

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

**Instructors:**

Wookjin Cheun, Librarian for Slavic and East European Studies, 855-9413, [wcheun@indiana.edu](mailto:wcheun@indiana.edu)

Karen S. Farrell, Librarian for South Asian and Southeast Asian Studies, 855-5647, [karsfarr@indiana.edu](mailto:karsfarr@indiana.edu)

Marion Frank-Wilson, Librarian for African, Global and European Studies; Head, Area Studies Department, 855-1481, [mfrankwi@indiana.edu](mailto:mfrankwi@indiana.edu)

Luis A. González, Librarian for Latin American, Spanish & Portuguese, and Latino Studies, 855-7416, [luisgonz@indiana.edu](mailto:luisgonz@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:**

Hazen, Dan and James Spohrer, ed. *Building Area Studies Collections*. Wiesbaden: Harrassowitz, 2007.

**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, 16<sup>th</sup> 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:

- Szanton, David, "The Origin, Nature, and Challenges of Area Studies in the United States" in David Szanton, *The Politics of Knowledge: Area Studies and the Disciplines*, University of California Press, 2004. (available open access at <http://escholarship.org/uc/item/59n2d2n1>).
- Individual chapters from Szanton's *The Politics of Knowledge*, depending on the students' respective area studies field.
- Tripp, Aili. "New Funding Challenges and Opportunities in African Studies Research," *ASA News*, Winter 2014. (<http://www.africanstudies.org/publications/asa-news/winter-2014>).

### **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:

- “Provocation” on Theme III from “Collaboration, Advocacy, and Recruitment: Area and International Studies Librarianship Workshop,” Indiana University, October 30-31, 2013 (<http://www.indiana.edu/~libarea/provocations.html>).
- Bell-Gam, Ruby. “Institutional Budget Reductions and Their Impact on Area and African Studies Library Collections and Services,” *ASA News*, Winter 2014. (<http://www.africanstudies.org/publications/asa-news/winter-2014>).
- (<http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/issue/view/657>).
- Lor, Peter. “The IFLA-UNESCO Partnership 1947-2012,” *IFLA Journal* 38, no. 4 (2012):269-282.
- Spence, Jonathan. “The Library Curator’s World: Jonathan Spence in Conversation with Ellen Hammond,” April 2004 (<http://www.historians.org/publications-and-directories/perspectives-on-history/april-2004/the-library-curators-world>)

**In-class activity:** Watch video recording of Deborah Jakubs’ keynote “The World Without: Crossing Borders and Seizing New Territory,” at “Collaboration, Advocacy, and Recruitment”, <http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/article/view/5110>

### **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:

- Jakubs, Deborah. “Modernizing Mycroft: the Future of the Area Librarian.” *Future of area librarianship conference proceedings*. Bloomington: Indiana University Libraries, 1996. Retrieved from <https://scholarworks.iu.edu/dspace/handle/2022/3071>.
- Paganellis, 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.

Pankl, D. Theiss-White, and M.C. Bushing, 112-138. Hershey, PA: Business Science Reference. 2010. Retrieved from <http://ksulib.typepad.com/files/06-paganelis.doc>.

- Kuntz, Patricia S. "The Training of an Africana Librarian: The Mellon Fellowship." *Journal of Education for Library and Information Science* 44, no. 3/4 (2003): 316–331.
- Brewer, Michael. "You Can't Get There from Here, or How Do I Become a Slavic Studies Librarian?" *Slavic & East European Information Resource* 6, n.1 (2005): 31-56.
- Henchy, Judith. "Building Library Collections in Southeast Asian Studies." In *Building Area Studies Collections*, 57-78. Edited by Dan Hazen and James Henry Spohrer. Wiesbaden: Harrassowitz, 2007.

#### In-class activity:

Watch video recording of Robert Davis' "Reaction" at "Collaboration, Advocacy, and Recruitment". (<http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/article/view/5086>). 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:

- Cheun, Frank-Wilson, González, Khabibullaev, Liu, Singer, Wahrman. *Collecting Global Resources*, ARL, 2011, "Executive Summary" (<http://publications.arl.org/Collecting-Global-Resources-SPEC-Kit-324/11>).
- Singer, Andrea. "Providing Access to Sources for India Studies at Indiana University Libraries: Piecing a Quilt." In *Acquisition in Different and Special Subject Areas*, edited by Abulfazal M. Fazle Kabir, 51-61. New York: Haworth Information Press, 2003.
- Sohoni, Pushkar. "Collecting Unusual Materials: Notes from the Field," *Unique at Penn* (PennLibraries blogs), August 12, 2013, <http://uniqueatpenn.wordpress.com/2013/08/12/collecting-unusual-material-notes-from-the-field/>.
- Kamada, Hitoshi. "Incorporating a Japanese Material Approval Plan in a Changing Collection Development Environment at the University of Arizona." *Collection Management* 29, no. 1 (2004): 3–17. CrossRef. Web. 5 Sept. 2014.
- Coombridge, Michele. "Read My Language." *Collected Magazine*, no. 9 (June 2013): 5–6.

- Perushek, Diane. "Building Library Collections in East Asian Studies." In *Building Area Studies Collections*, 130-143. Edited by Dan Hazen and James Henry Spohrer. Wiesbaden: Harrassowitz, 2007.

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

Garrett, Jeff. "Area Studies Travel in the Age of Virtual Ubiquity." Video recording of presentation at "Collaboration, Advocacy, and Recruitment," October 31, 2013. (22 min.)

<http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/article/view/5164>

### **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:

- Hogg, Ron. "The Death of Exchange." *Slavic and East European Information Resources* 3, no. 2/3 (2002): 29-43.
- Walpole, Murray. "Web Duplicate Materials Exchange Program: The Library of Congress Takes International Exchange to the Internet." *Ibid* 7, no. 1 (2006) 77-81.
- Michel, Peter. "Digitizing Special Collections: To Boldly Go Where We Have Been Before." *Library Trends* 23, no. 3 (2005): 395.
- Easterbrook, David L. "Building Area Studies Collections in African Studies." In *Building Area Studies Collections*, 13-27. Edited by Dan Hazen and James Henry Spohrer. Wiesbaden: Harrassowitz, 2007.

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>
- Simon, James T. “Nunca Mais: Human Rights Evidence Rediscovered.” *Focus on Global Resources* 31, no. 2 (2012): 10-12. <http://www.crl.edu/sites/default/files/focus/pdf/FocusWinter2012.pdf>.
- Frank-Wilson, Marion and Verlon Stone. “Response I”, Collaboration, Advocacy, and Recruitment: Proceedings, <http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/article/view/5083>
- Shirley, Lynn. “Latin American Collections.” In *Building Area Studies Collections*, 108-126. Edited by Dan Hazen and James Henry Spohrer. Wiesbaden: Harrassowitz, 2007.

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:

- Hazen, Dan. “Lost in the Cloud: research library collections and community in the Digital Age.” *Library Resources & Technical Services* 55, no. 4 (2011): 195-204. <http://alcts.metapress.com/content/n46w576r661m324k/>. Student will lead the discussion.
- Hazen, Dan. “International Information and the Postmodern Academy.” *Collection Management* 28, no. 1-2 (2004): 147–80. doi:10.1300/J105v28n01\_12.
- Cruse, Patricia and Beth Sandore. “Introduction: The Library of Congress National Digital Information Infrastructure and Preservation Program.” *Library Trends* 57, no. 3 (2009): 301-314.
- Hoffmann, Bert. “‘Harvards’ and ‘Have-nots’ on a Level Playing Field: Open Access as a Publication Model for Contemporary Area Studies.” *Journal of Current Southeast Asian Affairs* 28, no. 1 (2009): 3-8.
- Zalewski, Wojciech. “Eastern Europe and the Soviet Union.” In *Selection of Library Materials for Area Studies*, 93-124. Edited by Cecily Johns. Chicago: American Library Association, 1990.

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:

- Lor, P.J. and J.J. Britz. "An Ethical Perspective on Political-Economic Issues in the Long-Term Preservation of Digital Heritage." *Journal of the American Society for Information Science and Technology*, 63 (11): 2153-2164, 2012.
- Lalu, Premesh. "The Virtual Stampede for Africa: Digitisation, Postcoloniality and Archives of the Liberation Struggles in Southern Africa." *Innovation* 34 (2007): 28-44.
- "The Archivo Histórico de la Policía Nacional de Guatemala at the University of Texas." *Focus on Global Resources* 31, no. 2 (2012): 8-9.  
<http://www.crl.edu/sites/default/files/focus/pdf/FocusWinter2012.pdf>.
- Kleiber, Eleanor. 2014. "Gathering the 'Net: Efforts and Challenges in Archiving Pacific Websites." *The Contemporary Pacific* 26, no.1 (2014): 157–66. doi:10.1353/cp.2014.0017. Student will lead the discussion.

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:

- Shumaker, David. "Embedded librarians in higher education." In *The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It's Needed*, 43-68. Medford, NJ: Information Today, 2012.
- Kobzina, Norma. "A Faculty-Librarian Partnership: A Unique Opportunity for Course Integration." *Journal of Library Administration* 50 (2010): 293-314.
- Hazen, Dan. "Rethinking Research Library Collections: A Policy Framework for Straitened Times, and Beyond." *Library Resources & Technical Services* 54, no. 2 (2010): 115-121.
- Hirsch, David. "From Parchment to Pixels: Middle Eastern Collection Development in Academic Libraries." In *Building Area Studies Collections*, 81-105. Edited by Dan Hazen and James Henry Spohrer. Wiesbaden: Harrassowitz, 2007.

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:

- Chow, Anthony S. and Rebecca A. Croxton. "A Usability Evaluation of Academic Virtual Reference Services." *College & Research Libraries* 75, no. 3 (May 2014): 309-61.
- Stevens, Christy R. "Reference Reviewed and Re-Envisioned: Revamping Librarian and Desk-Centric Services with LibStARs and LibAnswers." *Journal of Academic Librarianship* 39, no. 2 (March 2013): 202-14.

In-class activities: Typical area studies reference questions;

Overview of important collection development tools and resources for East Asian Studies

### **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:

- DiPerro, Diana. "Cataloging Non-Roman Resources and the Challenges of Romanization." [http://www.bookishgirlonline.com/wp/wp-content/uploads/2014/03/Cataloging\\_Non-Roman\\_Resources.pdf](http://www.bookishgirlonline.com/wp/wp-content/uploads/2014/03/Cataloging_Non-Roman_Resources.pdf).
- Gasparotto, Melissa. "Search Engine Optimization for the Research Librarian: A Case Study Using the Bibliography of U.S. Latina Lesbian History and Culture." *Practical Academic Librarianship* 4, no. 1 (2014): 15-34. <https://journals.tdl.org/pal/index.php/pal/article/view/6971>.
- El-Sherbini, Magda and Sherab Chen. "An Assessment of the Need to Provide Non-Roma Subject Access to the Library Online Catalog." *Cataloging & Classification Quarterly*, 49, no. 6 (2011): 457-483. <http://ejournals.ebsco.com/Direct.asp?AccessToken=959QQIX8X5EDKPEZKUZRUZKIUXDZ8Q5911&SHow=Object>.
- Aliprand, Joan M. "Scripts, Languages, and Authority Control." *Library Resources & Technical Services*, 49, no. 4 (2005) : 243-249. <http://eds.b.ebscohost.com/ehost/detail/detail?vid=5&sid=4819bbed-46c2-44ff-9106->

[9129de7aefdf%40sessionmgr113&hid=107&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZSszY29wZT1zaXRI#db=Ilf&AN=502961170](http://9129de7aefdf%40sessionmgr113&hid=107&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZSszY29wZT1zaXRI#db=Ilf&AN=502961170).

In-class activities: Presentation of Libguide evaluations

### **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:

Latimer, Karen. "Collections to Connections: Changing Spaces and New Challenges in Academic Library Buildings." *Library Trends*, Vol. 60, no. 1, Summer 2011, pp. 112-133.

<http://muse.jhu.edu/journals/lib/summary/v060/60.1.latimer.html>

Yi, Hyokyoung. "Korean Collection Consortium of North America." *Journal of East Asian Libraries* 148 (June 2009), 52-61.

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

- Morehart, Phil. *American Libraries*. Sept/Oct2014, Vol. 45 Issue 9/10, p32-39.
- Bell, Steven J. *American Libraries*. Sept/Oct2014, Vol. 45 Issue 9/10, p46-49.
- Pay, Lizanne. *American Libraries*. Sept/Oct2014, Vol. 45 Issue 9/10, p50-53.

In-class activities: Review of 2Cul, <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:

- Doll, Vickie Fu. "CEAL Statistics 2013 with Multi-year Summary and Comparison." *Journal of East Asian librarians*. no. 158 (February 2014): 68-92, <https://ojs.lib.byu.edu/spc/index.php/JEAL>.

- Wilde, Michelle and Allison Level. "How to Drink from a Fire Hose without Drowning: Collection Assessment in a Numbers-Driven Environment." *Collection management*. no. 36 (2011): 217-236.
- Jones, David. "Collection Growth in Postwar America: A Critique of Policy and Practice." *Library Trends* 61, no. 3 (2013): 587-612.
- Neal, Jim. "Keynote Address: Advocacy and Positioning: The Context for International Studies Librarianship and Collections." "Collaboration, Advocacy, and Recruitment: Area and International Studies Librarianship Workshop," Indiana University, October 30-31, 2013.  
<http://scholarworks.iu.edu/journals/index.php/area-librarianship-proceedings/article/view/5120>.

**Week 16 (April 28, 2015) :**

Student presentations of Interview Project

Conclusion