AREA AND INTERNATIONAL STUDIES LIBRARIANSHIP
Spring 2015
Wednesdays 9:30pm-12:15pm (Wells Library 031)

Instructors:
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Karen S. Farrell, Librarian for South Asian and Southeast Asian Studies, 855-5647, karsfarr@indiana.edu
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Akram Khabibullaev, Librarian for Middle Eastern, Islamic, and Central Eurasian Studies, 855-9885, akkhabib@indiana.edu
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Coordinators:
Wookjin Cheun, Office hours by appointment.
Marion Frank-Wilson, Office hours by appointment

NOTE: Because this class is taught by several area studies librarians, it is important to maintain clear communication channels. On all communications between instructors and students, please be sure to cc’ Wookjin and Marion on all class business.

Course description:
This class will provide an overview of issues related to area studies librarianship, including collection development, reference and outreach, partnerships and collaboration, website development and access, traditional information sources as well as emerging technologies, and space. Primary emphasis is given to the work of librarians in U.S. institutions who are in charge of area and international studies collections - at large research institutions as well as smaller college libraries. Each class session will include lecture, discussion and/or in class activities focusing on the topic and required readings identified in the syllabus.

Course Objectives:
• To gain an understanding of the history and practice of area studies librarianship in the U.S.
• To learn about important tools for working with area and international studies collections not only at large research institutions but also at small college libraries.
• To be able to make decisions about selection/acquisition, reference, and access to area studies collections.
• To gain an understanding of the challenges and opportunities facing area studies librarianship.
**Requirements:** Students are expected to attend all class meetings, read all the required materials, actively engage in classroom discussions, and complete all assignments. Late submissions of assignments will not be accepted.

**Required Texts:**

**Other readings:**
Other readings include books on reserve and in the Reference Reading Room, articles from the library and information science literature, writings on websites, recordings of conference presentations. For the most part, articles will be available via Canvas section. Items on reserve will be identified.

Grades will be based on 4 assignments and class participation.

**Assignments and Grade Distribution:**
- Lead discussions of articles: 20%
- Interview with an area studies librarian and in-class presentation of its results: 30%
- Evaluate websites or Libguides: 20%
- Annotated log of collection development resources: 20%
- Class participation: 10%

**Guidelines for Assignments:**

**Leading Article Discussion:** Each student is required to lead the discussion of 3 assigned articles throughout the semester, selection of which will take place during the first week of classes. It is expected that you will give a brief overview (5 minutes) of the article, along with your assessments of its strengths and weaknesses. You will then initiate a general discussion of the article. Prepare 3-4 questions to guide the discussion, along with your reaction to the article. Leading article discussions is a course requirement, but no written assignment needs to be turned in.

**Interview Project:** Based on your interest in a specific area studies field (e.g. African, Latin America, South Asian, East Asian, Middle Eastern, Central Eurasian, Slavic and East European Studies), select an area studies librarian and conduct an interview. Interview questions may focus on any of the topics covered in class, e.g. collection development, providing access, challenges and issues related to emerging technologies, etc. and should be developed in consultation with the librarian. Please be sure to obtain the librarian’s approval no later than the Spring Break. Students are expected to present their findings during the last class session and to submit an essay (5-10 pages, double-spaced) based on the interview.

Deadline for Interview Project: April 28, 2015
Evaluate websites or Libguides: Based on your interest in a specific area studies field, explore websites and/or Libguides developed by area studies librarians at other institutions. Each student is expected to select one website or Libguide and compose a written evaluation (2-3 pages, double-spaced). Deadline for website/Libguide evaluation (presentation and submission of written assignment): April 7, 2015.

Annotated log of collection development resources: Over the course of the semester, each student should compile an annotated log of collection development and/or reference resources for a specific area studies field, preceded by a short bibliographic essay. The log should include at least 20 (1-3 pages, double-spaced) resources. Resources for the log may include items discussed on the class overviews or may be based on additional research. Think of this as your toolbox as a future librarian for area studies!

Projects and assignments must follow the Chicago Manual of Style, 16th edition. Numerous circulating and non-circulating copies as well as an online subscription are available through the libraries.

Definition of letter grades:
The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science.

A 4.0 [95 to 100 points] Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- 3.7 [90 to 94.5] Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ 3.3 [87 to 89.5] Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B 3.0 [84 to 86.5] Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.

B- 2.7 [80 to 83.5] Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ 2.3/C 2.0 [77 to 79.5] Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

Academic integrity:
Academic dishonesty

There is extensive documentation and discussion of the issue of academic dishonesty here <http://www.indiana.edu/~code/> in the Indiana University "Code of Student Rights, Responsibilities and Conduct". Of particular relevance is the section on plagiarism:

3. Plagiarism
Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. Directly quoting another person's actual words, whether oral or written;
   2. Using another person's ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. Borrowing facts, statistics, or illustrative material; or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

From: Part II: Student Responsibilities - G. Uphold and maintain academic and professional honesty and integrity - 3. Plagiarism http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml

Plagiarism is the use of someone else's ideas, words, or opinions without attribution. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive a grade of “F”. A second instance will result in an automatic grade of “F” for the course. Penalties may be harsher depending upon the severity of the offense. See Indiana University's “Code of Student Rights, Responsibilities and Conduct” (link above).

There is more to avoiding plagiarism than simply citing a reference. To aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled Plagiarism: What it is and how to recognize and avoid it. For example, here are some strategies for avoiding plagiarism:

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

From: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
This guide is available here (opens a new window). It provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments. In fact, there are many pamphlets at Writing Tutorial Services that you might find useful as you begin your graduate work. They are listed here (opens a new window).

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the assignment and additional penalties applied at the discretion of the instructor. As a rule of thumb, when in doubt, cite the source!

**Statement for Students with disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact IU Disability Services for Students <http://www2.dsa.indiana.edu/dss/>.

### Class Schedule

**Week 1 (January 13, 2015): Introduction to the course**
**Instructors:** Wookjin Cheun; Marion Frank-Wilson

- Course requirements
- Discussion of projects
- Student and instructor expectations
- Tour of Wells Library area studies spaces

**Week 2 (January 20, 2015): History of Area Studies in the U.S.**
**Instructors:** Wookjin Cheun; Marion Frank-Wilson

Future directions and trends in Area Studies

**Read:**
- Individual chapters from Szanton’s *The Politics of Knowledge*, depending on the students’ respective area studies field.
Week 3 (January 27, 2015): Area Studies collections in U.S. libraries
Instructors: Luis González; Wen-Ling Liu
Area Studies librarianship and International cooperation
Current issues and themes in Area Studies librarianship

Read:


Week 4 (February 3, 2015): How Do I Become an Area Studies Librarian?
Instructor: Karen Farrell
The job market
Recruitment
Mentoring
Job requirements
New models of area studies positions
Area studies collecting at small college vs. large research libraries

Read:
- Paganelis, G.I. “Recruitment Experiences in Area Studies Library Organizations: The Case of ACRL’s Western European Studies Section (WESS).” In Recruitment, development, and retention of information professionals: trends in human resources and knowledge management, edited by E.
In-class activity:
Watch video recording of Robert Davis’ “Reaction” at “Collaboration, Advocacy, and Recruitment”.
Overview of basic collection development tools and resources for South Asian and Southeast Asian Studies.

**Week 5 (February 10, 2015): Collection development and acquisitions**

**Instructors:** Wen-Ling Liu; Karen Farrell

Building Area Studies Collections
Approval plans – international and U.S. based (e.g., LC field offices, other vendors)
Collection development policies
Vendors, vendor relationships and networks
Book buying trips
Future trends - new forms of collection development (collaborative collection development, web archiving)

**Read:**


In-class activities: Review collection development policies (see samples in Collecting Global Resources);


Week 6 (February 17, 2015): Gifts and exchanges
Instructors: Wookjin Cheun; Marion Frank-Wilson
Published materials versus archival collections
“Special” area studies collections – issues and trends in U.S. libraries

Read:

In-class activity:
Review University of Florida’s website “Special and Area Studies Collections” (http://www.library.ufl.edu/spec/) – discussion of general vs. special collections; area studies collections as special collections; Overview of important collection development tools and resources in African Studies

Week 7 (February 24, 2015): Partnerships and collaborations
Instructors: Luis González; Akram Khabibullaev
Local - partnerships within the library and on campus
National - area studies librarians association; Center for Research Libraries area studies groups; outreach of Title VI funded institutions to make resources available to smaller college libraries

Read:
• “Theme I: Collaboration” (provocation of “ http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/article/view/5155/4692
• Review CRL websites: “Focus on Global Resources” http://www.crl.edu/focus and “Digital Archives” http://www.crl.edu/archiving-preservation/digital-archives

In-class activity: Overview of important collection development tools and resources for Latin American Studies.

Week 8 (March 3, 2015): Impact of the Digital Age I
Instructors: Wookjin Cheun; Karen Farrell
Implications for U.S. Area Studies collections and librarianship:
Print versus electronic
Open access publishing
Implications for collection development and for access

Read:

In-class activity: Overview of important collection development tools and resources for Slavic and East European Studies.

Week 9 (March 10, 2015): Impact of the Digital Age II
Instructors: Marion Frank-Wilson; Karen Farrell
Ethical issues
Digitization and Web archiving – international partnerships

Read:


In-class activity: Review web archiving projects; conduct web-search for “migrated archives”; compare findings; discussion;

**Week 10 (March 17, 2015)**

**SPRING BREAK – NO CLASS**

**Week 11 (March 24, 2015): Faculty librarian partnerships/liaison work**

**Instructors:** Akram Khabibullaev; Wookjin Cheun

Embedded librarians
Collections as services
Outreach

Read:

In-class activity: Overview of important collection development tools and resources in Middle Eastern and Central Eurasian Studies
Discuss course projects

Week 12 (March 31, 2015): Reference
Instructors: All
Important reference resources for area studies fields – overview
Important reference resources

Read:

Week 13 (April 7, 2015): Providing Access
Instructors: Akram Khabibullaev; Luis González
Search engine optimization and its role for area studies
Connecting users with the collections
Websites, finding aids, promoting the collections through exhibitions
Challenges of vernacular cataloging (Akram)

Read:
Week 14 (April 14, 2015): Library spaces  
**Instructor:** Marion Frank-Wilson; Wen-Ling Liu  
Changing nature of libraries and their usage of and need for space  
Implications of space for access, reference, and other services  
External storage facilities/selection issues for area studies collections  
Shared print repositories and their implications for area studies  

**Read:**  
[http://muse.jhu.edu/journals/lib/summary/v060/60.1.latimer.html](http://muse.jhu.edu/journals/lib/summary/v060/60.1.latimer.html)  

Sept/Oct 2014 issue of *American Libraries* (entire issue is about library space); specifically:  

In-class activities: Review of 2Cul, [http://www.2cul.org/](http://www.2cul.org/) (example for the sharing of collections and spaces); review of area and international library spaces at other institutions; Tour of Auxiliary Library Facility (ALF)

Week 15 (April 21, 2015): Collection Evaluation and assessment  
**Instructors:** Wookjin Cheun, Luis González  
Guest speaker: Andrew Asher (Assessment librarian)  
What do we assess/evaluate? Strength, impact, etc.  
Practices and methods in area studies collections  

**Read:**  


Week 16 (April 28, 2015):
Student presentations of Interview Project
Conclusion