Valdosta State University MLIS Program

MLIS 7999

Advanced Seminar in Public Libraries

Spring 2012

Instructor: Wallace Koehler, PhD

                   wkoehler@valdosta.edu

                   Phone: 229 333-5966

                   Fax: 229 259-5055

Key Dates

January 9: Classes Begin

January 16: Holiday

February 4 and 5: F-2-F meeting in Macon

March 12-16: Spring Break (and PLA Conference)

April 14 and 15: F-2-F Meeting in Macon

April 23: Paper due

April 30: Last Day of Class (a Monday)

Overview

The Advanced Seminar in Public Libraries has been developed as the culminating experience for students participating in the GPLS-VSU IMLS Laura Bush grant as well as other interested students. This course is designed as a seminar. Discussions are an integral part of the process. A set of general discussion issues is provided below. As is often the case, there is more than one perspective for each subject area. Our purpose is to explore those perspectives, weigh them, and assess them within the general context of libraries and community building.

Our discussions will be wide ranging, perhaps at times, controversial. We will conduct the course with civility and respect for each other. We can agree to disagree. To receive discussion credit, students must make substantive contributions. Contributions should be appropriately documented. While no one is expected to make substantive contributions to all discussions, each student should endeavor to participate often. Students may react to posted discussion papers. Or they may post discussions before the discussion papers are uploaded.

The VSU MLIS Program has identified a set of Program Objectives for its graduates. An MLIS Graduate 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
- Organization of Recorded Knowledge and information

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.

PO 3. Integrate relevant research to enhance their work in libraries and information centers.

PO 4. Demonstrate professionalism as librarians or information specialists.

Each core course is designed to meet some of these Program Objectives. Electives develop more specific skills. This elective course has as its specific focus public libraries.

Texts

There is no assigned text book. A series of assigned readings are indicated below. These readings are provided solely as an introduction to the subject matter. As LIS students, seminar students should identify additional relevant readings and share the citations with classmates. In addition, students should familiarize themselves with the literature suggested by their peers in each of the discussion papers. Be prepared to refer to the literature in your discussions.

You will note that that two of Dr. Kathleen de la Peña McCook's books have been assigned. You were to have acquired these books in earlier classes.

Face-to-Face Seminars

Two weekend face-to-face meetings are scheduled on **February 4 & 5** and **April 14 & 15**, 2012, at Macon State College, in PSC 138. These f-2-f meetings are not required but are very strongly recommended. Plan to bring your laptop provided to you under the grant.

During the February f-2-f, discussions will be led by Dr. Isaac Kigongo-Bukenya. Dr. Kigongo-Bukenya is the Lester Brown Visiting Scholar spring semester and a Professor at the East Africa School of Library and Information Science at Makerere University in Uganda. Dr. Kigongo-Bukenya will lead a discussion of libraries and community in Africa with an emphasis on Uganda.

During the April f-2-f, Dr. Lamar Veatch, State Librarian, Director of the Georgia Public Library Service, and a Vice Chancellor of the University System of Georgia, will lead a discussion on the role of state libraries promoting public libraries in the United States.

Assignments

All written assignments are to follow APA style. APA is both a style manual and citation guide. They may be submitted as doc, pdf, or rtf documents in 11-point New Times Roman and 1.5 spacing. It is not necessary to create a title page. Place the title on the first page and include a running abbreviated title on

each page. Do not forget to include the writer's name. File names should follow the following format. For the discussion paper, list author last names followed by discussion number (for example alphabetadiscussion1.rtf). The individual paper file should be named lastname7999.pdf.

While on-line instruction may not lend itself to a seminar as well as f-2-f, we shall endeavor to make do. Active and meaningful participation in the discussion process constitute 25% of the course grade.

At the beginning of the course, students will be placed in small groups of two or three participants, determined in alphabetical order from the Banner roll. Each student in the group will prepare a briefing paper on the discussion subject. Students are to work individually **BUT** coordinate their presentations. We seek different viewpoints or perspectives on the question at hand. Therefore, assignment grades will reflect not only the quality of the work, its consistency with APA style, but also the variety of view point. It is not only acceptable but strongly recommended that students coordinate their offerings. In fact, I will accept a single submission by two or more students who adopt a "point-counterpoint" approach.

The discussion paper begins in weeks 3-4. Those papers will be due no later than one week prior to the week in which the subject is to be discussed. Briefing papers should be between five and ten pages in length. Each paper is to be uploaded to BlazeVIEW as a discussion resource for the class. The briefing paper will represent 25% of the course grade.

A final formal paper, of between 20 and 30 pages, is due one week before the last day of class. It is to address in depth one of the weekly discussion subjects or a subject agreed between student and instructor. It must be relevant to the general subject of the course – public libraries building community. The paper must be well documented with LIS and other appropriate citations. The final paper will represent 50% of the course grade.

Schedule

Please note that selected readings are suggested in the syllabus. Your peers will recommend additional readings in their group reports. These readings are provided to get you started. As advanced library students you are capable of locating these readings for yourselves and of finding additional useful materials. For those reasons (and for one other), these readings are not placed on reserve, electronic or otherwise. The other reason? This course is to be taught again soon. If these readings are placed on reserve for you, it could well be a copyright or fair use violation to make them available in the same format for the class that comes.

Weeks 1 and 2: Should public libraries help build community? What is meant by community building? What are the limits of community building by public libraries?

> McCook, K. (2000) *A Place at the Table. Participating in Community Building*. Chicago: American Library Association. Foreword and Chapter 1.

Week 2: Public Libraries: A History and Overview
> Carmichael J.V., (1986) Atlanta's Female Librarians, 1883-1915 *The Journal of Library History (1974-1987)* Vol. 21, No. 2, Libraries, Books, & Culture II, pp. 376-399 available online
> http://libres.uncg.edu/ir/uncg/f/J_Carmichael_Atlanta_1986.pdf

> McCook, K. (2011). *Introduction to Public Libraries, 2 ed*. New York: Neal-Schuman. chapter 1.

Weeks 3 and 4: Libraries Building Communities, Communities Building Libraries: Symbiosis

McCook, K. (2000) *A Place at the Table. Participating in Community Building*. Chicago: American Library Association.

Week 5: F-2-F meeting, Public libraries, community and developing countries - Leader Dr. Kigongo-Bukenya

Kigongo–Bukenya, I. (2009). Part 1 - Public Libraries in Africa. In: Ismail Abdullahi, ed. *Global Library and Information Science – A textbook for Student and Educators*. IFLA Publications 136/137

Kigongo-Bukenya, I. (1980). Public Libraries in Uganda. InWallenius, A-B, ed. *Libraries in East Africa*, Institute of African Studies, Upsalla.

Kigongo-Bukenya, I. trends, challenges and solutions..N (1990). Combating illiteracy through public library services. In: *Information and Libraries in the Developing World.*vol.1 **-** Sub-Saharan Africa. London, The Library Association.

Week 6: Strategic Planning for Community Building – Lyn Hopper

Barron, D., R. Williams, S. Bajjaly, J. Arns, & S. Wilson (2005) The Economic Impact of Public Libraries on South Carolina http://www.statelibrary.sc.gov/scedocs/Un35MaL/000081.pdf

Nelson, S. (2008). *Strategic Planning for Results*. Chicago: American Library Association, 2008. For the Public Library Association

Week 7: Community Building and Professional and Personal Ethics

Koehler, W. & M. Pemberton (2000) A search for core values: towards a model code of ethics for information professionals. *Journal of Information Ethics*, **9**(1), 26-54.

Week 8: Community Building and Library Leadership

McCook, K. (2000) *A Place at the Table. Participating in Community Building*. Chapters 2-9.

McKnight, J. & J. Kretzmann, In Minkler, M., ed., *Community Organizing and Community Building for Health*, Rutgers, ch 10, pp 157-174. Online http://books.google.com/books?hl=en&lr=&id=UE6Fy3ZETq0C&oi=fnd&pg=PA157&dq=Community+Building+and+public+Library+Leadership&ots=hP1OMJxz-R&sig=UJS5Ki35arc9mE7UKGJ73neV4pU#v=onepage&q=Community%20Building%20and%20public%20Library%20Leadership&f=false

Week 9: Community Building through Technology and Automation

Curran, K., M. Murray, & M. Christian (2007). Taking the information to the public through Library 2.0 Library Hi Tech 25, 2 (288-97).

Weeks 10 and 11: Services to Community Cohorts (e.g. Children, Younger Adults, Older Adults, Families, and Persons with Disabilities

Green, R. & V. Blair (2011). *Keep It Simple: A Guide to Assistive Technologies.* Santa Barbara: Libraries Unlimited; Green, R. & V. Blair (2011). *Keep It Simple: A Guide to Assistive Technologies.* Santa Barbara: Libraries Unlimited, Chapter 1.

Week 12: Community Building and Patrons of Differing Cultures

See *Community Centered: 23 Reasons Why Your Library is the Most Important Place in Town,* http://www.publiclibrariesonline.org/magazines/featured-articles/community-centered-23-reasons-why-your-library-most-important-place-town. The reference list is informative.

Week 13: Recent and New Models in Resource-sharing

Week 14: F-2-F Meeting, State Libraries – leader Dr. Lamar Veatch.

IMLS Research Brief No. 4, June 2011
Who's in the Queue? A Demographic Analysis of Public Access Computer Users and Uses in U.S. Public Libraries http://www.imls.gov/assets/1/AssetManager/Brief2011_04.pdf

IMLS Strategic Plan 2012-16 - Creating A Nation of Learners
http://www.imls.gov/assets/1/AssetManager/StrategicPlan2012-16.pdf

A Nation of Learners - IMLS Strategic Plan 2012-16 (summary brochure)
http://www.imls.gov/assets/1/AssetManager/StrategicPlan2012-16_Brochure.pdf

Levine, R. E. Confronting the Future: Strategic Visions for the 21st Century Public Library
ALA Office for Information Technology Policy, Policy Brief No. 4, June 2011

Opportunity for All: How Library Policies and Practices Impact Public Internet Access, June 2011. IMLS, Bill & Melinda Gates Foundation, University of Washington Information School.

Himmel & Wilson. The Functions and Roles of State Library Agencies, 2000.
*On the GPLS website, in three parts.
                          and
"Change in Functions and Roles of State Library Agencies"
2011 State Library Survey Update - Discussion Draft, October 25, 2011
http://www.georgialibraries.org/lib/publiclibinfo/

Week 15: Networking through Associations
        State (GLA) and national library associations (ALA)
        Public Library Association
        International library associations

        IFLA http://www.ifla.org/en/about-the-public-libraries-section
        Public Library Association http://www.ala.org/pla/, see http://www.ala.org/pla/tools

Georgia Library Association: http://gla.georgialibraries.org/

Week 16: Concluding Thoughts, Observations, and Conclusions