Course Syllabus
University of Hawai'i at Mānoa
Information and Computer Sciences Department
Library & Information Science Program
LIS 693 Serving Diverse Communities and Disciplines

Summer 2013 (July 8 - August 15)
Instructor: Dr. Michelle Kowalsky
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Department Mail: Hamilton Library, 2550 McCarthy Mall, Honolulu, HI 96822 USA
Office Hours: Online or via phone, by appointment, anytime.
I expect to check Laulima and email most often during weekday (M-Th) mornings (HST).
Class resources and grading all online via Laulima or email. Go to http://manoa.hawaii.edu
and then choose MyUH in the upper right corner to login.

Course Description:

Library users are often members of different formal and informal communities, related to their
cultural heritage, their careers or professions, or even their leisure interests. This course will
investigate strategies and resources for serving users in different types of communities, including:
diverse cultural and linguistic groups and nationalities; varied affinity groups like weaving clubs or
online cancer support forums; users from many type of institutions including schools, hospitals, and
prisons; and scholars and researchers in various subject areas. Issues in information seeking
behaviors, promotion and advocacy, policy, and library resources will be discussed. This course is
appropriate for those seeking careers in all types of libraries.

Recommended Books:

Smallwood, C. (2011). *The frugal librarian: Thriving in tough economic times.* Chicago: American
Library Association. [which is an electronic resource in full-text online, i.e. an 'ebook' from Hamilton
Library], located at: http://uhmanoa.lib.hawaii.edu:7008/vwebv/holdingsInfo?bibId=3227228

Landau, H. B. (2011). *Winning library grants: A game plan.* Chicago: American Library Association.
[which is an electronic resource in full-text online, i.e. an 'ebook' from Hamilton Library], located at:
http://uhlibs.lib.hawaii.edu:7008/vwebv/holdingsInfo?bibId=3219401

Recommended Readings:

Students will be directed to particular readings (articles, websites or book sections) via the discussion
board each week. Often, students will also be able to choose readings on their preferences of topics,
or their interest in different library types. Most items are available via UH libraries' databases, local
library holdings, or freely online.

Kokua Program

If you need reasonable accommodations because of the impact of a disability, please contact the Kokua Program to register; they are located in the Queen Lili'uokalani Center for Student Services and their website is http://www.hawaii.edu/kokua/about.htm. Please advise the instructor of your status and needs related to your documented disability within the first week of the semester.

Student Responsibilities

Students are responsible for both reading and following all university policies, including those on registration, attendance, plagiarism, etc. Please keep yourself informed! Plagiarism will not be tolerated; please cite all sources used in APA or MLA format. Using sources to inform any of your writing for the projects in this course is encouraged, but using sources to write whole the paper, proposal, or reflection for you is not! Write your own assignments, please.

Major Projects in the Course:

GRANT PROPOSAL #1 (2-3 pages; 20% of course grade; due July 14 or asap)

Research and select a small library grant and write two or three pages of a proposal in application for it. You may address any (or as many) of the grant directions as you can within the three-page limit, as long as you also include a rationale paragraph explaining the community you have chosen and how/why libraries can provide improved service to them. Post your proposal #1 to Laulima during Week Two, so that you may receive feedback from the class, and so that we can discuss aspects of any of your proposals which were particularly effective, convincing, or well-written.

Required and graded elements for this project: (Total of 20 Points)
Appropriateness of selected grant for library service: 1-5
Clear and convincing rationale of service to selected community: 1-5
Clear and convincing explanation of proposed project to be funded by grant: 1-5
Grant directions chosen are followed accurately and within page limits: 1-5

GRANT PROPOSAL #2 (6-7 pages; 25% of course grade; due July 28 by midnight)

Research and select any other grant (which will benefit a library) and write six or seven pages of a proposal in application for it. Remember, follow as many of the grant rules and directions as you can within the time and page limits we have for this semester. While your paper may not be a full proposal ready to send to the granting agency, for our purposes it should cover the main aspects of the project you are proposing and how it will serve your intended community of library users, along with your answers to any of the other application questions you choose.

Required and graded elements for this project: (Total of 25 Points)
Appropriateness of selected grant for library service: 1-5
Detailed and thorough rationale of proposed project to be funded by grant: 1-5
Detailed and thorough explanation of benefit of proposed project for community: 1-5
Appropriateness of project to mission of library and mission of grant funder (add if needed!): 1-5
Grant directions chosen are followed accurately and within page limits: 1-5

DIGITIZATION PROJECT (6-7 pages; 25% of course grade; due Aug 11 by midnight)

Research and propose a digitization project which your current or future library could undertake. This project should meet a need for the particular community you are serving, and advance the library's mission or vision. It does not have to be grant-funded, but some of the grants offered (and described in library news) may give you ideas of what kinds of projects have been done by other libraries. Be sure to describe the main goal of the project, the benefits users will enjoy once it is completed, and any materials, personnel, or equipment you may need to complete it.

Required and graded elements for this project: (Total of 25 Points)
Appropriateness of selected digitization project for libraries (why should libraries do it?): 1-5
Detailed and thorough explanation of proposed project in plain, non-technical language: 1-5
Detailed and thorough explanation of resources/staff needed to carry out project: 1-5
Discussion of the short- and long-term benefits of the project to the community and libraries: 1-5
Grant directions chosen are followed accurately and within page limits: 1-5

DIVERSITY REFLECTION (2-3 pages; 20% of course grade; due Aug 15 by midnight)

At the end of the course, reflect on the affordances and challenges of library service to diverse communities. Explain how you would assist your library in assuring that all users' needs are met, and give some examples of programs, projects, or practices which speak to diversity of multiple types.

Required and graded elements for this project: (Total of 20 Points)
Contains detailed explanations of the learnings and understandings of diversity acquired: 1-6
Contains examples of professional practices which are aligned with standards in the field: 1-7
Demonstrates dispositions and knowledge about effective diversity concepts and policies: 1-7

Please email each of the above assignments to the instructor by each deadline given (send to: mkowalsk@hawaii.edu and cc: michelle.kowalsky@gmail.com). Feedback/grades will be given promptly for all assignments submitted on time; if you know you will be late with an assignment, please contact me in advance.

<u>DISCUSSION BOARD check-in</u> (10% of course grade; responses checked each week as an indication that you are working on the course materials and projects at an appropriate pace)

Required and graded elements for this project: (Total of 10 Points)
Each of the ten "check-ins" was completed as directed and according to schedule (2 points each).

There are 'things to read' and 'things to do' on our course schedule for each week of the semester, in addition to working on the main projects of the course. These resources and crystallizations will assist you in thinking about library service to diverse communities in both daily service and through larger initiatives. And, of course, they will help you work on the projects. But of course, you may also use outside sources to assist in your research at any time.

Weekly readings and browsings on the general course assignment schedule will ask you to "check in" with two or three sentences in reaction to the readings or in preparation for choosing aspects of your projects. You may also ask your questions about the projects or seek help with your ideas via the discussion board as needed, and if you find other useful resources during your research, feel free to post them here as well. It is suggested that you do your discussion board readings and your project research simultaneously so that you can complete everything in a timely manner.

General Course Assignment Schedule:

Items for each week can be completed in any order, and instructor will assign points for completed checkins at the close of each week.

<u>WEEK 1 (readings and activities for the week of July 8 – 14)</u>

a) Read: Smallwood, Chapters 7 & 8 (p. 47-67). Checkin to the discussion board and answer the prompt with 2 or 3 sentences about why grants are especially important to libraries and diverse communities.
b) Browse the list of ALA grants at
http://www.ala.org/awardsgrants/awards/browse/grnt (a list of items of the general type you can choose for your Grant #1 project; "historical' means it is an old award)
c) Read: Smallwood chapters 9 & 10 (p. 68-83). Checkin and describe two communities which you think could be served well (or better!) by libraries and their resources/services. Remember, for your three projects, you need to choose either 2 or 3 different communities to serve; only one can be an ethnic community, and the other(s) should be reflect some other type of diversity.
d) Browse the ASCLA website for their listing of other types of interest groups
http://www.ala.org/ascla/asclaourassoc/asclainterest/list
e) Research any existing information about your intended community in order to help you describe them fully to others who may not be familiar with the community or its needs.

WEEK 2 (readings and activities for the week of July 15 – 21)

   a) Read: The diversity competencies for librarians from ALA/ACRL:
      http://www.ala.org/acrl/standards/diversity These are relatively new (April 2012) standards;
      checkin with a comment about what you think of them and why our profession might need
      them in this detailed and written form.
   b) Browse "Grantwriting on the Web" by Flanders from *C&RL News*
      http://crln.acrl.org/content/71/9/472.full.pdf (more resources to help you identify grants)
   c) Browse http://aquaticcommons.org/5140/2/377-651-1-PB-1.pdf (a list of items of the general
      type that you can choose for your Grant #2 project; does not have to be given by a library org)
   d) Read: Community service suggestions from museums (many in British Columbia have "gotten
      this right," such as UBC's museum of anthropology, and they are great suggestions for libraries)
      http://www.museumsassn.bc.ca/Images/Best%20Practices%20Modules%202/Cultural%20Diver
      sity%20FINAL.pdf
   e) Checkin with a few sentences about your reactions to the complexity of the methods,
      processes and policies related to appropriately serving diverse users.

WEEK 3 (readings and activities for the week of July 22 – 28)

   a) Read/browse the IFLA guidelines for libraries - http://www.ifla.org/files/assets/library-
      services-to-multicultural-populations/publications/multicultural-communities-en.pdf (it's
      long, but very good!)

   b) Browse a few LibGuides (library websites) to see how they are each trying to define diversity
      http://libguides.ndnu.edu/Diversity and http://libguides.xavier.edu/diversity (especially click
      through each of the 'tabs' on these pages). How is your favorite university representing diversity
      in their LibGuides (do a Google search for Libguides and diversity, then use advanced to limit by
      domain Hawaii.edu or others)

   c) Checkin with your perceptions about how close our libraries are getting to the standards
      and guidelines offered by our professional organizations.

   d) Read the suggestions for librarians by Allard, Bayum, Qayyum (starts on page 5)
      http://units.sla.org/division/ded/educationlibraries/30-1.pdf

   e) Checkin with your thoughts about whether librarians must be members of specific groups
      themselves in order to serve different types of communities properly.

WEEK 4 (readings and activities for the week of July 29 – August 4)

a) Offer to the class a hyperlink or permalink to an article/website that you have found in your research on library digitization projects. Provide the URL and a sentence of annotation describing why you think the article is helpful. You may also use any of the additional readings in the bibliography not yet mentioned.

b) Read a classmate's 'digitization' article/website offering, and checkin with a sentence in reaction to /analysis of it.

c) Repeat the process with an outside or bibliography article on grant writing (first come, first serve! No duplicate article postings, please!). Post the URL and then,

d) Checkin on a classmate's 'grant writing' source by replying with a sentence in reaction to / analysis of it. Share only the most useful items, please; it is easy to find bad advice!

WEEK 5 (readings and activities for the week of August 5 – 11)

a) a) Read: Birdsall article at
https://journal.lib.uoguelph.ca/index.php/perj/article/view/938/1501
b) Checkin with your thoughts: Can academic disciplines/subject areas be 'diverse?'
c) Browse: alternate viewpoint (in article and comments) at
http://authenticorganizations.com/harquail/2010/11/05/dont-treat-every-difference-as-diversity/
d) Checkin with your reaction: Is it possible to be 'too diverse' or have some differences 'not count' as diversity?

WEEK 6 (no additional readings and activities for the week of August 12 – 15)

Complete your diversity reflection, and remember to cite any sources that influenced you!

UH LIS Student Learning Outcomes for this course:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

1a) Apply LIS theory and principles to diverse information contexts
1c) Develop and apply critical thinking skills in preparation for professional practice

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2c) Develop, manage, and assess information services for specific users and communities

2d) Create instructional and outreach programs
2e) Demonstrate the ability to advocate effectively for information services

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

3c) Search, retrieve and synthesize information from a variety of systems and sources
3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems
5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific and other communities and to promote cultural sustainability

References:

Allard, S., Mehra, B., & Qayyum, M. A. (2007). Intercultural leadership toolkit for librarians: Building awareness to effectively serve diverse multicultural populations. Education Libraries 30 (1): 5-12. Retrieved from http://units.sla.org/division/ded/educationlibraries/30-1.pdf

American Library Association (2012). Diversity standards: Cultural competency for academic libraries. Retrieved from http://www.ala.org/acrl/standards/diversity

Association of College and Research Libraries (2013). Library instruction for diverse populations bibliography. Retrieved from http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/diversebib

Birdsall, W. F. (2009). Serving diverse knowledge systems in academia. *Partnership: The Canadian Journal of Library and Information Practice and Research 4*(1). Retrieved from https://journal.lib.uoguelph.ca/index.php/perj/article/view/938/1501

Blackburn, A. (2013). Serving older adults. *Feliciter 59*(3), 21-23.

Flanders, J. Grant writing on the Web: Resources for finding and securing funding. *College & Research Libraries News 71:*472-479.

Guerra, S. F. (2012), Using urban fiction to engage at-risk and incarcerated youths in literacy instruction. *Journal of Adolescent & Adult Literacy 55*: 385–394.

International Federation of Library Associations and Institutions (2009). Multicultural Communities: Guidelines for Library Services. Retrieved from http://www.ifla.org/files/assets/library-services-to-multicultural-populations/ publications/ multicultural-communities-en.pdf

Kepler, A. (2012). *The ALA Big Book of Library Grant Money* [8th edition]. Chicago: American Library Association.

Landau, H. B. (2008). *The small public library survival guide: Thriving on less*. Chicago: American Library Association.

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MacKellar, P. H. (2012). *Writing successful technology grant proposals: A LITA guide*. New York: Neal-Schuman Publishers, Inc.

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Tetteh, B. (2011). Serving African immigrants in Colorado public libraries. *Colorado Libraries 35*(4). Retrieved from http://coloradolibrariesjournal.org/content/serving-african-immigrants-colorado-public-libraries

Williment, K. (2009). It takes a community to create a library. *Partnership: The Canadian Journal of Library and Information Practice and Research 4*(1). Retrieved from https://journal.lib.uoguelph.ca/index.php/perj/article/view/545/1477

And all the websites previously mentioned!