
Note

Because the UH LIS Program does not offer a Special Collections course *per se*, this course will introduce Special Collections librarianship. Students interested in SCL as a career should consider taking additional subject courses in Hawaiian Materials, Pacific Materials, East Asian Materials or bibliography courses in different schools. Students should also take Preservation/ Conservation and relevant internships.

Readings

Randall C. Jimerson, ed. *American Archival Studies: Readings in Theory and Practice* (Chicago: SAA, 2000). (At the Univ. Bookstore).

Nicholas A. Basbanes, *A Gentle Madness: Bibliophiles, Bibliomanes, and the Eternal Passion for Books* (New York: Henry Holt & Co., 1999). This is not at the University Bookstore.

Additional readings may be assigned. These required readings will be available from Electronic Reserves via Sinclair Library or distributed in class.

Important Dates (Tentative for 2007)

27 August	Last day to withdraw from class without a "W."
28 August	Last day to add the class, change grading option or to receive a 100% refund for the course.
10 September	Last day to receive a 50% refund for the course.
19 October	Last day to withdraw from the class.

Note: If you need reasonable accommodations because of the impact of a **disability**, please:

[1] contact the **Kokua Program** (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Lili'uokalani Center for Student Services;

[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.

ALA Core Competencies + 1 UH LIS Competency

1) Professional Ethics:	Primary
2) Resource Building:	
3) Knowledge Organization	
4) Technological Knowledge	Secondary
5) Knowledge Dissemination—Service	Secondary
6) Knowledge Accumulation--Education and Lifelong Learning	
7) Knowledge Inquiry—Research	
8) Institution Management	Primary
9) Social, Historical, and Cultural Context and Knowledge	Primary

Qualitative & Quantitative Research Methods Used in LIS 653

1. Action Research	2. Needs Assessment
3. Case Study	4. Survey Research
5. Focus Group	6. Action Research
7. Historiography	8. Case Study
9. Interview	10. Needs Assessment

Grading

Assignment 1: Journal on Collecting and Collections	10 %
Assignment 2: Bookstore Journal	10 %
Assignment 3: Journal on <i>A Gentle Madness</i>	10 %
Assignment 4: Article Critique 1	10 %
Assignment 5: Article Critique 2	10 %
Assignment 6: Archival Project	15 %
Assignment 7: Collective Research Presentation Paper on Digital Archives for Hawaii	20 %
Assignment 8: Archive/ Spec Collection <i>du Jour</i>	05 %
Class 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 Schedule (Subject to Change)

22 August	Class 1
Topics:	a] Introductions, b] Review syllabus, c] Exploring the Seminar Approach, d] Differentiating Terms: Special Collections, Archives, Special Library
Readings:	None.
DUE:	Nothing.

Part 1: Special Collections Librarianship

29 August	Class 2: Special Collection Librarianship (a): The Collector
Topics:	
Readings:	▪ Basbanes, <i>A Gentle Madness</i> , 1-126
DUE:	ASSIGNMENT 1: Journal on Collecting and Collections

5 September	Class 3: Special Collection Librarianship (b): The Bookseller
Topics:	a] Guest Speaker: Professor Diane Nahl: Lecture & Group Discussion on the Readings (5.00-6.15) b] Presentations of Survey Results
Readings:	▪ Basbanes, <i>A Gentle Madness</i> , 127-311
DUE:	ASSIGNMENT 2: Bookstore Journal

12 September	Class 4: Special Collection Librarianship (c): The Librarian
Topics:	Preservation The Great Marking Debate RBML Ethics Displays and Instruction
Readings:	Basbanes, <i>A Gentle Madness</i> , 312-534
DUE:	ASSIGNMENT 3: Journal on Basbanes' <i>A Gentle Madness</i>

Part 2: Archival Management

19 September	Class 5: Archives
* Note for Students who did not take LIS 652:	By this point, students who did not take LIS 652 should complete reading the LIS 652 text: Gregory S. Hunter. <i>Developing and Maintaining Practical Archives: A How-to-do-it Manual</i> (New York: Neal-Schuman Publishers, 2003).
Topics:	a] Reviewing the Function of Archives b] Reviewing Archival Terminology
Readings:	Jimerson TBA
DUE:	Assignment 4: Article Critique 1

26 September	Class 6:
Topics:	
Readings:	Jimerson TBA
DUE:	

3 October	Class 7:
Topics:	
Readings:	Jimerson TBA
DUE:	

10 October	Class 8:
Topics:	
Readings:	Jimerson TBA
DUE:	

17 October	Class 9:
Topics:	
Readings:	Jimerson TBA
DUE:	Nothing.

24 October	<u>NO CLASS</u>
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31 October	Class 10:
Topics:	
Readings:	Jimerson TBA
DUE:	Assignment 5: Research Critique Paper

7 November	Class 11:
Topics:	
Readings:	
DUE:	Nothing.

14 November	Class 12:
Topics:	
Readings:	
DUE:	Assignment 6: Archival Project

21 November	
>>>> <u>NO CLASS: HAPPY THANKSGIVING</u> <<<<	

28 November	Class 13:
Topics:	
Readings:	
DUE:	Nothing.

5 December	Class 14:
Topics:	
Readings:	None.
DUE:	<ul style="list-style-type: none"> ▪ Assignment 7: Collective Research Presentation

- There is no final exam in this course.
- All papers & extra credit must be handed in by **10 December**.

EXPECTATIONS FOR ALL ASSIGNMENTS

**** Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. This is a major departmental concern, as reflected in the “Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii” (see the Appendix).

As a review, any **quotes** should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides. Either type of quotation or paraphrased information should be cited.

You may use any recognized **citation style** (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), 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, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a *Library Journal* interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, “....”¹

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

You should not have many quotations that are over 2 or 3 lines long. Any such long quotation (more than 1 sentence) should be placed in a **block quotation**. These do not use quotation marks, but are single-spaced

and indented on both sides, along with full citation. You do not need to put these in italics.

Use 12-point Times **font** and **double-space** your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Wertheimer] and class [LIS 653] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be **paginated** (except the cover page, which does not get counted).

You also should use a descriptive and unique **title** for each paper. This often helps writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts. Some of the most common headings are Introduction, Definitions, Methodology, Analysis, and Conclusion.

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, well-written paper, and provide evidence for your observations.

Papers are due at the start of class. One point per day late will be subtracted from **overdue assignments** (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after **10 December**.

**** Plagiarism**, if caught, will result in failing the class. It also will be reported to the administration for appropriate disciplinary 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 should also cite information paraphrased from other sources unless it is common knowledge.

You may use any recognized citation style (Chicago/ Turabian, APA, 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 (such as in the article critique), 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. Following pages only need the page number in the header or footer. 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. Papers are due during class. **Late assignments will be docked by 10%.** No overdue assignments or extra credit projects will be accepted after the end of class.

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

FYI: 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 other peoples' words to make your point.

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

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

ASSIGNMENT 1: Journal on Collecting and Collections [Individual Work]

Do you have a personal book collection or do you know of a book collector? You can either write about your own collection, or another collector, or a theme (Hawaiiana, Beat Poetry, Labor History, Revolutionary War Pamphlets...). Write up a 4 to 6 page journal (double-spaced lines) in a readable style exploring questions like what drives the collector, how does the collector find certain items, what are some of the most prize pieces, does the collector see as the value of the collection. What is the collector's goal for the collection? What will happen to the collection in the future? Are there any subject bibliographies or handbooks that could or that have guided the collector? Are there any bookstores that specialize in this topic?

ASSIGNMENT 2: Bookstore Journal [Individual Work]

Lawrence Clark Powell stressed the importance of the independent scholarly book dealer in the world of rare book librarianship. Unfortunately the closest ABAA antiquarian bookseller is located on the North Shore of the Big Island. In order to explore the role of the bookstore you have three options. For any of the options, try to capture the history and uniqueness of the bookstore. Explore questions like: who are the customers; what are the store's criteria for selecting items; how are items priced.

OPTION A: If by chance this semester, you will be traveling to Hawi or some city with a good bookstore, you can ask for an extension on this assignment and hand in this paper after your visit as long as it is before the end of the semester.

OPTION B: Explore the website of any specialized antiquarian bookseller. Examine their catalogue. Compare prices with similar titles on ABE.com/Bookfinder.com. What terms do they use? Why would one want to shop at this specific store? What is the store's expertise?

OPTION C: Visit some of the specialized new and used book retailers and write up an overview. For new bookstores, focus on the unique offerings. For example, for Native Hawaiian Books, explore their small press and foreign titles. How do they learn of these books? What selection tools do they use? Do customers know/ appreciate this?

ASSIGNMENT 3: Journal on *A Gentle Madness*

[Individual Work]

Nicholas Basbanes' *A Gentle Madness: Bibliophiles, Bibliomanes, and the Eternal Passion for Books* is presumably different from any other LIS text you've read. For this assignment you should write a personal essay (around 4 to 6 pages with double-spaced lines) on your intellectual and emotional response to the book. How did the book compare or contrast with everything else you've learned about LIS. Is the book important for librarians? Explain why or why not.

ASSIGNMENT 4 and 5: Article Critiques 1 and 2

[Individual/ Partial-Group Work]

On the first day of class (and each day thereafter), I will have a sign-up sheet to reserve days for each person to present their article critique.

Groups of two may collaborate on the same presentation if they examined the same article. Groups should take 6-10 minutes, and both members should cooperate on all aspects of the presentation.

You will be evaluated on the following basis:

(a) Each **Paper** (5% of semester grade per paper):

- Clear brief summary of article (should be 50% or less of your paper)
- Complete citation of the article
- Brief (around two sentences) professional biography of the author(s), especially in relation to his/ her expertise for the article
- Use of appropriate archival terminology
- Critical analysis of the article (did it make sense, do you agree, how was the research conducted, could it have been improved, is this relevant to archives in Hawaii, etc)
- You should make **footnotes** as to how you located information, including the biography and definitions.
- Try to avoid excessive quotations from the article.
- In the paper you should not footnote references to the article, but should have a complete citation on the first page and **parenthetical references** on following pages that indicate the page number at the end of the sentence.
 - **Example:**
 - Cox's summary of research on provenance of e-mail suggested the following problems... (636).

(b) **Presentation (5% of semester grade per presentation):**

- Either a (a) half or 1-page handout with complete citation and note with relevant archival terms (and definitions) and other notes or a (b) PowerPoint Presentation slides with the same information. If you do the handout, please make 33 copies for the instructor and fellow students.
- Clear brief summary of article (should be 50% or less of your time)
- The criteria indicated above also apply for the presentation except you do not need to explain how you looked up information.

One of your articles should deal with special collections librarianship, and the other should deal with archival studies. You may select a research article from one of the following journals with an asterisk mark:

Selected Special Collections Librarianship Periodicals:

- *RBML*
- *Fine Books & Collections* (please review two articles as they are short)
- *A&B Bookman's Weekly* (defunct) (please review two articles as they are short)

Archival Studies Journals:

* *American Archivist* (the journal) [CD 3020.A45]
and *Archival Outlook* (the newsletter) [CD 921 .S2]
(Society of American Archivists)

* *Archival Issues* [CD 3054 .M53]
(Midwest Archives Conference),

* *International Journal of Archives* [CD 4.I61]
(International Council on Archives)

* *Archives and Manuscripts*. [CD 2500.A7]
(Australian Society of Archivists).

* *Journal of the Society of Archivists*. [CD 1.S6] (Soc. of Archivists [UK])

The Following Journals May be Available via ILL or online:

* *Archival Science* (Elsevier Science Direct)

* *Provenance* (Society of Georgia Archivists)

* *Records and Information Management Report*

* *Archivaria* (Association of Canadian Archivists)

And other language readers can consider:

* *Revue Internationale des Archives* [CD 1.A18]
(UNESCO/ Conseil international des archives)

* *Dang an gong zuo* = Archival work. [Hamilton East CD 2030 .T36]

Please re-shelve archive journals so others can also use them. *Thanks!*

ASSIGNMENT 6: Archival Project [Individual **or** Group Work]

For this assignment you will work either in a group or on your own with a professional archivist or special collections librarian on a specific learning project.

You may select an archive/ special collection where you are doing an internship or are employed, but this should be a new learning project that is not part of your regular work. We will discuss this option more in class so as to best develop a meaningful experience for you.

You should hand in a brief (2 to 5 page) journal explaining what you did, and what you learned. You should read and cite at least one article that related to the work you did. Your journal *might* compare how the theoretical approach (in the article or lecture) differed from the real life work.

ASSIGNMENT 7: Collective Research Presentation/ Paper: **Digital Archives for Hawaii** [Group Work]

Archival repositories and Special Collection Libraries in Hawaii have great potential for collaboration on digital initiatives, like the Online Archive of California. In order to inform ourselves, and to help the profession in Hawai'i, we will conduct this action research collaborative project. Working individually and in groups we will examine what other states are doing in terms of digital archive initiatives and also look at the major stakeholders in Hawaii (State Archives, private archives and special collection libraries, UH System, private colleges, HSPLS, DOE and private schools) and also explore possible sources of content, grant or other funding.

Our objective would be to give an overview of options offered by at least three states, and local governments in Canada, Australia and New Zealand in order to highlight strengths and differences of different systems,

although we should keep in mind that other countries have different archival traditions and funding mechanisms for institutions that preserve cultural heritage.

Part of this research should also consider issues specifically related to Native Hawaiian issues. Research published in *Archival Science* and examples from New Zealand will be especially relevant.

At this stage, I am proposing two final products, but will negotiate this with the class. I suggest we offer a presentation sponsored by the SAA Student Chapter that will be open to members of the Association of Hawaii Archivists. I would also encourage us to do some written article that we could submit as a class to an archival journal or a website with this information.

ASSIGNMENT 8: *Archive du Jour* [Individual Work]

This assignment has two parts:

- a) A 3 to 5 minute in-class presentation introducing a major archival depository or Special Collections Library in the United States or abroad.
- b) A 1-double-sided page handout on your archival repository. Please bring enough copies for each student.

You are encouraged to locate information on the archival repository from articles, websites, and telephone interviews. You can get started in your search with online indexes *Library and Information Science Abstracts* (LISA) and *Library, Information Science & Technology Abstracts* (LISTA). You can also locate holdings information regarding many repositories using such online tools as

ArchiveGrid (formerly Archival Resources) (UHM Libraries Online Resource)

National Union Catalog of Manuscript Collections - Library of Congress

<http://www.loc.gov/coll/nucmc/>

Directory of Historical Records Repositories in Hawaii (and updated list of links) <http://www2.hawaii.edu/~wertheim/AHA.html>

Your presentation and handout should focus on the following:

- The repository's history and collections (This should be your main emphasis)
- The Location, Management, Staffing, Hours, and other fundamentals (Briefly)

- Website and ways of accessing the collection (Briefly)

Your presentation should be in the form of a PowerPoint presentation ideally with photographs of the repository and useful information. Students will be able to sign up for the repository. You must select a 'traditional' archival repository (not an Internet- only Archive), although it may be located anywhere in the world.

You will be evaluated on the following:

PRESENTATION:

- Delivery
- Timing
- Presentation of required information
- Additional creative/ interesting information that captures student interest and emphasizes a repository's unique contribution
- PowerPoint Presentation and Visuals
- Appropriate Use of Archival Terminology

HANDOUT:

- Variety and quality of sources cited (website, articles, interview, etc) (obviously these should be listed for evaluation and interested students)
- Quality and amount of original information
- Originality of materials
- Graphic design
-

OPTIONAL EXTRA CREDIT

Attend a professional or scholarly meeting of one of the following LIS professional associations.

- Association of Hawaii Archivists
<http://www2.hawaii.edu/~wertheim/AHA.html>
- Society of American Archivists Student Chapter
- Hawaii Library Association <http://www.hlweb.org/>

Write a brief journal on the conference. You should submit a brief (3 to 6 page) journal summarizing and evaluating aspects of interest. Rather than simply listing programs, you are encouraged to focus on one to three elements, and summarize and critique the most noteworthy aspects. Your journal would certainly be enhanced if you related aspects to items learned in class (text, lecture, or discussion). Be ready to share this in class!

Sample Papers

I am afraid there are no sample papers for this class, as it has not been offered in many years.

If you write an exceptional paper, I might ask you to submit your paper to this page. 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 count revised and submitted papers towards your extra credit score.

Consult with the professor regarding other alternatives.

Field Trips

We will be taking several fields trips to archival repositories as a part of this class. These will be announced in class.

Program Learning Objectives

This seminar course addresses the following curricular objectives of the LIS Program, enabling you 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 and programs in a variety of information environments;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for instructional program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

This course also contributes towards the following LIS Program **Research** objectives:

6. Students and faculty engage in research that responds to community information needs.

7. Students engage in research through courses and independent study.

This course may also assist with meeting the following LIS Program objectives for **Service**:

2. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the program's areas of expertise.

6. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations.

7. Students volunteer their services to community, professional, university and state organizations and agencies.

[The numbers and text above come from the 2007 *UH LIS Program Mission and Goals*.]

Course Learning Objectives

Course Learning Objectives:

This is an advanced seminar course on archives management, enabling students to:

- 1) Understand the various types of archival repositories; and their historical development in Hawaii and elsewhere;
- 2) Gain practical experience in processing, arranging, and describing manuscript collections;
- 3) Become familiar with basic resources and standards related to archival management;
- 4) Develop a core knowledge of archival management, including fundamental archival concepts and terminology;
- 5) Gain experience in defining and solving challenges in archival management;
- 6) Understand issues faced by a variety of archival institutions.
- 7) Apply the above to emerging technology relevant to users in Hawaii.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

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 (preferably during office hours). I reserve the right to reject or make counterproposals, and encourage you to consult with me. 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**. At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.
- (b) **Active participation** in classroom discussion. This does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.
- (c) In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence or passage 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 may call on a few students to give this.**

You are permitted to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I do realize that our class is nearly 3 hours long. Thus, I certainly understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

Group Work

At least one assignment is designed as a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

Appendix 1: **Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii**

1.0

LIS graduate students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University's Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with University policies on academic integrity including:

The University of Hawaii Student Conduct Code

<http://www.manoa.hawaii.edu/students/conduct/> and

http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html

The University of Hawaii at Manoa Campus Policies

<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

2.0

The field of Library and Information Science promotes ethical conduct of its members through published codes of ethics and standards of conduct. LIS students as pre-professionals are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, at internship, practicum and fieldwork sites, and in personal, Internet and phone communications related to their LIS studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

ALA Code of Ethics

<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

Guidelines for Behavioral Performance of Reference and Information Service Providers

<http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/guidelinesbehavioral.htm>

ASIST Professional Guidelines

<http://www.asis.org/AboutASIS/professional-guidelines.html>

Society of American Archivists Code of Ethics

http://www.archivists.org/governance/handbook/app_ethics.asp

3.0 Principles of Ethical Conduct:

3.1 Propriety. Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.

3.2 Competence and Growth. Students should strive to become proficient in academic performance and professional practice, functions, and activities.

3.3 Development of Knowledge. Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.

3.4 Scholarship and Research. Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements on each course syllabus.

3.5 Service. Students should regard as primary the service obligation to internship, practicum, fieldwork or community sites, as well as to student professional organizations.

3.6 Confidentiality. Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community, internship and fieldwork sites.

3.7 Commitments to Organizations. Students should adhere to commitments made to practicum, community, internship and fieldwork sites, as well as to student professional organizations.

3.8 Respect, Fairness and Courtesy. Students should treat staff, student colleagues, professionals and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, internship and fieldwork sites, and faculty and departmental offices.

3.9 Integrity. Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the profession as outlined in professional codes of ethics and standards of conduct.

Approved by the LIS Faculty on 19 March 2007

Appendix 2: **SAA Guidelines for a Graduate Program in Archival Studies**

In 2006, the Society of American Archivists revised its “**Guidelines for a Graduate Program in Archival Studies**,” which suggested a core of 18 credits in archival studies. Students at UH are encouraged to take the following:

- 1) [LIS 652] Introduction to Archival Management
- 2) [LIS 653] Seminar in Archival Studies
- 3) [LIS 619] Preservation Management
- 4) [LIS 620] Conservation of Library Materials
- 5) [LIS 690] Library Internship Program (with an archive option)
- 6) **Selection of a one of the following:**
 - **Elective in Library & Information Science**
 - A second [LIS 690 (internship with an archival emphasis)], or another LIS elective, such as [LIS 612], [LIS 615], [LIS 618], [LIS 687], [LIS 688], [LIS 699], [LIS 700].
 - **Elective from Museum Studies**
 - [AMST 683] Museums: Theory, History, Practice
 - [AMST 684] Museums and Collections
 - [AMST 685] Museums and Communities
 - **Elective from History**
 - [HIST 602] Seminar in Historiography

Of course, these requirements are in addition to the core LIS classes 601, 605, 610, and 650 / 684 and other requirements for the MLISc.

Professional Associations

Students are encouraged to develop their professional socialization by joining the Society of American Archivists and the Association of Hawaii Archivists. Both organizations have student membership rates. This follows the LIS Goals and Missions for **Research**:

(8) Students present and publish their research.

and **Service**:

(4). Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs.

(6). Students participate and exercise leadership in professional organizations.

(7). Students volunteer their services to community and state organizations and agencies.

Thus, you are encouraged to participate in the UH SAA student chapter.