

Collection Development Policy Statement for History and the History of Science

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Purpose

The History collection of the University of Maryland (UMD) Libraries supports the educational mission of the Department of History first of all. The collections supplement the department's curriculum as well as serves the research needs of undergraduate students, graduate students, and faculty. The History faculty numbers some 43 at the rank of assistant professor or above, and in the fall semester 2017 the department enrolled 185 undergraduate majors and 93 graduate students. The department awards both M.A. and Ph.D. degrees in addition to the B.A. In addition to departmental faculty and majors, the collections also serve the numerous other UMD students and scholars studying history in connection with their major subjects.

Coordination and Cooperative Information

No single library could hope to fulfill the research needs of historians engaged in advanced research. The UMD Libraries aim to provide a solid core collection to support the study of the history of many parts of the world, as well as specialized topics such as the history of science and technology cutting across geographical boundaries, including both a range of primary sources and important monographs and scholarly journals, but graduate students and faculty performance rely on access to resources available in other libraries and repositories. Through its membership in the University System of Maryland and Affiliated Institutions, the Chesapeake Information and Research Library Alliance, the Center for Research Libraries, and the Big Ten Academic Alliance, the UMD Libraries provide access to many scholarly materials not on hand. Almost inevitably, however, advanced scholars will have to consult rare or unique materials that are not available through loan arrangements. The UMD Libraries themselves possess rich collections of such materials that support advanced historical research, ranging from the Prange Collection of postwar Japanese printed materials to rare printed books to historical manuscript and archival collections relating especially to the history of Maryland to collections of historic broadcasts.

Diversity

Recognizing that the UMD community includes individuals of all ages who represent a multiplicity of racial and ethnic backgrounds, economic and educational levels and physical and mental abilities, the History subject specialist builds collections that mirror and support this diversity. The History collections include materials and resources that reflect a variety of political, economic, religious, social, minority and sexual issues and support intellectual freedom by providing free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. (Text adapted from:

<https://www.carnegielibrary.org/about/policies/collection-development-and-management/>)

Summary of Collection Scope at Current Collecting Levels

Historians in general are heavy library users—perhaps the heaviest of all among the disciplines—and need access to a wide variety of resources, both secondary and primary, in a wide variety of formats and in a wide variety of languages. A good History collection provides resources for both advanced scholars (faculty and graduate students) and beginning researchers (undergraduates) though it could never hope to fully serve all those needs. Since faculty and students study nearly every part of the world throughout human history, the needs are extensive and highly diverse. The size and complexity of the field of history is perhaps reflected in the fact that the Library of Congress assigns four call number classes to the subject—C, D, E, and F. The C, D, E, and F collections in the UMD Libraries take up most of the third floor of McKeldin Library. Since historians draw upon many other disciplines, and most other disciplines have a historical component, materials relevant to historical research will be found throughout the Libraries (for instance, history of sciences materials are found in Q, history of technology materials are found in T, etc.) Almost anything will serve as grist for some historian's mill.

Developing the History Collection

Language(s)

Since advanced researchers generally need to study materials in their original languages, materials in many languages are acquired for the history collections. In practice, English-language materials predominate. Most secondary sources acquired on the Libraries' approval plan whatever the country are produced by English-language publishers. The largest single portion of the history collection pertains to U.S. history, and the language of U.S. history is mainly, though not of course exclusively, English.

Geographical areas

The histories of nearly all parts of the world are taught in the UMD history department. The UMD Libraries therefore collect materials documenting the history of most parts of the world. In practice, certain parts of the world are most extensively represented than others, notably the United States.

Chronological periods/Imprint dates

Selection will emphasize current publications, but out-of-print materials are added by faculty or student request or to replace losses.

Materials selected

1. Included materials

Since the scholarly monograph is the basic unit of advanced historical research, monographs published by scholarly and reputable commercial presses in print or electronic form, constitute the core of the history collection. However, many other kinds of resources are collected, including scholarly journals (in both electronic and print form) and primary source materials (in print, microform, and electronic formats). Primary sources include historical newspapers and periodicals, manuscript and archival materials, early printed books, visual materials, and more. The UMD Libraries subscribe to many electronic databases containing both primary and secondary sources.

2. Excluded materials

No class of materials is excluded categorically, but textbooks are rarely acquired and self-published books are considered for inclusion only in exceptional circumstances.

3. Levels of Collection Intensity

Since the collection is so wide ranging and covers so many countries, it is difficult to generalize about the level of collection intensity. For the United States, the Conspectus level is 4, but for other parts of the world, collecting is minimal.

Additional Collection Information

Duplication

Only single copies of printed books published after 1900 will be retained (unless the book is exceedingly rare or the copies have unique or especially interesting features). However, a print copy of a book will be retained even if there is access to an electronic version of the book.

Gifts

Gift items and other materials are added to the History collection in accordance with the *University of Maryland Libraries Gifts-In-Kind Policy*, which states that they are to “supplement existing collections in support of the University's teaching and research programs as well as to provide the University Libraries with special materials in which there is a scholarly interest” (<http://www.lib.umd.edu/collections/gifts/for-donors>). The subject specialist for History is ultimately responsible for deciding whether or not a gift is added to the collection.

Deselection/Withdrawal

Since primary source materials never become obsolete, and secondary sources in history tend to have some value no matter how old, withdrawals from the collection will be exceptional.

Preservation

The subject specialist will work with the Preservation unit at the University of Maryland Libraries when individual titles are brought to their attention that need rebinding, repair or replacement.

Implementation and Revision Schedule

This policy has been reviewed by the Collection Development Council (lib-cdc@umd.edu) and is considered effective on the date indicated below. It will be reexamined regularly by the subject specialist and will be revised as needed to reflect new collection needs and identify new areas of study, as well as those areas that may be excluded.

Date: February 23, 2015 (ENL); Revised 5/19/15; 8/11/16; 8/21/18

CDC 9/25/18