Instructor:
Ashleigh D. Coren,
Special Collections Librarian for Teaching and Learning
University of Maryland Libraries
acoren@umd.edu

Teaching Philosophy
My approach to instruction is student-centered, and I believe students should be active participants in their own learning experiences. In this class we’ll be working together to both reflect upon and evaluate what’s happening in the world of special collections, and my role is to act as a facilitator and critical thought partner to all of you throughout the semester.

Office Hours: Virtual, or by appointment.

Course Scope
This hybrid course will explore key issues in managing and promoting library-based special collections. From traditional book and paper formats to digital media, special collections in libraries and other cultural institutions are essential source materials that preserve important bodies of information and promote scholarship and learning. Personnel in special collections employ a variety of techniques and approaches to identify, acquire, preserve, describe, and make accessible these materials. While the various formats and types of materials in special collections have some unique characteristics, this class will explore commonalities. Finally, special collections staff are facing new challenges arising from emerging technologies, changing perceptions about the purpose and value of collections, and evolving job responsibilities. We will discuss some of these issues and explore how different job functions in special collections are evolving in the 21st-century.

In-class Sessions:
There will be THREE in-class sessions on 8.27, 10.22, and 12.3. We will meet in the Hornbake Library Instruction room 3210 at 6pm. If you are unable to attend for
reasons of illness, religious observance, participation in University activities at the request of University authorities, or compelling absences beyond your control, please let me know prior to class [for non-emergencies]. Distance students are not required to attend these sessions.

**Teaching and Learning Methods**
The course is mainly taught online using Canvas; course content is accessible via [http://elms.umd.edu](http://elms.umd.edu) (“LBSC 731”). The primary methods of instruction for this course will be lecture (pre-recorded), course readings, assignments and online discussion. You will be expected to have read the assigned readings in preparation for each week. The bibliography supporting a course emphasizing practical techniques and real world situations in special collections is rather slim; therefore, readings in this class primarily come from the small number of professional journals and research studies in the field. Readings will be available at the ELMS site for this class or via WorldCat UMD, the portal to electronic journals for the Libraries [http://www.lib.umd.edu/](http://www.lib.umd.edu/).

**Course Participation**
Additionally, you will be expected to actively participate in online discussion boards. In order to facilitate class discussion of the broad range of topics covered by this course, students will be asked to submit four pre-assigned discussion posts to ELMS. Participation is important – 20% of your final grade will be based on your contributions in online discussions.

Your post should be made no later than Thursday at midnight. Posts submitted after this deadline will receive a 2 pt. deduction per day. In addition, in association with particular assignments, you are expected to make a post (as specified in the course schedule). Unless arrangements are made with the instructor at least 48 hours in advance, posts made after this deadline will not receive credit.

**Assignments & Grades**
There will be additional three assignments: a researcher experience assignment (due Oct. 8), a collection development policy or an outreach plan (due Nov. 13), and a literature review or a lesson plan for instruction (due Dec. 11). Each of these assignments along with class participation will constitute one quarter of the grade for the course. Instructions describing the expectations for each assignment will be distributed ahead of time, but the goal for all is the type of concise, well-developed prose that is the hallmark of professional writing. Use APA Style for in-text citations and reference lists. See OWL at Purdue for help w APA formatting [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/).
The weighted average of your grades on all of the assignments (including your course participation grade) will be converted to a letter grade according to the following table:

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<thead>
<tr>
<th>Weighted Average</th>
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<th>Weighted Average</th>
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<tr>
<td>97.0 and above</td>
<td>A+</td>
<td>77.0-79.9</td>
<td>C+</td>
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<td>94.0-96.9</td>
<td>A</td>
<td>74.0-76.9</td>
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<td>90.0-93.9</td>
<td>A-</td>
<td>70.0-73.9</td>
<td>C-</td>
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<tr>
<td>87.0-89.9</td>
<td>B+</td>
<td>67.0-69.9</td>
<td>D+</td>
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<td>84.0-86.9</td>
<td>B</td>
<td>64.0-66.9</td>
<td>D</td>
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<tr>
<td>80.0-83.9</td>
<td>B-</td>
<td>60.0-63.9</td>
<td>D-</td>
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<td>Below 60.0</td>
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Policy on Accepting Late Assignments
Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late. Assignments more than seven days late will not be accepted.

Honor Pledge
The University of Maryland and the College of Information Studies adhere to a strict policy of academic integrity. All exams, papers, and assignments (unless otherwise instructed) turned in by students should include the honor pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.
For more information, please see the Office of Judicial Programs & Student Ethical Development’s website:  http://www.jpo.umd.edu/

**Accommodations for Students with Disabilities**
The University is legally obligated to provide appropriate accommodations for students with disabilities. The Accessibility and Disability Service Office (ADS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If a student or instructor believes that the student may have a disability, they should consult with ADS (4-7682, email adsfrontdesk@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by ADS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

**Websites/Web Pages to Browse:**
American Printing History Association (APHA): http://www.printinghistory.org
Antiquarian Booksellers Association of America (ABAA): http://www.abaa.org [Note esp. resources listed under “About Antiquarian Books”]
Archivists Roundtable of Metropolitan New York: http://www.nycarchivists.org/
Association of Research Libraries (ARL); note important reports and other documents in “The unique role of special collections”: http://www.arl.org/focus-areas/research-collections/special-collections
Bibliographical Society (UK): http://www.bibsoc.org.uk/
Bibliographical Society of America: http://www.bibsocamer.org/
Booklyn Artists Alliance (Brooklyn, NY): http://www.booklyn.org/
California Rare Book School. http://www.calrbs.org/
Center for Book Arts (New York, NY): http://centerforbookarts.org/
Ephemera Society of America: http://www.ephemerasociety.org/
Fellowship of American Bibliophilic Societies (FABS): http://www.fabsocieties.org/
Independent Research Libraries Association (IRLA): http://irla.lindahall.org/ [Includes contact information for its member libraries]
International Federation of Library Associations (IFLA), Rare Books and Special Collections Section: https://www.ifla.org/rare-books-and-special-collections
International League of Antiquarian Booksellers (ILAB): http://www.ilab.org/
London Rare Books School: https://www.ies.sas.ac.uk/study-training/summer-schools/london-rare-books-school
Rare Book School (Charlottesville, Virginia): http://www.rarebookschool.org/
Rare Books and Manuscripts Section (RBMS), Association of College and Research Libraries (ACRL): www.rbms.info
Society for the History of Authorship, Reading and Publishing: www.sharpweb.org
Society of American Archivists: http://www2.archivists.org/
Electronic Discussion Lists

To familiarize yourself with the current debates and discourse in the profession, joining a listserv relating to rare books and/or special collections is strongly recommended.

EXLIBRIS-L ([https://list.indiana.edu/sympa/info/exlibris-l](https://list.indiana.edu/sympa/info/exlibris-l)) is the primary discussion list for general topics relating to special collections librarianship.


The Book Arts list ([http://www.philobiblon.com/](http://www.philobiblon.com/)) tends to center around topics of interest to practitioners of the arts of the book, as well as to conservators, collectors, and curators.

Acknowledgements

Special thanks to Dr. Renee Hill, Dr. Ricardo Punzalan, Rachel Gammons, and Lindsay Inge Carpenter for their generosity in sharing syllabi, readings, and assignments from their graduate level academic libraries courses.

Class Schedule

8/27  Introduction & Overview of Course Themes

   **Guest speaker:** Doug McElrath, Director, Special Collections & University Archives, University of Maryland

**Readings:**


Assignment: Researcher Experience. Visit a special collections in the area (it does not have to be an academic library). Identify a book or collection to request. Write a brief report on your experience, no more than one page, including at the top the name of repository, date and time of visit, and item(s) requested. What does the repository do especially well; how could they improve; how would you rate your experience as a researcher? Due 10/8/18. Submit by email or via ELMS.

9/10 Defining Special Collections: Function and Organizational Context

Readings:


Suggested Readings (Not Required):

Colleen Hoelscher and Sarah Burke Cahalan (2017). Rethinking Special Collections Moves as Opportunities, not Obstacles. RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage, 18(2), 123. doi: https://doi.org/10.5860/rbm.18.2.123
9/17 Building Collections: Planning, Appraisal and Acquisition
(Discussion post #1 due 9/13/18)

Guest Speaker: Christina Zamon, Head of Special Collections and Archives, Georgia State University

Readings:


doi: https://doi.org/10.5860/rbm.18.2.80

http://www.archivejournal.net/essays/radical-appraisal-practices-and-the-mobile-forensic-imaginary/

Suggested Reading (Not Required):
SAA, “Guidelines for Reappraisal and Deaccessioning.”
https://www2.archivists.org/groups/technical-subcommittee-on-guidelines-for-reappraisal-and-deaccessioning-ts-grd/guidelines-for-reappraisal-and-deaccession


http://americanarchivist.org/doi/pdf/10.17723/aarc.73.2.297691q50gk84j4
9/24 Private Collectors & Donor Relations

Readings:


Suggested reading (Not Required):


Familiarize yourself with the following:
“Model Gift Agreement” and “Guidelines for Creators of Personal Archives” for the Paradigm Project at: http://www.paradigm.ac.uk/workbook/appendices/guidelines.html


Extra Credit Assignment (5pts): Think of two or three questions, inspired by the readings for this week, to ask University Archivist Emerita, Anne Turkos. Submit via ELMS by 9/23.
10/1 Collection Assessment: The Planning that Precedes MPLP, Digitization and Everything Else.

Guest Speaker: Joanne Archer, Head, Access & Outreach Services for Special Collections, University of Maryland

Readings:


Peter Hirtle, *Copyright Term and the Public Domain in the United States*, January 1, 2012 http://copyright.cornell.edu/resources/publicdomain.cfm

Familiarize yourself with:
https://ecommons.cornell.edu/bitstream/handle/1813/14142/Hirtle-Copyright_final_RGB_lowres-cover1.pdf?sequence=2

Collection Policy/Outreach Plan Assignment Distributed – Due 11/12/17

10/8 Descriptive Access to Collections: Planning for Processing  
(Researcher experience assignment due today)

Readings:
Beth M. Whittaker, “Get It, Catalog It, Promote It: New Challenges to Providing Access to Special Collections,” *RBM* 7 (Fall 2006): 121-133.

http://rbm.acrl.org/index.php/rbm/article/view/266/266


**10/15 Digitizing for Access: The Lessons of Two Decades of Digitization**

**Readings:**
http://www.clir.org/pubs/reports/pub142smith.html

https://www.nedcc.org/free-resources/preservation-leaflets/6.-reformatting/6.6-preservation-and-selection-for-digitization


http://www.ifla.org/files/pac/ipn/IPN%2056.indd.def.pdf. [Also on ELMS]


**Assignment:** Explore the Chronicling America site:
http://chroniclingamerica.loc.gov/

**10/22 Exhibiting: Visual Interpretations of Knowledge (Class meets in HBK-3210 at 6pm)**
**Guest Speaker:** Dr. Yukako Tatsumi, Curator, Prange Collection & East Asian Studies Librarian, University of Maryland Libraries

**Readings:**


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**10/29 Promoting Special Collections: Instruction and Outreach**
(Discussion post #2 due 10/25)

**Guest Speaker:** Robin Katz, Primary Source Literacy Librarian, University of California, Riverside.

**Readings:**


Jason W. Dean, Emily Grover. (2017). Social Media as Entrée into Special Collections
Suggested reading (Not Required):
https://www2.archivists.org/groups/oral-history-section/archives-alive-democratizing-public-library-archives-through-oral-history

http://www.dlib.org/dlib/july11/schrier/07schrier.html

http://www.dlib.org/dlib/march13/szajewski/03szajewski.html

11/5 The Special Collections Profession: Organizations, Ethics, and Competencies in the Modern Workplace (Discussion post #3 due 11/1/18)

Guest Speaker: Dr. Christian Dupont, Burns Librarian and Associate University Librarian for Special Collections, Boston College

Readings:


http://www.alaprofessionalsstandards.org/comp4speccollect.cfm

Jarrett Drake, “I’m Leaving the Archival Profession: It’s Better This Way”
https://medium.com/on-archivy/im-leaving-the-archival-profession-it-s-better-this-way-ed631c6d72fe

Additional Reading (Not Required):

**Assignment:** Visit web sites of SAA, RBMS, AAM, a regional archives group such as MARAC, AASLH, and other professional organizations. The guest speaker will discuss the various “allied professions” that participate in the world of special collections.

**Collection Policies/Outreach Plans Due 11/13/17**

11/13 **New Frontiers for Special Collections: Born Digital Content**  
*(Collection Policies/Outreach Plans Due today)*

**Guest Speaker:** Amy Wickner, Electronic Records Archivist, University of Maryland

**Readings:**


**Suggested Reading (Not required):**

Final Assignment Distributed – Due 12/11/17

11/19 Security and Surveillance: What are we protecting? And from whom?

Guest Speaker: Dr. Brenda Gunn, Associate University Librarian for Archives and Special Collections, Albert and Shirley Small Special Collections Library, University of Virginia

Readings:


Suggested Readings (Not Required)

https://www.bostonmagazine.com/arts-entertainment/2015/06/04/boston-public-library-missing-art-found/

11/26 Reference Services: The Daily Grind

**Readings:**
http://www.americanarchivist.org/doi/pdf/10.17723/aarc.51.3.q76742568n110771?code=AME-site


12/4 Special Collections, Open Access, and Scholarly Communication (Discussion post #4 due 11/29/18)

**Guest Speaker:** Purdom Lindblad, Assistant Director of Innovation and Learning, Maryland Institute for Technology in the Humanities

**Readings:**


about Digitization and the Humanities OCLC Programs and Research (p. 8).

12/11 No readings this week!

***Final Assignments Due 12/11/17***