

FA15 LIS 693: Community Engagement Syllabus
Tuesdays 1-3:40 in 3F | Rae-Anne Montague | rae7@hawaii.edu

COURSE DESCRIPTION

Community engagement explores how information professionals in libraries and other settings collaborate with community members and organizations. This course provides an overview of theory and practice emphasizing critical analysis of policies, services and trends.

PROFESSIONAL EXPECTATIONS

All students in LIS courses are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students/professional-expectations-notice>

KOKUA

If you need accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Mānoa's KOKUA program (<http://www.hawaii.edu/kokua>). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission.

STUDENT LEARNING OUTCOMES

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.

- 2a) Demonstrate understanding of leadership
- 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.

- 3b) Organize, create, archive and manage collections of information resources following professional standards
- 3c) Search, retrieve and synthesize information from a variety of systems and sources

SLO4: Evaluate and use the latest information technologies, research findings and methods.

4c) Apply current research findings to professional practice

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 communities and to promote cultural sustainability

COURSE LEARNING OBJECTIVES

Students who complete this course will:

- articulate the purpose and value of community engagement
- critically consider a wide range of sources on the theory and practice of community engagement
- have current knowledge about community engagement in Hawai'i and other venues
- utilize a variety of print and non-print resources appropriate for developing LIS programming and improving services for community engagement
- discuss the complexities inherent in issues and policies related to access and service to underserved populations
- formulate resources to enhance community-based initiatives

APPROACH TO TEACHING

Based on a teaching philosophy that the most effective learning is inquiry-driven, students engage the following types of opportunities:

- Discussion in small groups
- Collaborative planning and problem solving
- Community engagement
- Critical reflection
- Research
- Resource development



TEXTS

- Lewis, A. (2008). *Questioning Library Neutrality: Essays from Progressive Librarian*. Library Juice Press.
- McLaughlin, M., Scott, R., et al. (2009). *Between Movement and Establishment: Organizations Advocating for Youth*. Stanford University Press.
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- Becvar, K. & Srinivasan, R. (2009). Indigenous Knowledge and Culturally Responsive Methods in Information Research. *The Library Quarterly: Information, Community, Policy* 79(4): 421-441.
- Chatman, E. A. (1996). The Impoverished Life-World of Outsiders. *Journal of the American Society for Information Science* 47(3): 193-206.
- Dunbar, A. (2006). Introducing Critical Race Theory to Archival Discourse: Getting the conversation started. *Archival Science* 6: 109–129.
- Huzar, T. (2014). *Neoliberalism, Democracy and the Library as a Radically Inclusive Space*. IFLA.
- Keating, C. (2005). Building Coalitional Consciousness. *NWSA Journal* 17(2): 86-103.
- Kretzmann, J. & Rans, S. (2005). *The Engaged Library: Chicago Stories of Community Building*. Urban Libraries Council Report.
- Lerner, R. M. (2005). *Promoting Positive Youth Development: Theoretical and empirical bases*. Institute for Applied Youth Development, Tufts.
- Lukenbill, W. B. (2006). Helping Youth at Risk: An Overview of Reformist Movements in American Public Library Services to Youth. *New Review of Children's Literature and Librarianship* 12: 197-213.
- Lyons, C. (2007). 'Children who read good books usually behave better, and have good manners:' The Founding of the Notre Dame de Grace Library for Boys and Girls, Montreal, 1943. Rayward, W. B., Jenkins, C. (Eds.) *Libraries in times of war, revolution, and social change*. Baltimore, MD : Johns Hopkins University Press. 597-608.
- Mehra, B., Albright, K., & Rioux, K. (2007). A Practical Framework for Social Justice Research in the Information Professions. *Proceedings of the American Society for Information Science and Technology* 43(1): 1-10.
- Roy, L. & Frydman, A. (2013). *Library Services to Indigenous Populations: Case Studies*. IFLA.

Wajcman, J. (2010). Feminist Theories of Technology. *Cambridge Journal of Economics* 34: 143-152.

Wong, Y. (2009). Homelessness in public libraries. *Journal of Access Services* 6 (3): 396-410.

ASSIGNMENTS

Students are expected to read all assigned materials and participate in activities and discussions in class and Laulima.

1. Community Engagement Discussion Lead (10%)
Select one article from the class list. Lead discussion about the reading on the assigned day including creating an e-handout with important details (e.g., thesis, relevant examples, key quotes, etc.). Post the handout in Laulima by the Monday before discussion in the *Readings* forum. Date: Variable
2. Community Engagement (20%)
Each student will work with the instructor to identify a host organization with which they will volunteer at least 2 hours/week for 10 weeks. Students also agree to attend any initial training required to fulfill that volunteer position if this is not an organization with which they are already serving. This service learning opportunity should be viewed as a professional activity and be treated as such. That is, this activity will be a priority in your schedule including reporting on time to volunteer shifts, working in advance with the site coordinator to reschedule if an unavoidable conflict arises, etc. Date: Arranged by mid-September; Complete by December 1st.
3. Community Engagement Journal (20%)
Each week students should spend 20-30 minutes writing down their reflections on the field experiences and their connection to class readings and discussions. Five entries will be posted in Laulima on the *Journal* forum. The goal is to increasingly bring theory and praxis into dialog, with theory informing praxis, and praxis informing our understanding of theory. Students are encouraged to respectfully comment on the reflections of other students to affirm and expand upon lessons learned. Date: Five entries due by November 20th.
4. Community Engagement Research (20%)
Create a proposal to update an existing area or launching a new community engagement program. Search for potential funding (e.g. grants) to support the project. In 5-10 pages, specify the name, purpose and rationale, staff and/or volunteer expectations, target group, materials required, implementation plan, evaluation methods, and budget. Seek feedback by sharing the initial proposal in class and/or at your site. Post the initial and final versions in Laulima on the *Research* forum. Date: Initial proposals presented in class on October 20th. Final due November 20th.

5. Community Engagement Class Project (30%)

Early in the semester our class will divide into teams to explore different areas of community engagement. Teams will create a plan to study and engage in depth with relevant issues for the duration of the semester.

At the HLA Conference, teams will present their work to peers and community members as a poster. Teams will also create a handout of no more than 2 pages that describes what you learned about your topic, along with an annotated bibliography (at least 5 items per person). The annotations should include 1-3 sentences summarizing the source and 1-3 sentences of analysis (relevance to topic, significance, etc). Select 1-2 of the readings in your bibliography you want to assign as class readings for class review sessions prior to HLA. The handout does not have to be in a strict narrative format. It can include bullet points, graphics or other ways that show complex information clearly and succinctly. It may also be a webpage. Post the initial plan and final project (handout, poster) in the *Laulima Project* forum. Initial plans due September 29th. Poster proposal date TBA. Final project due December 1st. HLA December 4th-5th.

NOTES

Students interested in crafting alternative assignments should meet with the instructor and develop plans to submit in writing for approval before starting any work/missing deadlines.

Late assignments should be avoided. Cases will be considered on an individual basis with instructor discretion.

98-100 A+ | 93-97 A | 90-92 A- | 88-89 B+ | 83-87 B | 80-82 B- | 78-79 C+ | 73-77 C