

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7970
Libraries and Literacies in History
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism: The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

INSTRUCTOR

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COURSE DESCRIPTION

An exploration of the development of reading, writing, and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical context.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Ginzburg, Carlo (1980). *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Tedeschi, John & Tedeschi, Anne, trans. Baltimore: Johns Hopkins University Press.

Other course readings available on course site

COURSE OBJECTIVES (Show alignment to MLIS Program Objectives (PO) for all MLIS courses).

Libraries and Literacies in History Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

Understand specific historical events and trends, and place these within the broader context of library history

Use historical research methods to study a specific phenomenon, discuss its place in the history of libraries, and consider its impact on libraries today [Program Objective 3]

Meaningfully discuss specific historical events and trends with fellow learners [Program Objective 4]

Critically engage with research on library history, identifying strengths and weaknesses, and synthesizing different pieces of research into a cohesive understanding [Program Objective 3]

Be able to write about the history of libraries and related topics in a coherent and meaningful way [Program Objectives 1,3]

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Module One: The History of Libraries and Literacies through the Early Modern Period

Week One: August 17-23 *Ancient times to start of middle ages*

- *To Read:*
Webb, Kerry (2013). "The House of Books": Libraries and Archives in Ancient Egypt. *Libri* 63(1), 21-32.
Wright, A. (2007). "The Ice Age Information Explosion". In *Glut*, Ithaca: Cornell University Press, p. 39-47.
Optional:
Dix, T. Keith (1994). "Public Libraries" in Ancient Rome: Ideology and Reality. *Libraries & Culture* 29(3), 282-296
- *To Do:* Review syllabus and welcome materials under Week One. Be prepared to discuss these readings in your first discussion board post (next week).
Post your introduction (it can be brief!) on the "Introductions" board so we can all get to know each other!

Week Two: August 24-30 *Middle ages through the start of the early modern period*

- *To Read*
Battles, Michael (2013). "The Battle of the Books." In *Library: An Unquiet History*. New York: WW Norton, 82-116.
De Hamel, Christopher (1994). "Books for Monks." In *A History of Illuminated Manuscripts*, London: Phaidon Press, 78-107.
Optional:
Comerford, Kathleen M. (1999). What did Early Modern Priests Read? The Library of the Seminary of Fiesole, 1646-1721. *Libraries & Culture* 34(3), 203-221.
- *To Do:* Discussion board post and two responses

Week Three: August 31-September 6 *The Cheese and the Worms: Thinking about the interpretation of texts*

- *To Read:*
Ginzburg, Carlo (1980). *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Tedeschi, John & Tedeschi, Anne, trans. Baltimore: Johns Hopkins University Press.
- *To Do:* Discussion board post and two responses

Module Two: The History of Libraries from the Early Modern Period through the Present Day

Week Four: September 7-13 *The foundations of the modern library: Early modern libraries*

- *To Read:*
Augst, Thomas (2001). "Introduction: American Libraries and Agencies of Culture". In *American Studies, Special Issue: Libraries as Agencies of Culture* 42(3), Thomas Augst and Wayne Wiegand, Eds., p. 5-22.
Shera, Jesse (1976). "Failure and Success: Assessing a Century." *Library Journal, January 1976*, 281-287.
Optional:
Black, Alistair (2010). "Lost Worlds of Culture: Victorian Libraries, Library History and Prospects for a History of Information." *Journal of Victorian Culture* 2(1), 95-112.
- *To Do:* Think about the issues you've read about for next week's discussion board post (you can post this week if you would like)

Week Five: September 14-20 *The start of modern American library history*

- *To Read:*
Biagi, Guido (1904). "The Library: Its Past and Future." In *Library Daylight: Tracings on Modern Librarianship, 1874-1922*, Rory Litwin, Ed. (2006). Duluth, MN: Library Juice Press, 111-123.
Countryman, Gratia Alta (1905). "The Library as Social Centre." In *Library Daylight: Tracings on Modern Librarianship, 1874-1922*, Rory Litwin, Ed. (2006). Duluth, MN: Library Juice Press, 125-128.
Dana, John Cotton (1896). "Hear the Other Side." In *Library Daylight: Tracings on Modern Librarianship, 1874-1922*, Rory Litwin, Ed. (2006). Duluth, MN: Library Juice Press, 89-96.
- *To Do:* Discussion board post and at least two responses

Module Three: Libraries and Technologies

Week Six: September 21-27 *Information technologies through the Middle Ages OR Information technologies through time (rough overview)*

- *To Read:*
Dominiczak, Marek H. "The Aesthetics of Texts: Medieval Illuminated Manuscripts." *Clinical Chemistry* 60(6), 907-8.
Muller, Jan-Dirk (2002). "The Body of the Book: The Media Transition from Manuscript to Print." 143-150. Finkelstein, David and McCleery, Alistair, Eds. *The Book History Reader*. New York: Routledge.
- *Optional:*

Wei, Yong-Kang (2015). "Hypertext" in Ancient China. *European Scientific Journal* 3, 186-191.

- **To Do: Assignment One due September 27** at Midnight.
Note: there is no discussion board post this week, to give you more time to work on your assignments. We'll be covering this week's readings in next week's discussion!

Week Seven: September 28-October 4 *Information technologies from the printing press to the modern day OR the development of library technologies*

- **To Read:**
Eisenstein, Elizabeth. (2002). "Defining the Initial Shift: Some Features of Print Culture." In Finkelstein, David and McCleery, Alistair, Eds. *The Book History Reader*. New York: Routledge, 151-173.
Levy, David M. "A Bit of Digital History." In *Scrolling Forward: Making Sense of Documents in the Digital Age*, New York: Arcade, Publishing, p 137-157.
- **To Do:** Discussion board post and at least two responses

Module Four: Library History Research

Week Eight: October 5-11 *Research methods in library history*

- **To Read:** Class slides
Possible research methods reading TBD
- **To Do: Optional** discussion board on research methods

Week Nine: October 12-18 *Theory and historical work*

- **To Read:** Class slides
Radford, Marie L. and Radford, Gary P. (2003). "Librarians and Party Girls: Cultural Studies and the Meaning of the Librarian." *The Library Quarterly* 73 (1), 54-69.
Wiegand, Wayne (1999). Tunnel Vision and Blind Spots: What the Past Tells us About the Present: Reflections of the Twentieth-Century History of American Librarianship. *The Library Quarterly* 69(1), 1-32
- **To Do:** Discussion board post and at least two responses

Module Five: Libraries and Identity

Week Ten: October 19-25 *Race, gender, and libraries*

- **To Read**
Fultz, Michael (2006). Black Public Libraries in the South in the Era of De Jure Segregation. *Libraries & the Cultural Record* 41(3), 337-359.
Maack, M. N. (1982). Towards a History of Women in Librarianship: A Critical Analysis with Suggestions for Further Research. *Journal of Library History*, 17, 163-185.
Optional:
Watson, P. D. (1994). Founding Mothers: the Contribution of Women's Organizations to Public Library Development in the United States. *Library Quarterly*, 64, 233-269.

Whitmire, E. (2007). Breaking the Color Barrier: Regina Andrews and the New York Public Library. *Libraries & the Cultural Record*, 42(4), 409–421.

- *To Do*: Discussion board post and at least two responses
Please email me your final paper topic (JuliaCSkinner@gmail.com) so I can make sure you're on track and answer any questions.

Week Eleven: October 26-November 1 *Immigration, class and libraries*

- *To Read*: Class slides
Miner, Curtis (1990). "The 'Deserted Parthenon': Class, Culture and the Carnegie Library of Homestead, 1898-1937. *Pennsylvania History: A Journal of Mid-Atlantic Studies* 57(2), 107-135.
Rose, Ernestine (1917). *Bridging the Gulf: Work with the Russian Jews and Other Newcomers*. New York: Immigrant Publication Society, 1-32.
- *To Do*: Practice-Focused Exercise Due November 1 at Midnight.
Optional discussion board post and responses

Module Six: Evolving Missions

Week Twelve: November 2-8 *Censorship and Libraries*

- *To Read*:
Asheim, Lester (1953). "Not Censorship but Selection." *Wilson Library Bulletin* 28, 63-67.
Ahseim, Lester (1983). "Censorship and Selection: A Reappraisal." *Wilson Library Bulletin* 58(3), 180-184.
Knox, E. (2013). The Challengers of West Bend: The Library as a Community Institution. In Pawley, C. & Robbins, L. S. (Eds.), *Libraries and the Reading Public in Twentieth-Century America*. Madison, WI: University of Wisconsin Press, 200-214.
Skinner, J. (2013). Censorship in the Heartland: Eastern Iowa Libraries during World War I. In Pawley, C. & Robbins, L. S. (Eds.), *Libraries and the Reading Public in Twentieth-Century America*. Madison, WI: University of Wisconsin Press, 151-67.
- *To Do*: Discussion board post and at least two responses

Week Thirteen: November 9-15 *The Library Bill of Rights and the Making of the Modern Library*

- *To Read*:
Library Bill of Rights: <http://www.ala.org/advocacy/intfreedom/librarybill>

Foerstal, Herbert N. (2004). *Refuge of a Scoundrel*. Westport, CN: Libraries Unlimited. (selected portions of chapters).
- *To Do*: Discussion board post and at least two responses

Week Fourteen: November 16-22 *Libraries as a Community Space*

- *To Read*:
Wiegand, Wayne (2011). "Community Places and Reading Spaces: Main Street Public Library in the Rural Heartland, 1876-1956." In Pawley, Christine and Louise S. Robbins, Eds. *Libraries*

and the Reading Public in Twentieth-Century America Madison: University of Wisconsin Press, p. 23-39.

Novotny, E. (2011). "Bricks without Straw": Economic Hardship and Innovation in the Chicago Public Library during the Great Depression. *Libraries & the Cultural Record* 46(3), 258-275.

- *To Do*: Discussion board post and at least two responses

Module Seven: Wrapping up

Week Fifteen: November 23-29 Thanksgiving Break: *The past informing the future of libraries: why this stuff matters today*

- *To Read*: Class slides
- *To Do*: Discussion board post and at least two responses

Week Sixteen: November 30-December 6

- *To Read*: Nothing!
- *To Do*: Final Paper due December 6th at Midnight

Week Seventeen December 7-13: *Finals Week*

- *To Read*: Nothing!
- *To Do*: Enjoy your holiday break! (and please do the course evaluation)

COURSE EVALUATION

This course is very participation-focused: If you participate in discussion boards regularly and on-time, you will have no problem receiving full credit in this area (I want to give you full credit for every component of the course, so I assume you'll receive it unless given a specific reason to think otherwise). Besides participation, there are three written assignments to be completed individually and handed in by a specific deadline. The details of what I expect for each are outlined below. As always, if you have any questions or concerns, please let me know!

Participation 40% (400 points)

Since this is an asynchronous course, participation in weekly discussions is a vital component. The purpose of these discussions is to help students learn material more deeply, work out questions, and share ideas alongside each other. I will moderate discussion and will engage when appropriate, but the focus of these discussions is on student interaction.

Each week, there will be some prompts on the weekly notes to help you think through the readings and activities and to give you some ideas for how you might approach discussing the weekly readings. Please respond to at least **two** of your colleagues. Your posts and responses do not have to be long, but they do have to be responsive. Please complete your posts as early in the week as possible (by Thursday) so there is time for your colleagues to post their responses. Please post your responses by that Sunday.

340 and above: A

310-339: B

270-309: C

201-269: D

200 and below: F

Assignment One 15% (150 points): Due September 27th

For this assignment, you can select *one of two options* (Library History Timeline or Library Technology). In both cases, you have some free reign to select topics that are interesting to you. This assignment is due **September 27th** at Midnight.

130 points and above: A

100-124 points: B

85-99 points: C

76-84 points: D

75 points and below: F

Library History Timeline

After we look at the history of libraries during the first three modules of the course, I would like you to think about the connections between those events, by focusing on several events that stood out to you during the reading, and to think about what they mean to you as an information professional: What about each of these events really sticks out to you? Particular people? Laws? Social issues they contended with? In your timeline, please include at least three events, and map them out on a timeline, and include information about each and why you included it (e.g. each one marks the start of a new bookmaking process)

Use these reflections as the basis for your timeline. You can add more events if you like (and you can discuss events we haven't covered too, so long as you cite them), but you must include at least three

For the timeline, use whatever means to convey they information you want, and talk about the three events. How did they relate to each other? What is important about them to you? These reflections do not have to be lengthy, but do have to be thoughtful.

Example: draw a line with a picture of printing press, maybe something with shipping trade, and something with availability of paper. Include an image of each that resonates with you (or draw images, like a pic of Gutenberg), plus some brief bullet points underneath to describe the relationship

The point of this assignment is to think about how these things connect, and what about the different events in our history is important to you today (and why). I'm not grading you on your artwork/design abilities, or on having a very polished finished product. I'm interested in the thought process that shows me how you think about individual events and how you link them together (and honestly, unless I absolutely can't understand what is going on in your timeline, it would be hard for me to deduct points for that thought process). So have fun and be creative, and use whatever way you want to portray the information (text, image, video, music, etc. Or a combination).

Library Technology Paper

Since this assignment is due during the library technology module, you also have the option of writing about the development of a technology that has impacted and/or been used in libraries. There are many technologies that we haven't gotten a chance to look at together in class, so I would prefer that you look at one we haven't covered (unless there's a reason you want to look into one we read about further!) Please select a specific technology (e.g. the card catalog) or a process (e.g. the industrialization of printing and bookbinding), and briefly tell me about how it developed and the impact it had on libraries. This can be brief (1-2 pages, or 500-1000 words, is fine), but should be thoughtful. Also, please cite your sources! Please use APA style for your citations.

Practice-focused exercise 15% (150 points): Due November 1st

Think about the examples we're looking at in class, and think about how these compare to situations we see in our work as librarians today. For example, when we talk about information technologies, how do you see these trends in your library? When we talk about censorship, how do you see libraries engaging? This paper does not have to be lengthy (1-2 pages, or 500-1000 words, is fine), but does have to be thoughtful. I've been encouraging you to think about how these past events connect with modern practice in our discussion prompts as well, and you are welcome to draw from those discussions in your paper (please don't copy and paste!) If you do draw from those discussions, make sure to bring in additional insights (e.g. I learned this from our discussions, and here are some other ways I could apply this learning to my practice as a librarian). Please put any citations in APA style. Due **November 1st** at Midnight.

130 points and above: A
100-124 points: B
85-99 points: C
76-84 points: D
75 points and below: F

Final paper 30% (300 points): Decide topic by October 25th; Paper due December 6th

For this paper, I want you to write roughly 5-10 pages or 2500-5000 words (it's ok to be a little longer; I prefer you not turn in a paper much shorter than 5 pages, but 4 ½ is fine!) on an area of library history that is interesting to you (I'm here to help you brainstorm ideas or approaches if you are feeling stuck). You can do a topic that we covered here in class, and study that in greater depth, or you can select a topic that we didn't get to cover together. Please email me your topic by **October 25th** (just a sentence or two is fine).

For your paper, please use at least eight appropriate resources (appropriate means scholarly resources, primary sources, etc.) If you can't find eight resources, please let me know and we can figure something out (either by giving you an exception to the number of resources needed, depending on your topic, or tweaking the topic slightly to find more resources). Please cite your sources using APA style. Finally, in addition to summarizing the works you find on your topic (or describing the primary sources), please include at least one paragraph synthesizing these works. How do they fit together? What do we learn by looking at all of them as a whole rather than as individual parts? How does understanding this topic benefit research and practice in the field of Library & Information Science?

The paper is due **December 6th** at Midnight.

260 points and above: A
230-259 points: B
200-229 points: C
151-199 points: D
150 points and below: F

ATTENDANCE POLICY

This is an asynchronous course, so a traditional attendance policy is not practical. Instead, you will be assessed on participation, which includes meaningful interaction with classmates through weekly discussion. If we decide to hold synchronous meetings, attendance at those will be optional but encouraged. If you find yourself falling behind in the course or having trouble with any aspect of the discussions, please reach out to me earlier rather than later, so we can work together to find a solution!

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.