



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

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 579D Topics in the Management of Libraries and Archives – Course Syllabus

Program: LIS

Year: Winter Term II 2022-2023

Course Schedule:

Thursdays, 2-4:45 pm

Location:

Geography 201

Instructor:

Melissa Salrin

Office location:

iSchool Adjunct Office

Cell phone:

236.509.6167 (email preferred)

Office hours:

by appointment

E-mail address:

melissa.salrin@ubc.ca

Learning Management Site:

<http://lthub.ubc.ca/guides/canvas/>

Course Goal:

This course introduces students to the professional components of librarianship for rare book and related special collections. The focus will be on collection care, management of facilities and collections, and on providing services to users. Special Collections materials need to be acquired, inventoried, catalogued, housed safely, restored, and made accessible for all 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 the wake of a worldwide pandemic and a reckoning with systemic racism and the legacies of white supremacy, how has Special Collections librarianship been transformed? What has been the impact of DEIA principles (diversity, equity, inclusion and access) in helping our profession become a more just, more equitable space for all types of users, all types of research? In this course, we will show how these otherwise common aspects of the profession are uniquely applied in a Special Collections setting. 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 materials in their care.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:



- Define and evaluate what materials belong in a Special Collections library [1.2, 5.2]
- 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, especially considering ways to act against collection development policies that have privileged the interests of particular types of users [5.1, 5.2]
- Recognize the special standards used to describe and catalogue rare books and other special materials [5.1]
- Make rare and special materials accessible to users consistent with best practices [1.2]
- Understand what special facilities and procedures are needed to house, display, and provide access to rare materials [1.3, 4.1]
- Put into effect policies and undertake actions to maintain and improve the condition of special collections materials while also identifying strategies and actions that can promote use and access for traditionally underserved populations [1.3, 4.2]
- Respond to reference requests and organize digitization projects [5.1]

Course Topics:

- Special Collections libraries and their holdings
- Activities and daily routines of Special Collections librarians
- Care of books and other artifacts (e.g., archival collections), as well as facilities
- Routines and challenges of special collections acquisitions
- Teaching, promotion, and outreach activities in Special Collections
- Providing services to patrons

Prerequisites:

MLIS and Dual MAS/MLIS: Completion of MLIS Core

MAS: Completion of MAS Core and permission of the iSchool Graduate Advisor

Format of the course: Lectures, guest speakers, in-class exercises, tours (to campus sites only)

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required and Recommended Reading: See course Canvas site

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
-----------------	----------	--------	-----------------------



Participation in class; presence, discussion	Entire term	10%	2.1, 4.1, 5.1
Assignment 1: object description	Feb. 9	20%	4.1, 5.1
Assignment 2: acquisition proposal	Mar. 9	30%	1.4, 2.2, 5.2
Assignment 3: exhibition grant proposal	Apr. 13	30%	1.4, 2.2, 5.2
Assignment 4: facilitation discussion w/ classmates	From Feb. 2 on	10%	2.1, 5.1

Summary descriptions

Assignment 1 (due Feb. 9) – Choose any item from RBSC, including those handled in our class visit, and write a paper of 1800 – 2300 words with the following components:

- Describe the item as a material object, using the proper terms found in class resources. In addition to communicating basic metadata (creator, title, place of creation, date, etc.), please share what you can regarding its production, provenance, or significance.
- Identify for what kind of events or activities your item 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.
- Describe in detail the specific challenges or difficulties of using your book for such activities/events. Address both the challenges for the events (What are the potential challenges of including your item and how would you deal with this?) and for the item itself (How do the events/activities put a strain on the item and how would you deal with this?).
- Your paper will be evaluated on these three aspects mentioned above.

Assignment 2 (due Mar. 9) – While going through catalogues/websites of rare book dealers, find a book or bookish object of \$2500 max in value that would suit either UBC’s Special Collections or SFU’s Special Collections and make an argument as to why it should be purchased. In your assessment and argument (1800-2300 words) consider the following:

- The fit within extant collections and with the Special Collections unit as an institution.
- How UBC/SFU would benefit from having this particular item added to its holdings?
- How you would promote this object, both offline and online.
- Describe concisely how you went about searching for this acquisition. Were there other items you considered? Where did you look to find items on offer? (You can look at EXLIBRIS-L, online catalogues, auction houses. Cite any resources you used or name models you looked to for guidance (what were they doing well that you wanted to follow.)
- Your paper will be evaluated on these four aspects. Note that you will offer a brief presentation in class of your chosen item and our class will vote on the best suggested items. RBSC and SCRIB will both work to acquire these suggested materials.

Assignment 3 (due April 13) – Your dean has let you know of a recent endowment set up to promote undergraduate interaction with RBSC materials. While the endowment has no restrictions, the committee in charge of allocating the funds gives special consideration to exhibition proposals that amplify or promote holdings that would invite or interest undergraduate beyond the humanities. Write a paper of 1800-2300 words with the following components:

- Identify a title for your exhibit and create exhibition labels for three to five items in your collection. (Your final exhibit would include more but this is only the proposal.) Chosen items must be relative to one another in theme, subject, era, or genre; they do not need to be the same format. You cannot copy and paste the metadata description of the items you select; you must research the five items and create an exhibition label for each. Cite your sources together (in one citation section) at the end of the three-five entries; do not provide citations after each exhibition entry.



- How would you create context for the items you have selected? How would you present a grouping of these items to a public audience?
- Provide a list of two or three speakers you would invite to give a lecture related to the exhibit and offer a rationale for their selection.
- Identify at least one object from another institution that you would attempt to include in your exhibit. You do not need to create the exhibition label for this item.
- Note: you will give a brief presentation regarding your proposal to our class in our final meeting.

Assignment 4 – On the first day of class, you will be assigned to groups and to a particular reading which your group will facilitate discussion about in a subsequent week. This will involve circulating questions four days before class (by Monday morning). I will provide an example of pre-circulated questions.

Course Schedule [week-by-week]: note: this may still evolve as our speakers confirm their dates

Topic	Date
Introduction and Orientation	Jan. 12
Understanding and Handling Materials (Erik Kwakkel visit)	Jan. 19
Understanding and Handling Materials (continued)	Jan. 26
Collection Development, Deaccessioning, and EDIA	Feb. 2
MOA Visit (Alissa Cherry)	Feb. 9
Daily Routines and Activities (Chelsea Shriver, Krisztina Laszlo, Claire Malek visit)	Feb. 16
NO CLASS (Break)	Feb. 23
Teaching, Outreach, Exhibits (Belkin tour?)	Mar. 2
Cataloging and Descriptive Practices (Sue Andrews visit)	Mar. 9
Promotion, Donors, Fundraising (Anna Moorhouse visit)	Mar. 16
Ethics and Career Growth	Mar. 23
Digitization and DH Projects (Rob Stibravy visit)	Mar. 30
Preservation and Conservation (Anne Lama visit and tour)	Apr. 6
Tools, Next Steps, and Presentations	Apr. 13

Attendance:

Attendance is expected at all class meetings except in cases of emergency. If you have an emergency, please communicate with me as early as possible.

Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the [School web site](#). All assignments must be submitted on or before the dates specified in the syllabus. If you cannot deliver an assignment by the due date, it is your responsibility to discuss the situation with me before the assignment is due. If you hand in an assignment after the due date, you will lose one letter grade in the assessment of the grade.



Required Materials: There is no required textbook. Required readings must be completed before class. All required readings will be available through the library catalogue, found in our Canvas site, or freely available online. If you are able to, please consider bringing a laptop to class as this will enhance some of our in-class exercises.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

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>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with](#)



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

[Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Other Course Policies as Relevant:

Class Discussion

You are required to actively participate in class discussions and in group exercises. Throughout the course, there will be opportunities for you to explore issues and discuss readings with me and your fellow students. Your class discussion/participation grades are based in the quality of what is said and how it adds to our discussion, rather than the quantity of participation. If you anticipate any issues in participating, please speak to me so we can identify appropriate strategies.

I want to also acknowledge that we will sometimes discuss difficult topics. Please remember we are all a community of learners and we all have a responsibility to create the group dynamic we want in this class. Let's expect to engage, model respect, and respond generously to inquiry.