id=29).

Students should become familiar with its contents and be able to use this terminology in ways that are consistent with the practices of the rare book and special collections field. Also highly recommended is Geoffrey Ashall Glaister’s inexpensive, paperback reference work, *Encyclopedia of the Book*. 2nd ed. (New Castle, DE and London: Oak Knoll Press & The British Library, 1996).

Most of the other class reading are available freely online or will be available in full text through the Library Science and Information Science databases accessible to Palmer School students through the LIU library 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); a few items will be on reserve in the reserve sections of Bobst Library (level A). 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. You may also wish to obtain some of these books through interlibrary loan via your local library or by consulting reference copies at NYPL (Fifth Avenue and 42nd St. building) and other specialized libraries.

When you have a chance, browse recent, hard-copy issues of these journals: *Libraries and Culture* (Bobst Z671.J67 23:1- 1988-; BobCatPlus Electronic Access [onsite only]), *Library and Archival Security*, *Library Quarterly* (Bobst Z671 .L8 1- 1931-), *Library Trends* (Bobst Z671.L83 1- 1952-), *Papers of the Bibliographical Society of America* (PBSA) (Bobst Z1008.B5p 7- 1913-), *RBM* (formerly Rare Book and Manuscript Librarianship (RBML)) (Bobst Z688.R3 R32 1- [2000]-; both of these also available freely to the public at [http://rbm.acrl.org/](http://rbm.acrl.org/)), and the *RBMS Newsletter* (Bobst Z688.R3 R3, current year only). These should be available in various research collections throughout the New York City area; see the NYPL catalog and OCLC for locations.

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

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

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

**September 5:** Introduction: Purpose, Scope, and Method of Course; Major Information Sources in Rare Book and Special Collections Librarianship; Scholarly and Professional Societies; Collecting Institutions

**September 12:** Defining Rare Books and Special Collections; Definitions of Rarity; Significance of Original Artifacts and Primary Sources

**September 19:** Defining Rare Book and Special Collections Librarianship; Education, Training, Professional Development and Career Building; Professional Ethics

*Due: Written Assignment 1 (Paper on Primary Sources and Research Collections)*

**September 26:** Collectors and Collecting; Antiquarian Book Trade

**October 3:** Collection Building: Acquiring and Purchasing Special Collections Material; Library Collection Development Policies; Appraisal

**October 10:** Collection Building, continued: Collectors and Libraries; Transferring Books to Special Collections; Deaccessioning

*Due: Written Assignment 2 (Case Studies on Collection Development)*

**October 17:** Organizing and Describing Rare Books and Special Collections Material: Descriptive Bibliography; Rare Book Cataloging Principles; Scholarly Bibliographies

**October 24:** Organizing and Describing Rare Books and Special Collections Material, continued: Archival Principles for Control and Processing; Describing Manuscripts, Prints, Maps, and Other Non-Book Materials

**October 31:** Housing of Rare Books and Special Collections; Conservation and Preservation; Security

*Due: Written Assignment 3 (Case Studies on Security and Disaster Planning)*

**November 7:** Digitizing Special Collections Material and Related Issues: Current Issues, Standards, and Best Practices; Copyright and Fair Use; Contracts and Agreements for Intellectual Ownership and Access

**November 14:** Reference, Research, and Other Rare Books and Special Collections Library Services

**November 21:** NO CLASS (Thanksgiving holiday)

**November 28:** Interpreting Collections: Exhibitions and Publications; Instruction

*Due: Written Assignment 4 (Report on Library Site Visit)*

**December 5:** Outreach: Public and Donor Relations; Fundraising

*Due: Written Assignment 5 (Paper on Future Needs and Trends)*

**December 12:** Future Needs and Trends

“*Pecha Kucha*”—Short Student Presentations on Final Paper on Trends
Class Schedule and Assignments

September 5
Introduction: Purpose, Scope, and Method of Course; Major Information Sources in Rare Book and Special Collections Librarianship; Scholarly and Professional Societies; Collecting Institutions

September 12
Defining Rare Books and Special Collections; Definitions of Rarity; Significance of Original Artifacts and Primary Sources

Readings:

Carter’s *ABC for Book Collectors*: “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. [Selections will be provided; work includes information on collections of major libraries and essays on different types of specialized libraries, some important to the history of special collections. NYU Bobst 1st Floor Reference, Z721.I572 2001.]

Belanger, Terry. “Rare books and special collections in American libraries: seeing the sites.” *RBML* 1.1 (1986): 11-24. [Selections will be provided; work includes information on collections of major libraries and essays on different types of specialized libraries, some important to the history of special collections. NYU Bobst 1st Floor Reference, Z721.I572 2001.]

Joyce, William L. “The evolution of the concept of special collections in American research libraries.” *RBML* 3.1 (1988): 19-30. [Selections will be provided; work includes information on collections of major libraries and essays on different types of specialized libraries, some important to the history of special collections. NYU Bobst 1st Floor Reference, Z721.I572 2001.]

**Websites/Web Pages to Browse:**


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


Association of Research Libraries (ARL), “The unique role of special collections.” [http://www.arl.org/rtl/speccoll/](http://www.arl.org/rtl/speccoll/) [Includes important reports and other documents, some of which will be required for later course sessions]


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


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


London Rare Books School. [http://ies.sas.ac.uk/cmps/events/courses/LRBS/index.htm](http://ies.sas.ac.uk/cmps/events/courses/LRBS/index.htm)

Rare Books and Manuscripts Section (RBMS), Association of College and Research Libraries (ACRL). [www.rbms.info](http://www.rbms.info)

Repositories of Primary Sources. Compiled by Terry Abraham. [http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html](http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html)

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

September 19

Defining Rare Book and Special Collections Librarianship; Education, Training, Professional Development and Career Building; Professional Ethics

DUE: WRITTEN ASSIGNMENT 1 (PAPER ON PRIMARY SOURCES AND RESEARCH COLLECTIONS)

Readings:

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


Websites/Web Pages to Browse:


September 26

Collectors and Collecting; Antiquarian Book Trade

Guest Speaker: Martin Hutner, Book Collector; Member, Grolier Club and former President, American Printing History Association

Readings:


Grolier Club. “Books in Hard Times” conference, held Tuesday, September 22, 2009. www.grolierclub.org [Select “Public Events” from left-hand menu, then “Papers and Proceedings from Selected Past Events.” Read paper by Robert H. Jackson (Rowfant Club and Fellowship of American Bibliophilic Societies), “Welcome to hard times—this time” (keynote address). You may also read or browse any of the other conference papers, esp. those by Priscilla Juvelis (bookseller specializing in contemporary artists’ books) and by William S. Reese (bookseller specializing in Americana).]


Websites/Web Pages to Browse:
AddAll. http://used.addall.com/ [Used and antiquarian bookselling website]

American Book Prices Current (ABPC). http://www.bookpricescurrent.com/ [Description of resource at this website; see NYU Bobst Main Collection Z1000.A51]
October 3

Collection Building: Acquiring and Purchasing Special Collections Material; Library Collection Development Policies; Appraisal

Readings:


Websites/Web Pages to Browse:

Examples of Collection Development Policies


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


Grolier Club Library. www.grolierclub.org [In the left-hand menu select “The Library” – “Collections Overview” – “Library Collection Development Policy”]
Library of Congress (manuscripts collection development policy).
http://www.loc.gov/acq/devpol/manuscri.pdf


October 10

Collection Building, continued: Collectors and Special Collection Libraries;
Transferring Books to Special Collections; Deaccessioning
DUE: WRITTEN ASSIGNMENT 2 (CASE STUDIES ON COLLECTION DEVELOPMENT)

Readings:


http://rbm.acrl.org/content/rbml/6/2/100.full.pdf+html

www.grolierclub.org [Select “Public Events” from left-hand menu, then “Papers and Proceedings from Selected Past Events.” Read papers by William T. Buice III (NYC attorney, former Grolier Club president), “A trust and estate lawyer’s view”; and Katherine Reagan (Curator of Rare Books, Division of Rare & Manuscript Collections, Cornell University Library), “Books in the age of anxiety”.]


Society of American Archivists. “A guide to donating your personal or family papers to a repository.”
http://www.archivists.org/publications/donating-familyrecs.asp
United States Internal Revenue Service (IRS). “Publication 561, Determining value of donated property.” April 2007. [Read “Introduction” and “Valuation of various kinds of property—Collections,” skim the table of contents.]

United States Internal Revenue Service (IRS). “Form 8283, Noncash Charitable Contributions” [Just skim]

University of Southern California Libraries. “Information to donors.”

October 17

Organizing and Describing Rare Books and Special Collections Material: Descriptive Bibliography; Rare Book Cataloging Principles; Scholarly Bibliographies

Readings:


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


Powell’s Books. “Rare book basics.” [See esp. terms relating to condition standards at bottom of page]

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]
Websites/Web Pages to Browse:

*Book History Online: International Bibliography of the History of the Printed Book and Libraries.*  
[http://www.kb.nl/bc/abhb-en.html] [Maintained by the Koninklijke Bibliotheek-National Library of the Netherlands]

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


*Early English Books Online.* [http://eebo.chadwyck.com/home] [Database of over 125,000 titles listed in Pollard and Redgrave’s Short-Title Catalogue (1475-1640), Wing’s Short-Title Catalogue (1641-1700), etc., all in full digital facsimile]

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

OCLC/WorldCat. [http://www.worldcat.org/]

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

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

**Examples of Library Rare Book Cataloging Policies**

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

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

Libraries, North Carolina State University  
[https://staff.lib.ncsu.edu/confluence/display/MNC/Rare+Books+and+Special+Materials+Cataloging]
October 24

Organizing and Describing Rare Books and Special Collections Material, 
*continued:* Archival Principles for Control and Processing; Describing Manuscripts, Prints, Maps, and Other Non-Book Materials

Readings:


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


*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 be made available; just skim]

*Graphic Materials: Rules for Describing Original Items and Historical Collections.* Compiled by Elisabeth Beth Parker. Washington, DC: Library of Congress, 1982. [http://www.loc.gov/rr/print/gm/graphmat.html](http://www.loc.gov/rr/print/gm/graphmat.html) [Selections will be made available. Just skim; also note that these guidelines will soon be superseded by RBMS Bibliographic Standards Committee's *Descriptive Cataloging of Rare Materials (Graphics) (DCRM(G)).*

Nichols, Margaret F. “The cataloger and the archivist should be friends: or, Herding vs. milking special collections.” *RBM* 12.1 (2011): 25-33. [http://rbm.acrl.org/content/12/1/25.full.pdf+html](http://rbm.acrl.org/content/12/1/25.full.pdf+html)

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; just skim]


*VRA Core 4.0.* [http://www.loc.gov/standards/vracore/schemas.html](http://www.loc.gov/standards/vracore/schemas.html) [Skim “Introduction”]


Wisser, Katherine M. “Archival cataloging and the archival sensibility.” *RBM* 12.1 (2011): 34-40. [http://rbm.acrl.org/content/12/1/34.full.pdf+html](http://rbm.acrl.org/content/12/1/34.full.pdf+html)
Websites/Web Pages to Browse:

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


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


**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/](http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/)


October 31

Housing of Rare Books and Special Collections; Conservation and Preservation; Security

Due: Written Assignment 3 (Case Studies on Security and Disaster Planning)

Readings:


Adams, Randall G. “Librarians as enemies of books.” Library Quarterly 7 (1937): 317-331. [Read “How to care for your treasures—Books” and “How to choose a conservator”]


RBMS Security Committee. Guidelines Regarding Security and Theft in Special Collections. 2009. [Read “How to care for your treasures—Books” and “How to choose a conservator”]


Websites/Web Pages to Browse:

American Institute for Conservation (AIC). [Read “How to care for your treasures—Books” and “How to choose a conservator”]

Book Arts Web. [Read “How to care for your treasures—Books” and “How to choose a conservator”]


Conservation Center for Art & Historic Artifacts. [Read “How to care for your treasures—Books” and “How to choose a conservator”]
November 7

Digitizing Special Collections Material and Related Issues: Current Issues, Standards, and Best Practices; Copyright and Fair Use; Contracts and Agreements for Intellectual Ownership and Access

Guest Speaker: Henry F. Raine, Director of Digital Programs and Library Technical Services, New-York Historical Society

Readings:


**Websites/Web Pages to Browse:**

American Library Association (ALA). “Copyright tools.” [Original web page seems to be gone as of Sept. 2012, but should be updated soon; included helpful tools like the “Public Domain Slider,” “Section 108 Spinner,” and “Fair Use Evaluator”]


November 14

Reference, Research, and Other Rare Books and Special Collections Library Services

Class Visit to Center for Jewish History (15 West 16th Street, New York, N.Y.), with Melanie J. Meyers, Senior Reference Services Librarian

Readings:


Websites/Web Pages to Browse:

Public and Research Services Links on Library Websites

University of Chicago Library. http://www.lib.uchicago.edu/e/spcl/


Library of Congress, Rare Book and Special Collections Reading Room. http://www.loc.gov/rr/rarebook/
November 28

Interpreting Collections: Exhibitions and Publications; Instruction DUE: WRITTEN ASSIGNMENT 4 (REPORT ON LIBRARY SITE VISIT)

Readings:


Websites/Web Pages to Browse:


December 5

Outreach: Public and Donor Relations; Fundraising

**DUE: WRITTEN ASSIGNMENT 5 (PAPER ON FUTURE NEEDS AND TRENDS)**

**Readings:**


Richards, David Alan. “Richard’s rules of disposition.” 2011. [Will be distributed in class]

**Websites/Web Pages to Browse:**


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


December 12

Future Needs and Trends; Professional Development and Career Building

**“PECHA KUCHA”—SHORT STUDENT PRESENTATIONS ON FINAL PAPER ON TRENDS**

**Readings:**


www.grolierclub.org [Select “Public Events” from left-hand menu, then “Papers and Proceedings from Selected Past Events.” Re-read papers by Robert H. Jackson, Breon Mitchell, and Katherine Reagan.]

Websites/Web Pages to Browse:

RBMS. List and web sites of RBMS Preconferences since 1996.
http://www.rbms.info/conferences/index.shtml
Supplemental Reference Bibliography
(arranged by topic according to syllabus schedule)

Introduction


Guide to Reference. [Formerly in print form, now online; see history of this title at this address: http://www.guidetoreference.org/DynamicContent.aspx?ctype=15]. Check sections on bibliography, biography, and more. Probably worth using in paper form to get an overview of reference materials for rare books and the like.]


National Union Catalog of Manuscript Collections (NUCMC, rhymes with “lucky-lucky”).
http://www.loc.gov/coll/nucmc


Rare Books and Special Collections Librarianship


*RBM* 8.2 (2007). [http://rbm.acrl.org/content/8/2.toc](http://rbm.acrl.org/content/8/2.toc) [Entire issue devoted to diversity and collecting for and from diverse communities]


Collection Building

Archives Association of British Columbia. [http://aabc.ca/TK_03_acquisition_appraisal_accessioning.html#APPRAISAL](http://aabc.ca/TK_03_acquisition_appraisal_accessioning.html#APPRAISAL) [Links to several online resources re: archival appraisal]


Hyry, Tom, Diane Kaplan, and Christine Weidman. “‘Though this be madness, yet there is method in ‘t’: assessing the value of faculty papers and defining a collecting policy.” *American Archivist* 65 (2002): 56-69. [Available online through LIU]


Sauer, Cynthia. “Doing the best we can? The use of collection development policies and cooperative collecting activities at manuscript repositories.” *American Archivist* 64 (2001): 308-349. [Available online through LIU]


**Describing Rare Books and Special Collections Material**

American Antiquarian Society. “Electronic resources.” [www.americanantiquarian.org/digital2.htm](http://www.americanantiquarian.org/digital2.htm) [Proprietary database must be accessed onsite at AAS, NYU Bobst, NYPL, and other participating libraries. Bibliographical resources available include American Broadsides and Ephemera; Early American Imprints – Series I [Evans, 1639-1800]; Early American Imprints – Series II [Shaw-Shoemaker, 1801-19]; Early American Newspapers [1690-1876], and more]


Bibliographical Society of the University of Virginia. *Studies in Bibliography.* [http://etext.lib.virginia.edu/bsuva](http://etext.lib.virginia.edu/bsuva) [Scholarly journal essential to serious students of bibliography; all issues available for free online]


Dunkin, Paul S. *How to Catalog a Rare Book.* 2nd rev. ed. Chicago: American Library Association, 1973. [Selections may be made available. Now out of date on particulars, but useful for the philosophical statement underlying Dunkin’s approach, which is practical and pragmatic.]


LibraryThing. [Online service for cataloging personal library by importing records from the Library of Congress, Amazon, etc.]


McManis, Sam. “Auburn collector has more than 700 Books – all the same title [Two Years Before the Mast].” Sacramento Bee (July 26, 2010).


Housing of Rare Books and Special Collections


Digitizing Special Collections Materials & Related Issues


### Interpreting Collections: Exhibitions and Publications; Instruction

Brannock, J. “Creating an exhibit in special collections and using it to promote collections and educate users.” *Mississippi Libraries* 73.2 (2009): 32-34. [Available online through LIU]


Future Needs and Trends

