

Library history is the concern of every librarian, for history is not an esoteric or special branch of knowledge, but a synthesis of life itself. When we busy ourselves with library history, librarianship as a whole becomes our subject. History is not an occasional or partial affair, "but a constant balancing on the point of intersection where past and future meet."

~ Jesse H. Shera, "On the Value of Library History"
The Library Quarterly 22 (1952), 251.



University of Hawai'i - Manoa
Library & Information Science Program
Information & Computer Sciences Department

SYLLABUS

LIS 612: History of Books & Libraries

(3 Credits) (Fall 2005)

Instructor: Dr. Andrew (Drew) B. Wertheimer, Assistant Professor

Contact Information:

305-F POST Building, 1680 East-West Road, Honolulu Hawaii 96822

TEL: 808/ 956. 34 94

FAX: 808/ 956. 35 48

e-mail:

wertheim@hawaii.edu

Please put LIS 612 (and your topic) in the subject line.

I try to respond to e-mail within one day.

Course Homepage: <http://www2.hawaii.edu/~wertheim/612F05.html>

OFFICE HOURS:

- Tuesdays 1:00-3:00
- Thursdays 4:00-5:00
- or by appointment

Classroom: Bilger Hall, Room 319

Schedule: Tuesdays: 9:00-11:40 AM

Course Catalog Description (from the LIS Program home page):

LIS 612: History of Books & Libraries

The history of print communication: the recording, preservation, and transmission of knowledge and the development of libraries from earliest times through the mid-20th century. Studies developments in both Eastern and Western cultures with emphasis on printing as a major instrument of communication and cultural transmission.

Prerequisites: None

Program Learning Objectives

This introductory survey course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science;
8. Demonstrate basic competencies required for program development in particular information environments;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[Numbers and text refer to the
2005 Revised *UH LIS Program Mission and Goals*.]

Course Learning Objectives:

This is an introductory survey course, enabling students to:

- 1) introduce students to the history of the book (printing and reading), libraries, and archives from the ancient world to the 21st century;
- 2) place this development of book and libraries within the broad interdisciplinary contexts of information history, and print culture history, history of communications, journalism, education, literacy, and information technologies;
- 3) Introduce students to the origins and historical development of librarianship and the philosophical debates that shaped the profession;
- 4) foster critical appreciation of the book as a technological instrument and of books and libraries as social, cultural, and intellectual constructs.

Teaching Method

Primary emphasis is on reading, group discussion, and critical analysis. Oral and written assignments are designed to promote these activities. The assignment due dates are on the course schedule. Attendance and constructive participation are required.

Grading:

I hope that you will focus more on learning and experience rather than your grade in this course. Your grade will be determined on the following basis.

History Research Paper and Presentation	50%
Brief Presentation / Journal/ Handout One	20%
Brief Presentation / Journal/ Handout Two	20%
Participation	10%

Grading Scale:	100-98 A+,	97-94 A,	93-90 A-;
	89 - 87 B+,	86-83 B,	82-80 B-;
	79 - 77 C+,	76-73 C,	72-70 C-;
	69 - 67 D+,	66-63 D,	62-60 D-.

Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments.

I reserve the right to reject or make counterproposals, but encourage you to consult me about this. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

Class participation is based on:

(a) **Attendance:**

This includes coming to class on time and for the entire period.

If you were late or absent because of illness or another emergency, please submit evidence. Please notify me in advance of any excused absences.

(b) **Active participation in classroom discussion.** This does **not** mean monopolizing discussion, but rather being prepared (including having reflected on the readings due for that class), as well as actively contributing to discussion.

In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence from one of the assigned readings.** You should be ready to share that specific sentence or idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I will call on a few students to give this.**

Important Dates (Fall 2005):

29 August

Last day to withdraw from class without a "W."

31 August Last day to add the class, change grading option or to receive a 100% tuition refund for the course.

12 September

Last day to receive a 50% refund for the course.

Required Textbooks:

Elizabeth L. Eisenstein, *Printing Revolution in Early Modern Europe* (Cambridge, UK: Cambridge University Press 1993, Canto edition reprint). ISBN: 0521447704.

Christine Pawley, *Reading on the Middle Border: The Culture of Print in Late Nineteenth-century Osage, Iowa* (Amherst: University of Massachusetts Press, 2001). ISBN: 1558492755.

Louise S. Robbins, *The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library* (Norman: University of Oklahoma Press) ISBN: 0806133147.

Noenoe K. Silva, *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism* (Durham, NC: Duke University Press, 2004). ISBN: 082233349X pa.

The University Bookstore has copies of these.

Additional Required Readings:

Additional required readings are specified in the list of Course schedule readings. Articles are available via Electronic Reserves. Books are at the Sinclair or Hamilton libraries.

Additional Reference Works

You will find the following reference works of great help as you take this class:

Donald G. Davis, Jr. and John Mark Tucker (eds), *American Library History: A Comprehensive Bibliography* (Santa Barbara, CA: ABC-CLIO, 1989).

The Dictionary of American Library Biography [often called the **DALB**] (Littleton, CO: Libraries Unlimited, Inc., 1978) and
Supplement to the Dictionary of American Library Biography (1990), and
the Second Supplement to the Dictionary of American Library Biography (2003).

Wayne A. Wiegand, and Donald G. Davis, Jr. (eds.), *The Encyclopedia of Library History* (New York: Garland, 1994)

Arthur P. Young. *American Library History: A Bibliography of Dissertations and Theses*. 3d. ed. (Metuchen, NJ: Scarecrow, 1988).

Ronald J. Zboray and Mary Saracino Zboray, *A Handbook for the Study of Book History in the United States* (Washington, DC: Center for the Book, Library of Congress, 2000).

Key Journals and Indexes for library history

- ***Libraries & Culture*** (The University of Texas Press; Previously *the Journal of Library History, Philosophy, and Comparative Librarianship*; or simply *the Journal of Library History*) Z671 .J67
- ***Library History*** (Library History Group of the [UK] Library Association) Z721 .L63
- ***Book History*** (online via UH Manoa Libraries Electronic Resources)

You may locate other historical articles in ***Library Literature & Information Science*** (1980-) and ***America: History & Life Database Online*** (1964-).

You can find excellent critical reviews in the biennial "Literature Review Essays" on American Library History in *Libraries & Culture*.

The *ALA-LHRT Newsletter*, also available at the LHRT homepage, is a valuable resource with a searchable bibliography of books and articles.

<http://www.ala.org/ala/lhrt/lhrthome.htm>

Course Schedule (subject to change)

SECTION I:

Introducing the Historical Approach

23 AUG (Week 1)

- (a) Review the syllabus
 - (b) Why History? Interdisciplinary thinking, and the Birth of Literacy, Communications and Print Culture Studies
- Lecture inspiration:** Jesse H. Shera, "On The Value of Library History," *The Library Quarterly*, 22 (1952): 240-251.

Readings: None.

DUE: Nothing.

30 AUG (Week 2)

- (a) Doing Historical Research
- (b) Library/ Book History Associations, Journals, and Reference Works

Readings: John Mark Tucker, "Clio's Workshop: Resources for Historical Studies in American Librarianship" in *Library History Research in America: Essays Commemorating the Fiftieth Anniversary of the Library History Round Table*, edited by Andrew B. Wertheimer and Donald G. Davis, Jr. (Also published as *Libraries & Culture*, 35 (2000): 192-214.
Also read one additional chapter from that volume (your choice besides the articles by Wertheimer & Marshall or Cardman).

DUE: Nothing.

SECTION II:

Oral/ Manuscript Cultures. the Development of Print, and the Birth of Libraries and Archives

6 SEP (Week 3)

- (a) Manuscript Culture
- (b) Guest speaker: Carol Langner

Readings: Eisenstein, *Printing Revolution*, Part I (pp. 3 - 110).

DUE: Nothing.

13 SEP (Week 4)

(a) **Monastery Libraries, Royal Libraries**

(b) **Alexandria and Early Archives**

Readings: Eisenstein, *Printing Revolution*, Part II (pp. 111 - 278).

DUE: Nothing.

20 SEP (Week 5)

(a) **Print Culture & the Renaissance**

(b) **Print Culture and the French Revolution**

Readings: TBA

DUE: Nothing.

27 SEP (Week 6)

(a) **Brief Paper One Student Presentations**

(b) **Print Culture in Asia, Africa, and Latin America**

Readings: None.

DUE: **Brief Presentation / Journal/ Handout One**

SECTION III:

Print Culture and the Rise of Modern American Librarianship

4 OCT (Week 7)

(a) **Education & Literacy in Colonial America**

(b) **Newspapers & Book Publishing in Colonial America**

Readings: TBA

DUE: Nothing.

11 OCT (Week 8)

(a) **The Public Libraries in America**

Readings: Pawley, *Reading on the Middle Border*, 1-116

DUE: Nothing.

18 OCT (Week 9)

(a) **The Rise of the College and University Library**

Readings: Pawley, *Reading on the Middle Border*, 116 - 226.

DUE: Nothing.

25 OCT (Week 10)

There is **no class** this week. Dr. Wertheimer will be presenting a paper at the Library History Seminar XI at the University of Illinois. You are encouraged to work on your major research paper.

1 NOV (Week 11)

(a) **Special Libraries**

(b) **School Libraries**

Readings: Robbins, *The Dismissal of Miss Ruth Brown*.

DUE: Nothing.

SECTION IV:

The History of Oral and Print Cultures, Libraries, and Archives in Hawaii

8 NOV (Week 12)

Early Printing in Hawaii

Field Trip to the **Hawaii Mission Houses Museum**

Host: Kanani Marilyn L. Reppun, Director

HAWAIIAN MISSION CHILDREN'S SOCIETY LIBRARY

553 South King Street, Honolulu, Hawai'i 96813

Please bring \$3 student tour fee.

Readings: Silva, first half

DUE: Nothing.

15 NOV (Week 13)

(a) **Guest Speaker: Professor Noenoe Silva** (UHM Political Science, Hawaiian Studies)

(b) **Asian Ethnic Print Cultures in Hawaii**

Readings: Silva, second half

DUE: Nothing.

22 NOV (Week 14)

(a) **Library Associations (USA)**

(b) **Library Periodicals and Suppliers (USA)**

Readings: Albertine Loomis, *The Best of Friends: The Story of Hawaii's Libraries and their Friends, 1879-1979* (Kailua: Published for Friends of the Library of Hawaii by Press Pacifica, 1979).

DUE: **Brief Presentation / Journal/ Handout Two**

29 NOV (Week 15)

- (a) **Guest Speaker: Dr. Chieko Tachihata on the History of Public Libraries in Hawaii**
- (b) **The Development of the University of Hawaii Libraries**
- Reading:** Chieko Tachihata, "Censorship and the Library of Hawaii: 1913-1961," *Hawaii Library Association Journal* 38 (1981): 47-57.
- DUE:** Nothing.

6 DEC (Week 16)

- (a) **Student Presentations**
- (b) **Class evaluations**
- (c) **Refreshments**
- (d) **Closing Words**
- Readings:** Nothing.
- DUE:** Student Presentations.

There is no class on **13 December**, but noon on that day is the due-date for the printed copy of your final research paper.

Finals Week

There is no exam in this course or class meeting during Finals Week. Please keep up with the readings though. All papers and extra credit must be handed in by 13 December.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

Assignments

- [A] **History Research Paper and Presentation (50%)**
[Individual or Group work]

The major project for this class is a 9 to 12 double-space page **research paper** on the history of a library / librarian/ archive/ archivist/ library association/ information scientist/ LIS educator (preferably in Hawaii). This paper may be done individually or in groups of up to three members. You should use at least one type of primary source (i.e., interview, archival materials, etc.) and **4** or more published secondary sources besides readings assigned for class. This paper should not be something you researched for another class.

You are also to do a **presentation** to the class on your subject to the class. The presentation should be 8 to 10 minutes if working alone, or a maximum of 15 minutes for three people or 20 minutes for a group of four. You may use PowerPoint or other original audio/video materials.

Grading Criteria for the History Research Paper

POSSIBLE POINTS:

- PAPER - Summary of Thesis and Research
- PAPER - Writing
- PAPER - Quality of research
- PAPER - Evaluation and Critique of the Article (2)
- Presentation is concise and explains the significance of the subject to the history of librarian

POINTS WILL BE TAKEN AWAY FOR:

- Incomplete bibliographic citation (-)
- Presentation is too superficial or goes overtime (-)
- Paper/ presentation do not explain the importance/ relevance of the article (-)

[B] Brief Presentation / Journal/ Handout One (20%) [Individual work]

You are to select one topic from **Section II** on the history of printing, reading and libraries in pre-1800, and give a brief 5 minute overview. Be sure to stress what was important about your topic.

You should also prepare a one-page handout (and make copies for the class) on your subject giving a one-paragraph introduction to your topic, and a chronology of key events, and a bibliography of at least three key sources. You also should hand in a 2-page journal on your topic explaining how you researched your subject and what you found that was of most interest to you.

Your evaluation will be based primarily on the quality of your research sources, and your ability to create a meaningful presentation. You will be penalized for going over five minutes.

[C] Brief Presentation / Journal/ Handout Two (20%) [Individual work]

You are to select one topic from **Section III** on the history of printing, reading and libraries in after 1800, and follow the same instructions as on the First Presentation / Journal/ Handout (see [B] above).

I am afraid that there are no **SAMPLE PAPERS** for this class, as previous classes had other instructors and assignments.

EXTRA CREDIT

If you write an exceptional paper, I might ask you to submit your paper to my samples homepage. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment.

I give some extra credit to reward this extra effort. There is a maximum of three extra credit points for this class. Future students also thank you. Please remove your name from the paper *if* you want to be anonymous.

EXPECTATIONS FOR ALL ASSIGNMENTS

**** Plagiarism, if caught, will result in failing the class.** It also will be reported to the department for appropriate action. Please don't do it.

As a review, any time you use more than four or five words from one source those words should either be placed in quotation marks. Long quotes (more than two sentences) do not need quotation marks, but instead should be placed in block quotes, which are single spaced and indented with about one inch on the left *and* right margins.

You may use any recognized citation style (Chicago/ Turabian, APA, or MLA) to cite sources of quotations or other information as long as you are consistent in doing so. If you will be citing the same source, then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article. For papers using parenthetical references, you need to submit a bibliography of works cited. You do *not* need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, and the Internet should also be cited with the date (and URL and author for the Internet).

Please use 12-point Times (or comparable) font and double-space your written assignments and leave a 1-inch margin. Papers should also be stapled. You are discouraged from using a cover page *per se*, but should include your name, the date, Prof. Wertheimer, and the assignment name on the first page of all materials. I strongly urge you to create a title for each paper as this often helps writers to establish a focused theme.

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical paper, and provide evidence for your observations. The instructor has a writing guide on his homepage.

Your research paper should be written in a publishable, formal style. The two journals though should be more personal, and can use the first person-voice. Your journals

should use a complete citation of the article as a title. I am looking for quality over quantity. I want to read your honest reactions and reflections in journals. I do not penalize journals for disagreeing with my ideas, but want to see efforts at making logical arguments based on evidence.

Papers are due during class. **Late assignments will be docked by one point per day late.** No overdue assignments or extra credit projects will be accepted after 13 December.

If you need reasonable accommodations because of the impact of a disability, please [1] contact the **Kokua Program** (V/T) at 956.75 11 or 956.76 12 in room 013 of the QLSS; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

GENERAL GRADING CRITERIA

Specific grading criteria are mentioned in the instructions for all assignments, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are integrating questions from this class and your real life experiences.

Part of demonstrating professionalism includes using LIS terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of). I also value critical thinking. Do not take everything you read or hear as truth.

My pet peeves in terms of writing include problems with quotations (block quotes) and sloppy citations. In addition to learning how to quote materials, I encourage you to use quotes sparingly. Don't simply use them to tell your story.

Plagiarism is more than a side issue. It can get you into serious trouble. This is another warning to encourage you to skim my writing guide. Librarians are held up to high standards in terms of writing and citing.

ALA Core Competencies

In 2007 the LIS Program decided to map our courses along with the ALA's 2005 Draft "Statement of Core Competencies" as a way of basing our course offerings in parallel with requirements for today's professional.* This course contributes to learning the following competencies:

1	2	3	4	5	6	7	8	+1*
								P

ALA Competencies

1. Professional Ethics; 2. Resource Building; 3. Knowledge Organization; 4. Technological Knowledge; 5. Knowledge Dissemination–Service; 6. Knowledge Accumulation–Education and Lifelong Learning; 7. Knowledge Inquiry–Research; 8. Institution Management.
Coding Symbols: P=Primary Emphasis; S=Secondary Emphasis.

* The LIS Faculty added one competency (+1): **Social, Historical, and Cultural Context:** concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; international librarianship, information policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region, and Asia.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from "**Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses**":

12 **Historiography:** writing of history based on the critical examination of sources, the selection of particulars from authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods.

Explanation: In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

This syllabus was composed in Goudy Old Style.