

**SIMMONS COLLEGE
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

LIS 532C: HISTORY OF LIBRARIES

SUMMER 2012

Course: LIS 532C
Time: Mondays and Wednesdays, 1:00pm - 4:00pm
Location: P210
Instructor: Kathy Wisser
Office hours: P310J, Tuesdays, 10:00 am – 11:00 am, by appointment, or by chance
Phone/email: 617.521.2887; wisser@simmons.edu

COURSE DESCRIPTION

This course covers the history of libraries from earliest times to the present day. It includes specific institutions, trends in service and facilities, and individuals important in the development of these institutions. While the primary focus of the course is libraries in the Western World, consideration of libraries in other traditions will be covered as source material allows.

At the end of this course, students should have a basic understanding of the following:

- Historical methods both through the analysis of primary sources related to the history of libraries and through a critical reading of texts on the history of libraries.
- A broad perspective on the history of libraries in order to inform practice
- The history of libraries in the context of socio-cultural, political, and economic developments
- The development of libraries from ancient times to the present day

GSLIS Student learning outcomes:

- Graduates communicate clearly and effectively in a range of formats to a variety of audiences.
- Graduates demonstrate critical thinking in their practice of library and information science.
- Graduates are leaders in local and global settings

TEXTBOOKS

Required: Harris, Michael H. *History of Libraries in the Western World*. 4th ed. Lanham, MD: The Scarecrow Press, 1999.

Referred to in the schedule as Harris. All other readings are either on reserve in the library or available on the eLearning site for this class.

GENERAL CLASS POLICIES

The advantage of graduate education is that you have selected to be in this course of study. With that comes some responsibility, though. Class policies are intended to maximize your individual experience while at the same time ensuring the experience of your peers. Therefore, the policies for this class are most likely similar to those you have experienced in other classes there at Simmons.

Attendance

Attendance is mandatory. You are expected to be on time and stay until the end of class. Each unexcused absence will negatively affect your participation grade. Students who must miss class due to religious observance, illness, or other emergency should notify the instructor by email *before* class time.

Class Participation

Much of the learning and synthesis for this course will come through our class discussions, so your participation in these activities is crucial. Students are responsible for all course content and announcements made at missed class meetings. You are expected to read all assigned books and articles prior to coming to class. You are expected to participate in discussions. Participation does not consist only of speaking, it also entails listening to others, including the instructor, visiting lecturers, and other students.

The guidelines below should help to establish the environment conducive to learning by all class members:

1. Students will attend each class and come prepared to participate fully in the class activities. This includes:
 - Complete assigned readings
 - Complete exercises and assignments on time
 - Be willing to share with your colleagues through questions and discussion
2. Students will demonstrate respect for your peers both in class and in working with students outside of the class time. This includes:
 - Shutting off and putting away all cell phones
 - If you need to take notes on a laptop, that is the only thing that you are doing on the laptop (e.g., no email, web surfing, facebook, twittering, etc.)
 - Listening to others' ideas and comments

Class participation is worth 10 pts.

Academic Integrity (Simmons College Honor Code)

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. All students will abide by the Simmons College Honor code, found in the student handbook and detailed on the "My Simmons" website:

<http://my.simmons.edu/gslis/students/honorcode.html>

Communication with the Instructor and Classmates

The instructor encourages regular communication from students. You may reach me via e-mail, office phone, or appointment in my office. (E-mail is generally more effective than via phone, if you need to reach me in a hurry). I am available during office hours but also for appointments outside that time frame. If you have a question regarding an assignment or reading, it would be best to ask during class

time or on the course discussion board as the answers may be useful to other members of the class (Discussion board "Assignment questions"). Remember that anything posted to the course discussion board can be read by all class members so do not post private e-mail messages there.

Special Needs, Accommodations and Student Support

Students with special needs related to learning disabilities, illness or who require special accommodations MUST meet with a member of the Disability Services staff in the Academic Support Center (call x2473 for an appointment) to discuss accommodations. This meeting MUST occur within the first weeks of school and will result in a list of accommodations created in conjunction with the Academic Support Center that will be signed by your professor. This form is private and does not reveal to the professor the nature of your illness or disability; you are free to disclose as little or as much information to your professor as you wish.

NOTE: Students with specific issues related to assignment completion **MUST** meet with the professor at least one week prior to the due date of the assignment!

COURSE EVALUATION

- Assignments (5) 90%
- Participation and attendance 10%

#	Assignment	Points	Due Date
I	Historical analysis of primary source documents	15	June 27
II	Monastic libraries paper	15	July 9
III	Public libraries paper	15	July 23
IV	National libraries paper and presentation	30	August 1
V	Take-home reflection	15	August 5 th , 12 noon
	Participation	10	

GRADING SCALE

	A = 94-100%	A- = 90-93%
B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 64-66%	D- = 60-63%
	F = < 60%	

All assignments are to be completed and turned in on time. Late assignments are strongly discouraged and will be penalized. If late work appears to be unavoidable, the student should advise the instructor as to the circumstances as soon as possible. The circumstances should reflect a serious nature/situation and will be taken into consideration. There are no *make-up* assignments in this class. If you do not complete/turn in an assignment, you should expect to get a 0 (zero) for that assignment.

Students who become ill, have a medical emergency, a death in the immediate family, extreme hardship, or unusual circumstances may request an incomplete from the instructor. Students must be

performing at a passing level to be considered. Forms must be filled out in consultation with the instructor, and the Assistant Dean for Student Administrative Services must review it. If approval is granted, the incomplete must be finished by the end of the following semester.

General Criteria for Written Assignments

Your written assignments should be typed or word-processed on standard 8.5" x11" white paper in a 12 pt. font (if using Ariel, you may use an 11 pt. font). The font should be easily readable: Times Roman, Courier, Ariel, etc. Papers should be double-spaced with a 1" margin on all sides unless otherwise noted. **Assignments should have numbered pages.** Correct spelling and grammar should be used *even for informal papers*. Sloppy writing or assignments riddled with typographical errors will have a negative effect on your grade. Assignments should be firmly stapled, bound, or placed in an envelope. **Do not fasten assignments with paper clips. Finally, be sure to put your name on the assignment!**

Both the substantive content and the quality of the writing will be considered. Substantive content includes completeness and adherence to the assignment, knowledge of appropriate concepts, strong supporting material, and reasonable conclusions or solutions. Quality of writing covers organization and clarity of expression, appropriate use of references, **and adherence to the format prescribed by the assignment**, and correct grammar, punctuation, and spelling.

Appropriate citation of references works is absolutely required for any written assignment. You should use an established style for references (Chicago, MLA, APA, etc.) Any style will do as long as you are consistent throughout your written work. Again, even in *informal papers* if you are quoting or paraphrasing, you must provide a citation. Otherwise, it is plagiarism. In addition, all papers should include a references section (bibliography).

All assignments are to be handed to the instructor at the beginning of the class period on their assigned date in hard copy unless otherwise instructed. **Late papers must be cleared in advance by the instructor.** Late assignments that have not been cleared by the instructor will be penalized.

ASSIGNMENT DESCRIPTIONS

I. Historical analysis of primary source documents

Perform external and internal criticism on the photocopies of the documents given with this exercise and answer the following questions. In examining these documents, address the four questions below. **Use concrete examples** from the documents to illustrate your points. Papers should be no longer than 5 pages, double-spaced.

External criticism

1. Discuss the different aspects of the documents in regards to external criticism. What clues do you look for to establish the "genuineness" of the documents? Are they different or the same between the documents? *Note that these are photocopies from documents found in the Simmons College Archives. Treat them as if you are looking at the actual document and not a photocopy. In other words, do not consider the photocopy as a point of discussion in your external criticism.*

Internal criticism

2. Discuss the questions or topics that come to your mind after reviewing these documents. What do the documents tell you about and what more do you want to know?
3. Two documents are an exchange between Wilson and Archibald MacLeish. How does this exchange help in your understanding of Library History? Consider the fact that you have *both* letters; think about if you only had one. How would your ideas change?
4. One of these documents is an annual report from the University Library. Discuss the pros and cons to the use of annual reports as a historical source.

II. Monastic Libraries Paper

After watching *The Name of the Rose* and reading Harris' Chapter 7 "Monastic and Cathedral Libraries," write an essay about the monastic library as it is conveyed in the movie. This essay should involve a critique of the fictional library in light of readings and class discussion and should engage you in comparing and contrasting the monastic library of history with that of the story. Use concrete examples from the movie, the reading, and class discussion.

Here are a few questions that might help *guide* your analysis:

- ✦ What role does the library in the story (movie) play?
- ✦ In that role is "authenticity" necessary? Can you think of a way in which an authentic monastic library would detract from the point that Eco is making?
- ✦ Where are the divergences between the fictional library and the library of history, and what is the meaning behind those divergences in terms of the history of libraries?
- ✦ What aspects of monastic libraries are not addressed by the story?

Paper should be 5 pages, double-spaced. Appropriate attributions and references should be included.

III. Public Libraries Paper

You will be provided with a brief biography of Sam Walter Foss (1858-1911), librarian for the Somerville public library and author of the column "The Library Alcove" for the *Christian Science Monitor*, and several articles from that series. Examine the articles and explore Foss' view of the purpose of the public library system. What does he see has its opportunities and challenges? Be sure to use **direct evidence** from his articles to support your argument.

Paper should be 5 pages, double-spaced. Appropriate attributions and references should be included.

IV. National Libraries Paper & Presentation

Choose a country other than the United States that is of interest to you and research its national library. Prepare an historical account of that national library. Questions to consider when working on this paper include:

- How, why, and when did the library come about?
- What constitutes the founding collection? Governmental or private?
- What are the core collections?
- Where is the library located and has it ever moved during its history?
- Is the library open to the public now? Has the access to the library changed over time?
- What other changes happened over time?
- What mechanisms of support are given to the library?
- Does the library have any specific mandates?
- What place does the national library have in the culture of the country? What about in the culture of the library community of the county?

Note: The above questions to consider provide only suggestions of things to think about, and do not constitute a list of expectations.

Papers should be 15-20 pages, double-spaced with appropriate attribution and references. Presentations will be 20-30 minutes.

Schedule for National Libraries paper and presentation

June 27: Submit the country of your choice

July 11: Submit a preliminary annotated bibliography

August 1: In-class presentations and papers due.

V. **Take-home reflection**

As a take-home final exam, you are asked to reflect on the material in the course and consider how it has changed or enhanced your view of libraries and information professions. You are asked to draw on the various aspects of the course that particularly interested you, and to answer the question of the utility of the history of libraries as a component of LIS education. Because this is a *reflection* paper, there are lots of right answers here. I am asking you to think about what you have learned and to reflect on the content. Papers should be 3-5 pages, double-spaced, with appropriate attributions and references.

COURSE SCHEDULE

Session 1: June 18

Introduction to course and historical methodology

Session 2: June 20

What is library history?
(no class, archives exercise)

Readings: Harris, Chapter 1

Pawley, Christine, "History in the Library and Information Science Curriculum: Outline of a Debate" *Libraries & Culture: Historical Essays Honoring the Legacy of Donald G. Davis, Jr.*, Cheryl Knott Malone, Hermina G.B. Anghelescu, John Mark Tucker, eds., pp. 1-16.

Assignment: *Complete the document exercise at the Simmons College Archives*

Bring your results to class on Monday June 25th.

Session 3: June 25

What is library history?
Ancient libraries & Alexandria, myth and reality

Readings: Harris, Chapter 2-5

MacLeod, Roy, ed. *The Library of Alexandria*, London: I.B. Tauris Publishers, 2000. Introduction & Ch. 3

Dr. Andrew Jameson, "The library of Alexandria and its revival"
Podcast: <http://gslis.simmons.edu/podcast/index.php?id=172>

Lucien X. Polastron, *Books on Fire: The Destruction of Libraries Throughout History*, Rochester, Vt.: Inner Traditions, 2007, pp. 10-23.

Assignment: None

Session 4: June 27

Monastic libraries and *The Name of the Rose*

Readings: Harris, Chapter 6-7

Assignment: Historical analysis of primary source documents due

Session 5: July 2

Renaissance, Enlightenment and the invention of printing
The rise of the European University and learned societies

Readings: Harris, Chapter 8

Battles, Matthew, *Library: and Unquiet History*, New York: W.W. Norton & Company, 2003, chapter 4: "The Battle of the Books," pp. 82-116.

Assignment: None

NO CLASS! Happy 4th of July!

Session 6: July 9

Early American libraries and social libraries

Readings: James Raven, "Social libraries and library societies in eighteenth-century North America" *Institutions of Reading: The Social Life of Libraries in the United States*, Thomas Augst and Kenneth Carpenter, eds. Amherst: University of Massachusetts Press, 2007.

Jesse H. Shera, *Foundations of the Public Library*. Hamden, Ct: The Shoe String Press, 1949, ch 3-4. RESERVE

Assignment: Monastic libraries & *The Name of the Rose* essay due

Session 7: July 11

The public library movement
Alternative models for providing library services

Readings: "Upon the Objects to be attained by the establishment of a public library: report of the Trustees of the Public Library of the City of Boston, 1852"
http://www.scls.lib.wi.us/mcm/history/report_of_trustees.html

C.D. Hurt and Jerry McGovern, "Demographic Analysis of the Placement of the Boston Public Library in Relation to the Irish Population" *Public Libraries*, May/June 1991, pp. 145-149.

Jesse H. Shera, *Foundations of the Public Library: The origins of the public library movement in New England, 1629-1855*. Hamden, Ct.: The Shoe String Press, 1949. Ch 6-7. RESERVE

Joanne E. Passet, "Reaching the Rural Reader: Traveling Libraries in America, 1892-1920" *Libraries and Culture*, 26:1, 1991, pp. 100-118.

Dan R. Lee, "Faith Cabin Libraries: A Study of an Alternative Library Service in the Segregated South, 1932-1960" *Libraries and Culture*, 26:1, 1991, pp. 169-182.

Assignment: None

Session 8: July 16

Children's services in public libraries, Guest lecturer: Melanie Kimball
Public libraries in the 20th century

Readings: Christine Pawley, "Foreword: Reading *Apostles of Culture*: The Politics and Historiography of 'Library History'" in *Apostles of Culture: The Public Librarian and American Society, 1876-1920*. Madison: University of Wisconsin Press, 2003, pp. xvii-xxxiii. RESERVE

Dee Garrison, *Apostles of Culture: The Public Librarian and American Society, 1876-1920*, Madison: University of Wisconsin Press, 2003. Part 4 RESERVE

Assignment: None

Session 9: July 18

American college and university libraries, Project presentation: Katherine Ruffin

Readings: Kenneth J. Brough, *Scholar's Workshop: Evolving Conceptions of Library Service*, Boston: Gregg Press, 1972. Ch 1-2

Arthur T. Hamlin, *The University Library in the United States*, Philadelphia: University of Pennsylvania Press, 1981. Ch 2-4

Barbara B. Moran, "The Unintended revolution in academic libraries: 1939 to 1989 and beyond" *College & Research Libraries*, January 1989, pp. 25-41.

Assignment: None

Session 10: July 23

Libraries and Genocide, Guest Lecturer: Bill Wisser

Readings: Rebecca Knuth, "Understanding Modern Biblioclasm" in *Burning Books and Leveling Libraries*, Westport, Ct.: Praeger, 2006, pp. 1-16. RESERVE

Sanja Zgonjanin, "The Prosecution of War Crimes for the Destruction of Libraries and Archives during Times of Armed Conflict" *Libraries & Culture*, 40:2 (Spring 2005), pp. 128-144.

Choose one:

Rebecca Knuth, "Secular Fanaticism and the Auto-Genocide of Cambodia, 1975-1979" in *Burning Books and Leveling Libraries*, pp. 121-140. RESERVE

Rebecca Knuth, "Fundamentalism and the Destruction of Afghanistan's Cultural Heritage, 1994-2001" in *Burning Books and Leveling Libraries*, pp. 141-158. RESERVE

Rebecca Knuth, "Errors of Omission and Cultural Destruction in Iraq, 2003" in *Burning Books and Leveling Libraries*, pp. 201-220. RESERVE

Rebecca Knuth, "China's Cultural Revolution" in *Libricide: The Regime-sponsored destruction of books and libraries in the twentieth century*, Westport, Ct.: Praeger, 2003. RESERVE

Assignment: Public libraries in American due

Session 11: July 25

ALA and the Library of Congress
Bibliocrime, Guest lecturer: Brian Shetler

Readings: None

Assignment: None

Session 12: July 30

No Class (time for working on National Libraries paper and presentation)

Session 13: August 1

National Libraries: What is a national library?
Student presentations
The History of libraries and the future of libraries

Readings: None

Assignment: National Libraries term paper and presentation

August 5th

Assignment: Take home reflection due, may be emailed to me at wisser@simmons.edu