University of Hawai'i – Manoa
Library & Information Science Program
LIS 701: International Librarianship

Summer 2006: July 24 – August 11, meets Monday to Friday, 9:00 – 11:40
Instructor: Dr Anthony Olden
Office, Voicemail, Email:
Office Hours: Monday to Thursday, 1:00 -3:00

Course Description:
International and comparative librarianship; comparative research methodology; sources of information; education and literacy; the politics of language; what people read and why; the influence of social, cultural, political and economic factors; the role of national, international and other professional associations and organizations; the library profession and professional education; working abroad: cultural and career issues.

LIS Program Learning Objectives
(Taken as numbered from the University of Hawai'i LIS Program Mission and Goals)

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology.
2. Demonstrate an understanding of the development, organization, and communication of knowledge.
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments.
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources.
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers.
8. Demonstrate basic competencies required for program development in particular information environments.
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users.

Course Learning Objectives:

By the end of the course students will be able to:

1. Locate appropriate reference sources and compile an outline report on a selected country. (Country report)
2. Conduct a literature search on libraries and on a group of people they serve (or partially serve, or do not serve) in the country, and cite selected findings in a consistent manner. (Bibliography)
3. Sum up the items found in a critical manner (Bibliography)
4. Compile a report on libraries, or on one particular type of library, in the country. (Library report)

5. Compile a report on a group of people the libraries serve (or partially serve, or do not serve) in such a way as to demonstrate understanding of the role played by the group's educational background and attitudes to information. (Community report)
6. Appreciate the impact of history, culture, and society on the development of education and libraries in the country. (Access to information report)
7. Produce a realistic report on how library service (or a more appropriate alternative) should develop for the selected group of people in the country. (Access to information report)

Teaching Method:
Lectures, discussions, small group work, presentations, written assignments.

Course/Teaching Philosophy:
This course is an opportunity to explore new areas for all of us, and to relate them to what we already know. You come up with a country and a community or group of residents to specialize on, and discuss it with me to ensure that it is a reasonable fit for the assignment specification. International librarianship is a nebulous concept, and my background leads me to associate it with the Developing World in particular. However you are welcome to focus on any part of the world that you choose—although if you choose the United States it might be best to focus on a group of immigrants from another culture. I am particularly interested in hearing about examples from the Pacific, and in learning from them.

Assignments and Grading:
Select a country (or part of a country) and a community or group of residents. Compile an outline report on the country (or part of it), compile a brief library/community bibliography, compile a report on the libraries (or on one type of library, for example, public or university), and another report on the community or group. Finally analyze the access to information that the community or group receives, partially receives, or hardly receives at all from these services, and make recommendations for improvements in access that are politically and/or financially realistic. Possibilities could include:

- School libraries in South Africa (or part of South Africa, such as Johannesburg or the Eastern Cape) and primary school children
- University libraries in Vietnam (or part of Vietnam, such as Hanoi) and undergraduates
- Libraries in a small Pacific country such as Vanuatu and the country's population taken as a whole
- Public library services in the U.K. (or part of the U.K., such as London) and refugees and asylum seekers
- Public library services in the U.S. (or part of the U.S., such as Arizona) and illegal immigrants from across the border with Mexico

1. Outline report on a country (or region, or state, or city, with some country background) (basic factual information on population, type of government, standard of living, human rights, literacy level and standard of education and so on). This report is likely to be largely factual. Include your references, which should be listed in a consistent manner.

For this assignment electronic sources are likely to be most up-to-date, for example the Country Report series produced by the Economist Intelligence Unit, London. Intended primarily for the international business community, these provide useful political and economic analysis on nearly 200 countries. (They are accessible to University of Hawaii students—consult the library catalog). Sources such as the Central Intelligence Agency's *The World Factbook* (http://www.cia.gov/cia/publications/factbook/index.html) can also be consulted.

1000 words (15% of course grade)

2. Bibliography: approximately ten to twelve references about the libraries and the community or group, together with 500 words of explanation about their usefulness for your purposes. Provide full details and list the references in a consistent manner.

For this assignment you will need to conduct a literature search, and to find sufficient items in English or in another language with which you are familiar. Your references are likely to include print and Web items. The library references are likely to be articles in professional and scholarly journals, but some at least of the community references are likely to come from newspapers and other sources.

(15% of course grade)

3. Library report (number, age and size of libraries or type of library, quality and up-to-dateness of collections and computer facilities, education and training of staff, quality of service and so on). Include references, most of which are likely to come from the bibliography that you have compiled. This report is likely to be both factual and analytical (see under 5 for examples of what in this context is meant by analytical).

1000 words (15% of course grade)

4. Community or group of people report (size of the community, its place in society, its cultural background, familiarity or lack of familiarity with library service, attitude to information seeking and so on). Include references, many of which are likely to come from the bibliography that you have compiled. This report is likely to be both factual and analytical (see under 5 for examples of what in this context is meant by analytical).

Former South African president Nelson Mandela, for example, has explained that, like all Xhosa children, he acquired knowledge mainly through observation: "we were meant to learn through imitation and emulation, not through questions. When I first visited the homes of whites I was dumbfounded by the number and nature of questions that children asked their parents—and their parents' unfailing willingness to answer them. In my household, questions were considered a nuisance; adults imparted such information as they considered necessary" [Nelson Mandela, *Long Walk to Freedom* (London: Abacus, 1995), p. 13]).

1000 words (15% of course grade)

5. Access to information report. This will include points and examples from your earlier assignments, but the emphasis in this piece of work should be on analysis rather than on facts and description (see below). Include references, most of which are likely to come from the bibliography that you have compiled.

As an example of analysis, it would be factually correct to state that universities in Siberia have libraries, and to give the size of the collections, but it would be misleading not to add that the collections are closed access, and that the information technology facilities are basic. You would also need to go on and discuss what this implies for the students—if university students in Siberia are your chosen group—and to explain that closed access is part of the heritage of many libraries in Russia, and why. A Russian author might not think of mentioning closed access in an article, because to him or her that is the norm for a university library. Treat the literature you read and the websites you consult with caution: a range of sources and viewpoints is likely to give you a more balanced picture.

Similarly, it is a fact that a national public library service was set up in Tanzania in the 1960s, and that forty years later it has service points in a number of the main urban areas in the country. But you would need explain that rural dwellers—if rural dwellers in Tanzania are your chosen group—make up the bulk of the population, that they have virtually no access to this "public" library service, that even those urban dwellers who do have access now have to pay an annual subscription, and that the bulk of the collection comes in any case from Western donors such as Book Aid International. You would then need to analyze what this means for rural dwellers, and to suggest how their access to information might be improved.

Oral report: ten minutes, plus two to three minutes for questions (10% of course grade). Speak (rather than read) to your audience to make your presentation as engaging as possible, and use visual aids. Presentations will be arranged by alphabetical order of students' family names.

Written report: 2000 words (30% of course grade)

Grading Scale: 100-98 A+, 97-94 A, 93-90 A-; 89-87 B+, 86-83 B, 82-80 B-;

79-77 C+, 76-73 C, 72-70 C-; 69-67 D+, 66-63 D, 62-60 D-

Due Dates:

Outline report on a country (15% of course grade): Wednesday 26th July
Bibliography (15% of course grade): Friday 28th July
Library report (15% of course grade): Tuesday 1st August
Community report (15% of course grade): Friday 4th August
Access to information class presentation (10% of course grade): Tuesday 8th or Wednesday 9th August, depending on family name of student (presentations will take place in alphabetical order)
Access to information written report (30% of course grade): Wednesday 9th August

Participation Requirements: Class attendance and participation is a requirement.

Technology Requirements: Work should be word-processed.

Course Schedule (subject to modification):

Monday 24 July
Introduction and syllabus review
International and comparative librarianship: definitions, approaches, methodology
Sources of information (books, serials, websites, people) and their strengths and weaknesses

Group work on issues in development: why are education and libraries more developed in some parts of the world than in others, for example in Malaysia than in Afghanistan, in Kenya and Tanzania than in Mozambique, in Hawaii than in...

Reading: Gorman (2003), Richardson (2006)

Tuesday 25 July
Education and literacy: the historical impact of religion and missionaries on education and book development; education and advancement; literacy as empowerment

Group work: education as a way of escape from poverty and the hardships of rural life

Reading: Wedgeworth (2004), Etherington (2005), pp. 261-74

Wednesday 26 July
The politics of language: Russian in Eastern Europe; Spanish and Portuguese in Latin America; Malay in Malaysia, English in Singapore

Short voluntary presentations in class on the country on which you are working. These will not be formally assessed. Their purpose is to provide the class with an overview of everyone's topics. No more than five minutes per student. No visual aids necessary.

Due: Outline report on a country

Thursday 27 July
What people read and why: reading for information; reading to advance one's formal education; reading for recreation
Writers and publishers

Group work: reading in different cultures

Reading: Mulokozi (1999), Olden (1995), pp. 122-29.

Friday 28 July

The language of publication: the dominance of English in world publishing
Guest lecture: Dr Rebecca Knuth, "China's Cultural Revolution and Its Impact on Books and Libraries."

Due: Bibliography

Reading: Crystal (2003), (page reference to be supplied, but the equivalent of Chapter 1, Why a Global Language? pp. 1-23 in the 1st edition, 1997); Knuth (2003), pp. 165-98; Johnson (2005) (a contemporary account of the impact of strife on books and libraries: Iraq)

Monday 31 July
Case study: from oral to electronic communication: Somalis and the diaspora

Group work: service to disadvantaged immigrant communities

Reading: Olden (1999), Dali (2004)

Tuesday 1 August
Getting books and information to as many people as possible as quickly as possible in the Developing World: issues and problems. Case studies from Tanzania and elsewhere.

Group work: should developing countries aim to emulate western standards or not?

Due: Library report

Reading: Olden (2005a)

Wednesday 2 August
Freedom of Information internationally with particular reference to the Internet

Group work: Internet access in China and/or elsewhere

Reading:
http://www.ifla.org/faife/

Thursday 3 August
National library associations
The International Federation of Library Associations and Institutions

Group work: becoming active in professional associations at local, national and international levels

Reading:
http://www.ala.org/ala/irrt/irrt.htm
http://www.cilip.org.uk/specialinterestgroups/bysubject/international

http://www.consal.org.sg/
http://www.ifla.org/
Olden (2005b)

Friday 4 August
National and international donors and other organisations
Sustainable development
Guest lecture: to be arranged

Due: Community report

Reading: pages dealing with library and information development in the following websites:
http://www.carnegie.org/
http://www.gatesfoundation.org/default.htm
http://www.inasp.info/
http://www.library.uiuc.edu/mortenson/
http://www.sida.se/sida/jsp/sida.jsp?d=121&language=en_US
Rosenberg (1994), Mchombu (2004)

Monday 7 August
The library profession and professional education in different parts of the world

Group work: does education for library and information work in the U.S. need an international dimension, and if it does what form should it take?

Reading: Sturges (1998), pp. 104-13.

Tuesday 8 August
Radio, cinema and television

Due: Student presentations in class, to be continued on Wednesday 9 August (Access to information report)

Reading: Crystal (2003) (page references to be supplied, but the equivalent of the Broadcasting and Motion Pictures sections in Chapter 4 of the 1st edition, 1997)

Wednesday 9 August
Due: Student presentations in class, continued from Tuesday 8 August (Access to information report)

Due: Access to information written report

Thursday 10 August
The digital divide
Guest lecture: to be arranged

Reading: Gorman (2003), Johnson, Ariunna and Britz (2005), Papin-Ramcharan and Dawe (2006)

Friday 11 August
Working abroad: career possibilities, cultural issues

Reading: http://www.peacecorps.gov/

Reading

Reading in this course is for two purposes. There is the reading you will do to support and contribute to class topics, and there is reading to support your own particular assignment. There is an overlap between these, obviously, but each of you will need to conduct a literature search and come up with items specific to your own topic. I am available to advise on this, and to discuss your findings with you before you submit your assignments for grading. As you are likely to be working with a wide range of topics you will not be competing with each other for scarce resources.

It is not necessary to consult all the websites listed below, or to read all the books and articles. These are just a selection, but I hope that you will consult or read as many as possible. Many of the books and articles relate to the Developing World, and especially to Africa, a particular interest of mine for the last thirty years. A good introduction would be to start from a U.S. base and look up websites such as those of the Mortenson Center for International Library Programs at the University of Illinois, the Carnegie Corporation of New York, and the Gates Foundation, and learn about their international library activities.

Websites
Book Aid International: http://www.bookaid.org/cms.cgi/site/index.htm

Carnegie Corporation of New York: http://www.carnegie.org/

Bill & Melinda Gates Foundation: http://www.gatesfoundation.org/default.htm

International Federation of Library Associations and Institutions: http://www.ifla.org/

IFLA Committee on Free Access to Information and Freedom of Information (FAIFE)
http://www.ifla.org/faife/

International Library and Information Group, Chartered Institute of Library and Information Professionals:
http://www.cilip.org.uk/specialinterestgroups/bysubject/international

International Network for the Availability of Scientific Publications (INASP):
http://www.inasp.info/

International Relations Round Table, American Library Association: http://www.ala.org/ala/irrt/irrt.htm

Mortenson Center for International Library Programs, University of Illinois At Urbana-Champaign: http://www.library.uiuc.edu/mortenson/

Peace Corps: http://www.peacecorps.gov/

Books and Articles

Crystal, David. *English as a Global Language*. 2nd ed. Cambridge: Cambridge University Press, 2003. (In part—page references to be supplied). On reserve.

Dali, Keren. "Reading by Russian-Speaking Imigrants in Toronto: Use of Public Libraries, Bookstores, and Home Book Collections." *The International Information & Library Review* 36 (2004): 341-66.

Etherington, Norman. "Education and Medicine." In *Missions and Empire*, ed. Norman Etherington, 261-84. Oxford: Oxford University Press, 2005. (The Education section of this chapter only, pp. 261-74). On reserve.

Gorman, Gary E. "Sustainable Development and Information Literacy: IFLA Priorities in Asia and Oceania." *IFLA Journal* 29 (2003): 288-94.

Johnson, C.A., Ariunna, L., and J.J. Britz. "Constructing the Pillars of a Knowledge Society: The Challenge of Providing Access to ICTs in Rural Mongolia." *Libri* 55 (2005): 216-24.

Johnson, Ian M. "The Impact on Libraries and Archives in Iraq of War and Looting in 2003—A Preliminary Assessment of the Damage and Subsequent Reconstruction Efforts." *The International Information & Library Review* 37 (2005): 209-71. http://www.elsevier.com/authored_subject_sections/S06/S06_347/misc/iilr_iraq_lib.pdf

Knuth, Rebecca. *Libricide: The Regime-Sponsored Destruction of Books and Libraries in the Twentieth Century*. Westport, CT: Praeger, 2003. (Chapter 7, pp. 165-98). On reserve.

Mulokozi, M.M. "The Experience of Being a Writer in Tanzania." In *The African Writer's Handbook*, ed. James Gibbs and Jack Mapanje, 22-27. Oxford: African Books Collective, 1999.

Mchombu, Kingo J. *Sharing Knowledge for Community Development and Transformation: A Handbook*. 2nd ed. Ottawa: Oxfam Canada, 2004. http://www.oxfam.ca/publications/downloads/Sharing%20Knowledge%202%20Inside%20Pages.pdf

Olden, Anthony. "'For Poor Nations a Library Service Is Vital': Establishing a National Public Library Service in Tanzania in the 1960s." *The Library Quarterly* 75 (2005a):

421-45.
http://www.journals.uchicago.edu/LQ/journal/issues/v75n4/750402/750402.web.pdf

Olden, Anthony. "Library Associations in Africa: Past and Present." *Innovation* no. 31 (2005b): 1-8.

Olden, Anthony. "Reconstructing Somaliland: How Education, Books and Libraries Are Returning to a Part of Somalia Devastated in the Civil War." *Library Association Record* 103 (2001): 688-89.

Olden, Anthony. "Somali Refugees in London: Oral Culture in a Western Information Environment." *Libri* 49 (1999): 212-24.

Olden, Anthony. *Libraries in Africa: Pioneers, Policies, Problems.* Lanham, Md.: Scarecrow Press, 1995. (Chapter 9 in part, pp. 122-29). On reserve.

Papin-Ramcharan, Jennifer, and Richard A. Dawe. "Confronting the Cost of Information for a Research Library in the Developing World—The University of the West Indies, Trinidad and Tobago's Experience." *The International Information & Library Review* 38 (2006): 15-24.

Richardson, John V., Jr. "The Library and Information Economy in Turkmenistan." *IFLA Journal* 32 (2006): 131-39.

Rosenberg, Diana. "Can Libraries in Africa Ever Be Sustainable?" *Information Development* 10 (1994): 247-51.

Sturges, Paul, and Richard Neill. *The Quiet Struggle: Libraries and Information for Africa.* 2nd ed. London: Mansell, 1998. (Chapter 3 in part, pp. 104-13). On reserve.
http://www-staff.lboro.ac.uk/%7Elsrps/Quiet%20Struggle%20E-Book/The%20Quiet%20Struggle%20Small%20Version/The%20Quiet%20Struggle%20PDF/The%20Quiet%20Struggle%20Electronic%20Edition%202.pdf

Wedgeworth, Robert. "The Literacy Challenge." *IFLA Journal* 30 (2004): 14-18.