CATHOLIC UNIVERSITY OF AMERICA
School of Library & Information Science
LSC 843 Art and Museum Libraries Institute
Summer 2008

Faculty: Dr. Mary Edsall Choquette, Assistant Professor (edsall@cua.edu; phone 202-319-6277; cell 215-880-0119)
Office Hours: By Appointment Only
Call or email for an appointment – email questions also welcome.

Adjunct Faculty: Ms. Erin McKinney (erinmcki@gmail.com)

SYLLABUS: LSC 843

DATES: May 19-23, 2008; 8:30am to 4:30/5:00pm M-FR

COURSE DESCRIPTION
The Art and Museum Libraries Institute experience is designed to introduce students to the broader area of cultural heritage information management, specifically through an exploration of art and museum libraries and archives. Through a week-long intensive series of site visits to art and museum institutions that house information repositories, the course will provide students with a broad understanding of the functionality, productivity, and visibility (physical and virtual) of cultural heritage institutions and the relationship of their in-house information holdings and management. Through guided tours, lectures, readings, writing assignments, and student-participative panel discussions, the course will cover issues related to cultural heritage information management including, but not limited to: collection development and management, curatorial responsibilities; exhibitions, performances and other public programs; physical, intellectual, and virtual access to information therein; and institutional interaction with cultural heritage research resources held and managed by art and museum libraries, archives, and other informational entities. The similarities and differences among the institutions and their relationship to the larger world of library, archival, and information science repositories will be addressed and discussed. Through verbal and written communication assignments, students will demonstrate their understanding of these institutions as related to the core principles of library and information science.

STUDENT LEARNING OUTCOMES
By the end of the week-long Institute students will:
1. Gain an understanding of the major issues facing cultural heritage institutions, specifically museum libraries and archives.
2. Understand the value of cultural heritage institutions to understanding collective cultural memory.
3. Become aware of the possibilities for careers in cultural heritage information management environments, specifically art/museum libraries and archives.
4. Enhance critical thinking skills through experiential and analytical writing exercises and assignments.
5. Develop professional communication skills and behaviors through audience participation and panel discussion leadership.
PREREQUISITE
There is no prerequisite for this course, though it is highly recommended that students complete the core curriculum before taking this course.

REQUIRED SOURCES
There is a required text for this course, which can be purchased at the CUA Bookstore:

A copy is on reserve in Mullen Library.

*Course Bibliography*, (see Appendix #1.)

ADDITIONAL READINGS
Although there are no other assigned readings, students are encouraged to investigate sources on their own and bring additional sources and found ideas into class discussions.

Students are strongly encouraged to read from the following text:

A copy is on reserve in Mullen Library.

STYLE MANUAL

This is an accepted style manual for use in research in the arts and humanities. Students are not required to purchase this volume, but must adhere to these guidelines in preparing all written assignments. Additionally, all written assignments must contain a title page as outlined in the manual. Written assignments must have a professional appearance and not be handwritten. Any written assignment of more than one page must be securely fastened together with a staple or other metal or plastic paper fastener.

INSTITUTIONAL WEB SITES
Students are expected to visit the web sites of each host institution in advance of the site visit each day. Other web sites of possible interest, including those of local DC museum institutions, as well as other related sites in the US and abroad are listed. Students are encouraged (but not required) to visit as many web sites as possible to develop a comparing/contrasting viewpoint for discussion purposes.
(See Appendix #2 for listings.)

ASSIGNMENTS
Class Participation: 25%
Student Panel Presentation of Readings: 10%
Annotated Bibliography: 15%
Critical Review of Selected Readings: 25%
Experiential Synthesis Paper: 25%
STUDENT PARTICIPATION AND IN-CLASS PRESENTATIONS

Class Participation and Protocol

Attendance: Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions and field site visits each day, Monday – Friday. Participation is primary to the context of this course.

Late work: This is an intensive course. Students are expected to be working on assignments before and after class sessions throughout the week. Late work will not be accepted except by prior arrangement.

Arrive on time: Chronic lateness can negatively affect class participation grades.

Behave respectfully: Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.

Appropriate Dress: Because we are visiting public and private institutions, students are expected to dress in attire appropriate to attending a professional meeting or conference.

No phone calls during class: Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session. This especially important to adhere to as we will be the guests of each host institution.

No grade discussions in class: Instructor will not discuss grades in class, including while traveling to and from each site location. Questions with regard to assignments will be discussed only between 8:30am and 9:15am, if time allows. Please consult the syllabus before asking questions about the course requirements.

Student Panel Presentation of Topical Readings (10%)
Each day a panel of 5-6 students will collectively lead a lunchtime discussion on an assigned series of topical reading. Each student will briefly present their interpretation of the material, and, as a group, will subsequently provide an interactive panel discussion to the rest of the class, with questions/comments from the class to follow. The panel presentations should model professional conference behavior. Contact information, including e-mail addresses, of fellow panel members will be provided. (See Appendix # 4 for group assignments.)

WRITTEN WORK PRODUCTS
Using the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html) guidelines, develop an annotated bibliography, including a minimum of 20 entries. Two articles should be drawn from EACH major section (i.e. two articles from Part I, two articles from Part II, etc.) of the course textbook: Art Museum Libraries and Librarianship (see citations in Required Readings, above.) Three articles should be drawn from EACH major section in the course bibliography (Appendix #1 below). A full bibliographic citation must be included for each work, along with annotations describing the work’s scope and content,
authority, currency to the profession, and relevance to the course. Annotated entries are typically 4-5 sentences in length. Note: Some articles listed in the course bibliography address many different areas of art librarianship and appear in more than one section. However, you may NOT use any article more than once in your Annotated Bibliography assignment. Bibliographies may be completed prior to the start of the course. Annotated Bibliographies must be submitted via the digital drop box on Blackboard no later than Tuesday, May 20, 2008.

Critical Review of Readings (25%)
Each student will select a series of three readings from their Annotated Bibliographies to critically review as though preparing a critical review of literature section for a professional publication. The review should analyze the contents of each reading: describing the content of each reading; comparing and contrasting the readings; critically examining the thrust, focus, structure, and purpose of the readings through recursive review and analysis. Examination criteria such as authority, scope and content, currency, and relevance to the profession, as contained in the assigned annotated bibliography should be considered but not replicated in the review. A critical review of literature is a natural outgrowth of bibliography, but goes much deeper into analysis of the literature, allowing the student to draw conclusions based in their own thinking about the subject (see Appendix #3 for definition.) Reviews should be 5-8 pages in length, double-spaced, and must be submitted via the digital drop box on Blackboard no later than Friday, May 23, 2008.

Experiential Synthesis Paper (25%)
This is an opportunity for students to reflect on the course experience as a whole. Using the student learning outcomes listed above as a guide, students should develop a qualitative essay commenting on the relationship of the course to personal understandings of the field of art and museum librarianship and the larger field of cultural heritage information management as a profession. Essays should include references (no citations required) to the readings, panel discussions, and lectures, fused with personal reflections and knowledge gained through the site visits and presentations. Commentary on the functionality, productivity, and visibility (physical and virtual) of art and museum libraries, archives, and other information environments as related to the core principles of library and information science should be explored. Ideas found or developed in this course through the experience of guided discoveries should be discussed. The quality and quantity of the course as a specific learning experience should be addressed. Essays should be 5-8 pages in length, double-spaced, and must be submitted via the digital drop box on Blackboard no later than the end of the day, Sunday, May 25.

DUE DATES
Tuesday, May 20: Annotated Bibliography
Friday, May 23: Critical Review of Readings
Sunday, May 25: Experiential Synthesis Paper
Each Day (To Be Assigned): Group Panel Presentation of Topical Readings
Tuesday, May 27: Grades Recorded
All due dates are final; no exceptions. This is an intensive course, meaning students are expected to work outside of each class throughout the week and during the two days following the conclusion of the in-class meetings to prepare for class and complete assignments on time. Grades will be reported by Tuesday, May 27, 2008.

COURSE GRADE
Course grade will be based on the percentages listed above using an A-F scale.

ADA ACCOMMODATION
Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor before the first class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyle Center (202-319-5211; email: cua-disabilityservices@cua.edu). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

ACADEMIC HONESTY POLICY
As the daily student panel presentations of course readings will be group work, you are expected to consult with your fellow students on this presentation. However, consulting does not mean that you hand in the same written work products. In regard to all written assignments, the work you hand in must be completely the result of your own effort.

All students are expected to adhere to accepted codes of ethical, personal, and civil conduct while in this class and conversing online, using e-mail, or engaging in any online chat sessions. The University’s policy is available at: http://policies.cua.edu/academicundergrad/integrity.cfm Failure to meet these standards will have serious consequences: you will receive a grade of “F” on the assignment or project in question, and will be reported to the Dean for possible further action such as an “F” for the course and possible withdrawal from the program. The Catholic University of America defines plagiarism as:

“presenting the work of another as if it were one’s own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgement, or, where appropriate, quotation marks”

“… any unacknowledged use of another’s ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents).”
CUA’s “Academic Graduate and Undergraduate Student Academic Dishonesty” Policy, Section III., Categories of Academic Dishonesty.
http://policies.cua.edu/academicundergrad//integrityfull.cfm#i
SCHEDULE OF CLASSES
General Directions and Logistics

The class will assemble daily at Marist Hall at 8:30am. From Monday, May 19, through Friday, May 23, we will meet in Marist Hall Information Commons for a brief orientation and discussion. Class members must travel together each morning from CUA on the bus to that day’s venues. We will board a bus in the parking lot of Marist at 9:15 each day, Monday through Friday, for our site visits. At the end of each day, the bus will return to Marist Hall. Students will not be required to return with the group in the evening. Assigned student panel discussions will be held each day during a required collective luncheon session, for which students will bring their lunches, purchase on-site; or a box lunch will be provided. Students are responsible for reporting dietary restrictions and preferences to the course Adjunct Faculty as requested by email.

Individual Site Visit Locations and Schedules

Monday May 19, 2008
Hours: 8:30 am to 4:30 pm
Itinerary: AM: Archives of American Art, Washington, DC
          PM: National Portrait Gallery
Lunch Meeting: TBA; a box lunch will be provided

Tuesday May 20, 2008
Hours: 8:30 am to 4:30 pm
Itinerary: AM: American Folklife Center, Library of Congress
          PM: National Gallery of Art Library
Lunch Meeting: Library of Congress Madison Building Cafeteria

Wednesday May 21, 2008
Hours: 8:30 am to 4:30 pm
Itinerary: AM: University of Maryland, College Park, Art, Architecture Libraries
          PM: Michelle Smith Performing Arts Library
Lunch Meeting: Clarice Smith Performing Arts Center Cafe

Thursday May 22, 2008
Hours: 8:30 am to 4:30pm
Itinerary: AM: National Museum of the American Indian, Washington, DC,
          PM: National Museum of the American Indian, Cultural Resources Center, Suitland, MD
Lunch Meeting: NMAI, Suitland, MD; a box lunch will be provided

Friday May 23, 2008
Hours: 8:30 am to 4:30 pm
Itinerary: AM: National Museum of Women in the Arts, Washington, DC
          PM: District of Columbia Historical Society, Washington, DC
Lunch Meeting: Location TBA
Reading Selections for Annotated Bibliography Assignment

Note: Locations of readings indicated at end of each entry. D = available through CUA electronic databases. P = print only (though some available through WRLC electronically).

The Place


Freitag, Wolfgang M. "Twenty Years of Estrangement, or What's in a Name." Art Documentation 22, no. 2 (2003). (P)


**The Profession**


**Art Librarian, Academic & Curator**


———. "Twenty Years of Estrangement, or What’s in a Name." *Art Documentation* 22, no. 2 (2003). (D)

Mahard, Martha. "Indivisibility in the Twenty-First Century, or the Elephant in the Living Room." *Art Documentation* 22, no. 2 (2003). (D)


**Managing, Cataloging & Collecting**


APPENDIX #2

Art and Museum Library Institute (Summer 2008) – List of URLs
Developed by Erin McKinney, LSC843 Adjunct Faculty

Site Visit URLs:

The National Archives of American Art:
http://www.aaa.si.edu/ (Archives of American Art homepage)
http://americanart.si.edu/index3.cfm (American Art Museum and the Renwick Gallery)

The National Portrait Gallery:
http://www.npg.si.edu/
http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp (searchable database of American portraits)
http://www.npg.si.edu/research/research3.htm (Portrait Gallery library)

The American Folklife Center:
http://www.loc.gov/folklife/ (Folklife Center homepage)
http://www.loc.gov/index.html (Library of Congress homepage)

The National Gallery of Art:
http://www.nga.gov/ (NGA homepage)
http://www.nga.gov/search/index.shtm (collection and exhibition catalog)
http://library.nga.gov/ (National Gallery Library homepage)
http://library.nga.gov/index.html (National Gallery Library catalog)
http://library.nga.gov/resources/gadesc.shtm (National Gallery Archives)

University of Maryland, College Park Art and Architecture Libraries, Michelle Smith Performing Arts Library:
http://www.lib.umd.edu/ (UMd Library Consortium catalog)
http://www.lib.umd.edu/ART/art.html (UMd Art Library page)
http://www.lib.umd.edu/ARCH/architecture.html (UMd Architecture Library page)
http://www.lib.umd.edu/PAL/music.html (Performing Arts Library homepage)

National Museum of the American Indian:
http://www.nmai.si.edu/ (NMAI homepage)
http://www.nmai.si.edu/subpage.cfm?subpage=visitor&second=md&third=cultural
(NMAI Cultural Resources Center page)

*See also the Smithsonian pages listed below.
Other Museums and Libraries in the Washington DC Area:
*Sites whose libraries are also searchable through the Smithsonian Library homepage

Art Museum of the Americas:
http://www.museum.oas.org/
http://www.museum.oas.org/services/reference.html (Reference Center &
Art Archives)

The Corcoran Gallery of Art:
http://www.corcoran.org/
http://www.corcoran.org/exhibitions/archive_main.asp (Exhibition Archives)

The Freer and Sackler Galleries*:
http://www.asia.si.edu/
http://www.asia.si.edu/visitor/library.htm (Freer & Sackler Library of Asian Art)

The Hirshorn Museum and Sculpture Garden*:
http://hirshhorn.si.edu/
http://hirshhorn.si.edu/collection/index.asp (Hirshorn Collection database)
http://hirshhorn.si.edu/education/research.html (Hirshorn Library
information)

The Kreeger Museum:
http://www.kreegermuseum.org/
http://www.kreegermuseum.org/education/library.asp (Kreeger Museum
library)

The Phillips Collection:
http://www.phillipscollection.org/
library)

The National Museum of African Art*:
http://africa.si.edu/index2.html
http://www.sil.si.edu/libraries/nmafa/ (The Warren M. Robbins Library)

The Textile Museum:
http://www.textilemuseum.org/
http://www.textilemuseum.org/abouttextilelibrary.html (Textile Museum
library database)

The Smithsonian Libraries:
http://www.si.edu/ (Smithsonian homepage)
http://www.siris.si.edu/ (Smithsonian Libraries and Collections)
http://www.sil.si.edu/ (Galaxy of Knowledge – searchable subject database)
http://www.sil.si.edu/research/ (Research Tools for the Smithsonian Libraries and Collections)

The National Museum of Women in the Arts:
http://www.nmwa.org/ (NMWA homepage)
http://www.nmwa.org/library/ (NMWA Library and Archive)
http://www.ala.org/ala/acrlbucket/candrlnews/internetreviews/200706/nmwa.htm (ALA review of the NMWA)

The Thomas Jefferson Foundation Library and Monticello:
http://www.monticello.org/index.html (Monticello homepage)
http://tjportal.monticello.org/ (Jefferson Library Online Catalog)

Other Museum and Library Sites (US and International):

The British Library:
http://www.bl.uk/

The Morgan Library and Museum:
http://www.themorgan.org/index.html
http://corsair.morganlibrary.org/

The Library of Congress:
http://www.loc.gov
http://www.loc.gov/flash/pagebypage/buccaneers/index.html

The Getty Museum:
http://www.getty.edu/research/conducting_research/library/
http://library.getty.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First
http://www.getty.edu/research/conducting_research/
http://www.getty.edu/art/

The Vatican Library:
http://bav.vatican.va/en/v_home_bav/home_bav.shtml
http://asv.vatican.va/home_en.htm

La Bibliothèque Nationale:
http://www.bnf.fr/

The Louvre:
http://www.louvre.fr/lv commun/home_flash.jsp

The National Museum of Play (Rochester NY) and the Grada Hopeman Gelser Library:
http://www.strongmuseum.org/visit/library.html

**Other Sites of Interest:**

ARLIS/NA (Art Libraries Society of North America):
http://www.arlisna.org/index.html (ARLIS/NA homepage)
http://www.lib.umd.edu/arlis/ (DC/MD/VA chapter)

ACRL Museum Studies Webliography:

The Music Library Association (MLN):
http://www.musiclibraryassoc.org/

The Dance Heritage Coalition (DHC):
http://www.danceheritage.org/

The Theatre Library Association:
http://tla.library.unt.edu/

Art Cataloging (compiled by Sherman Clarke):
http://artcataloging.net/

Visual Resources Association (VRA):
http://vraweb.org/index.html

Institute of Museum and Library Services (IMLS):
http://www.imls.gov/
APPENDIX #3
Critical Review of Literature

The following is an excerpt from Dr. Mary Edsall Choquette’s doctoral dissertation, and is provided as a definition of a critical review of literature for a research paper. It is provided here as guide for preparing the critical review of readings assignment.

When developed as a part of the process of defining a research topic, a critical review of literature is intended to bring the writer in tune with previously published secondary resource materials related to that topic. It is conducted to see what questions previously have been asked and answered (or not) on a particular subject. A critical review of literature ultimately aids the writer in refining his/her research question and points of inquiry. It is based upon a carefully selected bibliography of references that the author has read and synthesized, resulting in the creation and refinement of new ideas. A critical review of literature illuminates premises and assists the writer in identifying theoretical and contextual frameworks in the research as it progresses.

As a piece of writing, the discourse should be relational in construct, connecting works with other works and always revealing the relationship with current research inquiry. It becomes a resource to which the writer continually refers during the research process; indeed the literature supports the research process. The extent to which each work is included is dependent upon the relative merit and depth of the sources examined, and relation to the author’s overall synthesis of ideas and research questions. Some sources may be included more than once if they pertain to more than one context of the research. The development of a critical review of literature is a process, in which sources are considered progressively and collectively, culminating in revised versions as the research continues.
APPENDIX #4
Student Panel Presentations
(Groups assigned alphabetically)
(Subject to revision)

Monday, May 19: The Place
Laura Allen
Zoe Austin
Caroline Bragdon
Francesca Bruno
Ruth Compton
Christopher Dodds

Tuesday, May 20: The Profession
Lindsay Halkola
Kareemah Hamdan
Mary Jamieson
Mike Karabinos
Mary Elizabeth Keefe

Wednesday, May 21: Art Librarian, Academic Professional, & Curator
Melissa Kempton
Mike Klein
Bianca Lipscomb
Kera Manion
John McKenna

Thursday, May 22: Managing, Cataloging, & Collecting
Cathie Milne
Katherine Nuss
Connie Osborne
Roslyn Pachoca
Rona Razon

Friday, May 23: Exhibitions, Public Programs, & Outreach
Mary Jane Stoeffler
Linda Todd
Elizabeth Trop
Carol Vincent
Taras Zvir