



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓nəm̓ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education, and design.

Prerequisites

- MLIS and Dual MAS/MLIS: Completion of MLIS Core;
- MAS: completion of MAS core and permission of the iSchool Graduate Adviser.

General information

Program: MLIS

Year: Winter Session II 2019-2020 / Time: Mon, 2-4.45 pm

Location: Rare Books and Special Collections (Irving K. Barber Learning Centre, floor 1)

Instructor: Dr. Erik Kwakkel / Office location: 496 / Office phone: 604 822 4448

E-mail address: erik.kwakkel@ubc.ca

Office hours: Wednesday 10 am-12 Noon or by appointment

Learning management website: <http://canvas.ubc.ca>

Course goals and rationale

This course introduces students to the professional components of librarianship for rare book and related special collections, generally excluding archives. The focus will be on collection care, management of facilities and collections, and on providing services to patrons. Special Collections materials need to be acquired, inventoried, cataloged, housed safely, restored, and made accessible for various kinds of use; facilities need to be serviced and maintained; the phone needs to be answered, supplies ordered, staff hired and trained, policies developed and implemented, and so on. In this course, we will show how these otherwise common aspects of the profession are uniquely applied in a Special Collections library. Some attention will be paid to the history of books and printing, since rare book librarians must be familiar with the intellectual and technical history of the material in their care.

Course objectives

Upon completion of this course, students will be able to:

- Define and evaluate what materials belong in a Special Collections library [1.2];
- Understand how Special Collections fit with overall institutional collection plans and holdings [1.1, 1.4];
- Identify and acquire rare materials through the antiquarian book trade, auctions and other special sources [5.1];
- Recognize the special standards used to describe and catalogue rare books and other special materials and how these differ from ordinary cataloguing rules and from archival description [5.1];
- Work with specialized reference materials, including descriptive bibliographies [1.2];
- Make rare and special materials accessible to users, consistent with recognized security standards [1.2];

- Understand what special facilities are needed to house, display and provide access to rare materials [1.3, 4.1];
- Deal with requests for the reproduction of images and organize digitization projects [5.1];
- Put into effect policies and undertake special actions to maintain and improve the condition of special collections material [1.3, 4.2].

Course topics

- Special Collections libraries and their holdings;
- Activities and daily routines of Special Collections librarians;
- Care of books and facilities;
- Routines and challenges of rare book acquisition;
- Promotion activities in Special Collections;
- Providing services to patrons.

Required Reading

Some required readings will be assigned throughout the term and be made available on Canvas. There is no required text book.

Course Assignments / Grade Distribution

<i>Due date</i>	<i>Assignment</i>	<i>Weight</i>	<i>Competencies</i>
Entire term	Participation in class: presence, discussion	10%	2.1, 4.1, 5.1
Feb 3	Assignment 1: understanding the materials	30%	4.1, 5.1
Mar 9	Assignment 2: understanding the logistics	30%	1.2, 1.3
Mar 30	Assignment 3: understanding identity and promotion	30%	1.4, 2.2, 5.2

Summary descriptions (full descriptions on Canvas):

Assignment 1 (due February 3) – Choose any item from RBSC, including those handled in class, and write a paper of 1800-2300 words with the following components: A) Describe the book as a material object, using the proper terms introduced in class; B) Identify for what kind of events or activities your book would potentially be taken out of the vault (e.g. in-class activities, exhibits, visits of off-campus parties such as schools) and describe how it would contribute to/could be used for each of these events/activities; C) Describe in detail the specific challenges or difficulties for using your book for such activities/events. Address both the challenges for the events (What are the potential challenges of including your book and how would you deal with this?) and for the book (How do the events/activities put a strain on the book and how would you deal with this?). Your paper will be evaluated on these three aspects (A-C).

Assignment 2 (due March 9) – Write a paper of 1800-2300 words devoted to one of the topics dealt with in the second part of the course (daily routines, cataloguing, preservation and conservation, and digitization). In your paper you are to compare and contrast different attitudes or practices towards the aspect you choose to focus on. This comparison can take a contemporary-practices angle (e.g. what different styles of cataloguing are in use today, how do libraries today have different attitudes towards digitization or creative commons) or it can be historical in outlook (how has the aspect you focus on developed over time, how have things changed over time).

Assignment 3 (due March 30) – While going through catalogues of rare book dealers (supplied), find a book or bookish object of \$5000 max in value that would suit UBC's Special Collections and make an argument why it should be purchased. In your assessment and argument (1800-2300 words) pay attention to A) The fit within existing collections and RBSC

as an institution (*identity*); B) How UBC would benefit from having this particular addition (*presence*); C) How you would promote the object, both offline and online (*visibility and marketing*). Your paper will be evaluated on these three aspects (A-C). Note that the best suggested item will actually be purchased by Rare Books and Special Collections!

A more detailed clarification of each assignment will be made available on Canvas.

Course Schedule (preliminary)

Date	Topic	Description
<i>Part 1: Holdings and users</i>		
Jan 6	Introduction / RBSC holdings (1)	Introducing course and holdings
Jan 13	RBSC holdings (2)	Understanding and handling materials
Jan 20	RBSC holdings (3)	Understanding and handling materials
Jan 27	Patrons and their interests	Who come to work in SC and why?
<i>Part 2: Care and management</i>		
Feb 3	Daily routines and activities	What does a day in SC entail?
Feb 10	Preservation and conservation	Why and how are SC items preserved?
<i>Reading break</i>		
Feb 24	Digitization, website, Open Access	Digital efforts in a SC context
Mar 2	Cataloguing/Descriptions	Models and practices of cataloguing
<i>Part 3: Identity, presence and visibility</i>		
Mar 9	Marketing and promotion	The importance of both dimensions for SC
Mar 16	Exhibitions	The importance of off/online exhibitions
Mar 23	Fundraising and donor relations	Best practice/impact of marketing/promo
Mar 30	Social/traditional media in SC context	Challenges and positive impact of media

Attendance

- Attendance is required in all class meetings. The instructor must be notified of absence beforehand if at all possible.
- Up to two excused absences are allowed with prior notification. Additional absences may require you to hand in an additional assignment.

Evaluation

- Your papers will be marked with the help of an evaluation sheet. A sample sheet is available on Canvas.

Academic Integrity

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available [here](#). It is *your* responsibility to make sure you fully understand what plagiarism is. The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found [here](#). If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence.

UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Other Course Policies as Relevant: All assignments must conform a citation style of your own choice (e.g. MLA, APA, Chicago), as long as you make sure to be consistent.
