

INLS 551: History of Libraries and Other Information-Related Cultural Institutions
Fall 2014 – MW, 9:30-10:45 AM. Manning, 214

INSTRUCTOR

Ericka Patillo, Lecturer. patillo@unc.edu.

Office hours: Tuesdays, 11 AM-12 PM, and by appointment, in Manning, rm 306

Course Description: The history of cultural institutions related to information from earliest times to the present day. Includes specific institutions, trends in service and facilities, and individuals important in the development of these institutions.

This semester we will focus on the historical development of American librarianship, with special reference to the relationship of library institutions to their contemporary social, economic, cultural and political environments.

Key topics and themes:

- Intertwined development of different types of American library organizations, such as public libraries, school libraries or media centers, academic libraries, archives, and special or corporate libraries.
- Differing attention of libraries and librarians to various American social groups over time, as defined by age/maturity, gender/sexuality, race/ethnicity, occupation/employment, class/wealth, or education/training.
- Development of librarianship as a profession, including social, functional, technological, and gender divisions of labor.
- Evolution of technologies and techniques for information management within libraries and outside of libraries, from cataloging systems and publishing processes to desktop computers and internet-worked telecommunications.
- Relationship of librarianship to other social, cultural, and political-economic processes, especially in the areas of intellectual freedom, social control and censorship, cultural pluralism, democratic principles, lifelong education, and the "free marketplace of ideas."

Each class will be structured through a mix of lecture and discussion, with some components led by the professor and some portions the responsibility of students.

Texts

Articles are available in the Sakai Resources folder.

Books to be purchased are available in Student Stores (or from the online vendor of your choice). Each one is likely under \$25.

1. Dee Garrison, *Apostles of Culture: The Public Librarian and American Society, 1876-1920*, updated edition (Madison: UW Press, 2003). First published in 1979 and recently revised, "it remains the most recent — and most cited — interpretation of the public library's past, a landmark in the history, and the historiography, of libraries and librarianship." [from the foreward]
2. Louise Robbins, *The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library* (University of Oklahoma Press, 2001). In 1950 Ruth W. Brown, librarian at the Bartlesville Public Library, was dismissed from her job after thirty years of exemplary service, ostensibly because she had circulated subversive materials. In truth, however, Brown was fired because she was active in a group affiliated with the Congress of Racial Equality. This episode in a small Oklahoma town almost a half-century ago is more than a disturbing local event. It exemplifies the strange period of the Cold War known as the McCarthy era, foregrounding those who labored for racial justice, sometimes at great cost, before the civil rights movement. The fundamental issues of the Brown case make it especially pertinent today, when differences--in race, gender, class, and national origin--are again feared, and as challenges to materials in library collections again escalate. Ruth Brown's story helps us understand the matrix of personal, community, state, and national forces that can lead to censorship, intolerance, and the suppression of individual rights. [from the publisher]
3. Juris Dilevko, *The Politics of Professionalism*
4. Alberto Manguel, *The Library at Night*

Assignments	Brief Description	Due Date	% of grade
Attendance and class participation	Some absences are inevitable, but please make sure that when you come to class, you come to participate rather than simply to listen. If you can, inform the instructor in advance when you need to miss a class. In any case, you will always be expected to keep up with each week's readings.	Ongoing	20
Leading of reading and context discussion	<p>Lead one class-period discussion around a particular time period. Students should seek out both secondary and primary-source contextual information on the state of librarianship during this time period, from the New York Times historical archive, back issues of the Library Journal, the Bowker Annual, or some other readily-available source.</p> <p>Lead one class-period discussion focused on that week's readings. This involves writing up a list of several possible discussion topics or questions, with about a paragraph of elaboration on each, to be posted on the main Sakai forum at least 24 hours before class. (This can be drawn directly from the reactions you post to your individual Sakai blogs that week.) All other students not presenting should feel free to post reactions as "comments" on the main Sakai forum.</p>	Depends on your topic or context assignment	10

Contribution to library history topic in Wikipedia	This assignment will be further discussed in class.		10
Reactions to weekly articles	Each student will create a blog in Sakai and post a substantive (250 word minimum) reaction to each article on their blog, as a sort of reader's diary. These reactions will be viewable by other students so please write with clarity and civility.	Each week, BEFORE class starts	20
Critiques of the four books	On weeks when we read books rather than articles, each student must post a 750-word (three-page, double-spaced) summary/critique of each of the four books we read in class to their diary blog. Do not simply write a "book review" encapsulating the topic of the book; write a critical review in which you suggest what is most valuable about the author's story/argument, as well as anything that is unclear, unconvincing, or left for further study. These reviews are meant to help students organize their thoughts in advance of class discussion, and to be a document that students can refer to in future classes where these books might be useful.		20
Final analytic book review	Each student must write a 2000-word (eight-page, double-spaced) typed analytical review of a library or information studies book, relating the arguments of the text to the historical themes of the class (citing specific class readings and discussions to support your analysis). Please note: The book doesn't have to be a "library history" -- you can apply the themes of the class to any kind of serious book.	Dec. 12, 8 AM	20

Failure to complete any of the work will result in a zero for that assignment.

Final course grade will be assigned according to the following scale:

All grades are in accord with UNC University policy*:

A - Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he or she may be strongly encouraged to continue.

B - Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C - A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D - A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F - For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

*These definitions are from:

<http://www.unc.edu/faculty/faccoun/reports/2000-01/R2001GradingStandardsAddendum.htm>

For participation

A = Presence with pizzazz. You attend regularly and frequently have thoughtful things to say.

B = Presence with a pulse. You attend regularly and speak often (and on topic).

C = Presence period. You attend regularly but rarely speak.

D = Dubious participation. You attend sporadically and do not contribute.

F = No participation. You have exceeded the maximum number of allowed unexcused absences: 3 consecutive class sessions, or 6 class sessions in total throughout the semester (see the Class Attendance Policy section of the Undergraduate Bulletin).

EXPECTATIONS OF PROFESSIONALISM

Ethics

You are expected to abide by the Honor Code of the University, and violations are subject to severe penalties. See <http://honor.unc.edu> for details.

Study groups are encouraged, but all formal written assignments must be your individual work.

Model these behaviors

Attendance is expected, but also be intellectually present (not just in body)

Arrive on time for class

Display preparedness for class by completing reading assignments

Respect yourself, classmates and the instructor

Take responsibility for your own learning

Participate! (Involve yourself in the subject in your own way – don't tune out)

Avoid these disruptive behaviors

Cellphones are disruptive - put them on "silent" while in class

Laptops and smartphones can be disruptive; while in class, use them to supplement your learning, not to distract you from learning

Avoid side conversations

Due dates

All work is due at class time on the day assigned unless an extension is arranged in consultation with the instructor before that date. PAPERS AND MAJOR ASSIGNMENTS TURNED IN LATE WITHOUT PRIOR PERMISSION WILL AUTOMATICALLY RECEIVE A LOWERED GRADE.

If you miss a class, it is your responsibility to obtain materials and information covered during your absence. Exchange contact information with a colleague in the course who can provide assistance.

Statement Regarding Disability-Related Accommodations

If you feel you may need an accommodation based on the impact of a disability, please contact us privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Diversity Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

Ensure inclusive leadership, policies and practices;

Integrate diversity into the curriculum and research;

Foster a mutually respectful intellectual environment in which diverse opinions are valued;

Recruit traditionally underrepresented groups of students, faculty and staff; and

Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

In addition, Professor Patillo is a Safe Zone Ally. The Safe Zone program is a symbol of this University's commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.

Communicating with the instructor:

Sending a message via Sakai is preferred; even then do not expect an immediate response. I will do my best to get back to you within 48 hours, but you should plan for longer.

Sometimes the fastest, most effective way to reach me is to simply come by my office.

Schedule – subject to change!

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
#1. Aug. 20	Intro & overview		
#2.	What is library	<ul style="list-style-type: none">Gracy, DB (2007), "The History of the Library in Western Civilization: a	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
Aug. 25	history?	<p>review essay" Libraries & the Cultural Record, 42(4), p. 438-444</p> <ul style="list-style-type: none"> • Black, "Information Modernity: The History of Information and the Eclipse of Library History" Library History, (14), May 1998, p.39-45 • Davis and Aho, "Whither Library History? A critical Essay on Black's Model for the Future of Library History" Library History (17), March 2001, p. 21-37 • Black, "A response to 'Whither Library History?'" Library History, (17), March 2001, p. 37-39 • Shiflett, Orvin Lee. "Clio's Claim: The Role of Historical Research in Library and Information Science" in Library Trends, 1984, pp. 385-406. 	
#3. Aug. 27	Public library origins	CONTEXT – Student 1 presents primary and secondary source contextual information on 1850-1876.	
#4. Sept. 3	Origins (con't)	<p>READINGS – Student 2 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> • J.P. Quincy, "Free libraries," in United States Department of the Interior, Bureau of Education, Public libraries in the United States of America: Their history, condition and management, 2 vols. (Washington, DC: US GPO, 1876), 389-402. • Jesse Shera, "Causal factors in public library development," in Jesse Shera, Foundations of the public library (Chicago: University of Chicago Press, 1949), 200-244. • Robert V. Williams, "The public library as the dependent variable: Historically oriented theories and hypotheses of public library 	

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		development,” <i>Journal of Library History</i> 16:2 (1981), 329-341.	
#5. Sept. 8	Public library purposes	CONTEXT – Student 2 presents primary and secondary source contextual information on 1876-1900.	
#6. Sept. 10	Purposes (con’t)	<p>READINGS - Student 3 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> • F. B. Perkins, “How to make town libraries successful,” in United States Department of the Interior, Bureau of Education, <i>Public libraries in the United States of America: Their history, condition and management</i>, 2 vols. (Washington, DC: US GPO, 1876), 419-430. • Sidney Ditzion, “The humanitarian idea” and “Conclusions” from <i>Arsenals of a democratic culture: A social history of the American public library movement in New England and the Middle States from 1850-1900</i> (Chicago: ALA, 1947), 97-109, 190-193. • Michael H. Harris, “The purpose of the American library: A revisionist interpretation of history,” <i>Library Journal</i> (15 Sep 1973), 2509-2514. • Phyllis Dain, “Ambivalence and paradox: The social bonds of the public library,” <i>Library Journal</i> 100 (1975), 261-266. • Elaine Fain, “Manners and morals in the public library: A glance at some new history [with commentary by Michael Harris and Dee Garrison],” <i>Journal of Library History</i> 10:2 (1975), 99-116. 	
#7. Sept. 15	Professionalism and feminization	<p>READINGS - Instructor presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> • Dee Garrison, <i>Apostles of Culture: The Public Librarian and American</i> 	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
		<i>Society, 1876-1920, updated edition (Madison: UW Press, 2003)</i>	
#8. Sept. 17	Urbanization and immigration	CONTEXT - Student 3 presents primary and secondary source contextual information on 1900-1935.	
#9. Sept. 22	Urbanization and immigration (con't)	<p>READINGS - Student 4 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> • Elaine Fain, "Books for new citizens: Public libraries and Americanization programs, 1900-1925," in Ralph M. Aderman, ed., <i>The quest for social justice: The Morris Fromkin Memorial Lectures, 1970-1980</i> (Madison: University of Wisconsin, 1983), 255-276. • Christine Pawley, "Advocate for access: Lutie Stearns and the traveling libraries of the Wisconsin Free Library Commission, 1895-1914," <i>Libraries & Culture</i> 35:3 (Summer 2000), 434-. • Redmond Kathleen Molz and Phyllis Dain, "The mission: Consensus and contradiction," in <i>Civic space / cyberspace</i> (MIT Press, 1999), 11-44. 	
#10. Sept. 24		<p>READINGS - Instructor presents readings and leads discussion; others post reactions to blog before class.</p> <p>Juris Dilevko. <i>The Politics of Professionalism</i>.</p>	
#11. Sept.	Libraries and war	CONTEXT - Student 4 presents primary and secondary source contextual information on 1935-1950.	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
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#12. Oct. 1	Libraries and war (con't)	<p>READINGS - Student 5 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> Wayne A. Wiegand, "In service to state: Wisconsin public libraries during World War I," Wisconsin Magazine of History 72 (Spring 1989), 199-224. Patti Clayton Becker, "'To meet the needs of a nation at war': Libraries respond," Books and libraries in American society during World War II: Weapons in the war of ideas (Routledge, 2005), 71-97. Patti Clayton Becker, "In time of war," American Libraries (May 2003), 54-57. Rebecca Knuth, "Errors of omission and cultural destruction in Iraq, 2003," in Burning books and leveling libraries: Extremist violence and cultural destruction (Westport, CT: Praeger, 2006), 201-221. 	
#13. Oct. 6	Library assessments and futures	CONTEXT - Student 5 presents primary and secondary source contextual information on 1950-1960.	
#14. Oct. 8	Assessments and futures (con't)	<p>READINGS - Student 6 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> Robert D. Leigh, "The Public Library Inquiry" and "The direction of development," in Robert D. Leigh, The public library in the United States [main report of the Public Library Inquiry] (New York: Columbia University Press, 1950), 3-11, 222-246. Vannevar Bush, "As we may think," Atlantic (1945). Katherine Pennavaria, "Representation of books and libraries in 	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
		<p>depictions of the future," <i>Libraries & Culture</i> 37:3 (Summer 2002), 229-248.</p> <ul style="list-style-type: none"> Gregg Sapp, "Introduction: Early visions of future librarianship," in <i>A brief history of the future of libraries: An annotated bibliography</i> (Lanham, MD: Scarecrow Press, 2002). 	
#15. Oct. 13			
#16. Oct. 15	MIDTERM		Post to the Sakai forum the title of the book you will read for your final book review
#17. Oct. 20	Censorship & civil rights	<p>READINGS - Instructor presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> Louise Robbins, <i>The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library</i> (University of Oklahoma Press, 2001). 	
#18. Oct. 22	Discrimination & Diversity	CONTEXT - Student 6 presents primary and secondary source contextual information on 1960-1968.	
#19. Oct. 27		READINGS - Student 7 presents readings and leads discussion; others post reactions to blog before class.	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
	Diversity (con't)	<ul style="list-style-type: none"> Nelson R. Beck, "The use of library and educational facilities by Russian-Jewish immigrants in New York City, 1880-1914: The impact of culture," <i>Journal of Library History</i> 12:2 (1977), 128-149. John D. Berry, "White privilege in library land," <i>The whole library handbook</i> 4 (2004), 76-78. Cheryl Knott Malone, "Toward a multicultural American public library history," <i>Libraries & Culture</i>, 35:1 (2000), 77-89. Klaus Musmann, "The ugly side of librarianship: Segregation in library services from 1900 to 1950," in John M. Tucker, ed., <i>Untold stories: Civil rights, libraries and black librarianship</i> (Urbana: University of Illinois, 1998), 78-92. Ethelene Whitmire, "Breaking the color barrier: Regina Andrews and the New York Public Library," <i>Libraries & the Cultural Record</i> 42:4 (2007), 409-421. Barbara Gittings, "Gays in library land: The Gay and Lesbian Task Force of the American Library Association," in James V. Carmichael, Jr., <i>Daring To Find Our Names: The Search for Lesbian Gay Library History</i> (Westport, CT: Greenwood Press, 1998), 81-94. 	
#20. Oct. 29	Social justice and public interest	CONTEXT - Student 7 presents primary and secondary source contextual information on 1968-1975.	
#21. Nov. 3		READINGS - Student 8 presents readings and leads discussion; others post reactions to blog before class.	

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	Social justice (con't)	<ul style="list-style-type: none"> Ewald B. Nyquist, "Poverty, prejudice, and the public library," <i>Library Quarterly</i> (1968), 78-89. Sanford Berman, "Libraries to the people!" in Celeste West, ed., <i>Revolting librarians</i> (San Francisco, CA: Booklegger Press, 1972), 51-57. Toni Samek, "Introduction," <i>Intellectual freedom and social responsibility in American librarianship, 1967-1974</i> (Jefferson, NC: McFarland, 2001). Laura J. Miller, "Shopping for community: The transformation of the bookstore into a vital community institution," <i>Media, Culture & Society</i> 21 (1999), 385-407. John E. Buschman, "On customer-driven librarianship," in <i>Dismantling the public sphere: Situating and sustaining librarianship in the age of the new public policy</i> (Westport, CT: Libraries Unlimited, 2003). 	
#22. Nov. 5	The automated library	CONTEXT - Student 8 presents primary and secondary source contextual information on 1975-1990.	
#23. Nov. 10	The automated library (con't)	<p>READINGS - Student 9 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> W. Boyd Rayward, "A history of computer applications in libraries: Prolegomena," <i>IEEE Annals of the History of Computing</i> (Apr-Jun 2002), 4-15. Greg Downey, "The librarian and the Univac: Automation and labor at the 1962 Seattle World's Fair" in C. McKercher and V. Mosco, eds., <i>Knowledge workers in the information age</i> (Lanham, MD: Lexington 	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
		<p>Books, 2007).</p> <ul style="list-style-type: none"> • F.W. Lancaster, "Whither libraries? Or, wither libraries," College and Research Libraries (1978), 345-357. • Clifford Lynch, "From automation to transformation: Forty years of libraries and information technology in higher education," Educause Review (Jan/Feb 2000), 60-68. • Deanna Marcum, "Automating the library: The Council on Library Resources," IEEE Annals of the History of Computing (Jul-Sep 2002), 2-12. 	
#24. Nov. 12	The digital library	CONTEXT - Student 9 presents primary and secondary source contextual information on 1990-present.	
#25. Nov. 17	The digital library (con't)	<p>READINGS - Student 1 presents readings and leads discussion; others post reactions to blog before class.</p> <ul style="list-style-type: none"> • Alex Wright, "The web that wasn't," in Glut: Mastering information through the ages (Joseph Henry Press, 2007), 183-229. • George D'Elia, Corinne Jorgensen, Joseph Woelfel, and Eleanor Jo Rodger, "The impact of the Internet on public library use: An analysis of the current consumer market for library and Internet services," Journal of the American Society for Information Science and Technology 53:10 (2002), 802-820. • Katie Hafner, "At Harvard, a man, a plan, and a scanner," New York Times (21 Nov 2005). • Anthony Grafton, "Future reading: Digitization and its discontents," The 	

Class # and Date	Topic of Lecture & Discussion	Required Materials: Review BEFORE class	Due Dates
		<p>New Yorker (05 Nov 2007).</p> <ul style="list-style-type: none"> Bernard Frischer, "The ultimate internet cafe: Reflections of a practicing digital humanist about designing a future for the research library in the digital age," in Council on Library and Information Resources, Library as place: Rethinking roles, rethinking space (2005), 41-55. 	
#26. Nov. 19		<p>READINGS - Instructor presents readings and leads discussion; others should post reactions to blog before class.</p> <p>Alberto Manguel. The Library at Night</p>	
#27. Nov. 24	Presentations	Students talk about the final books they are reviewing	
#28. Dec. 1	Presentations	Students talk about the final books they are reviewing	
Dec. 12, 8 AM	Final Exam		

