

## **INLS 843 SEMINAR IN PUBLIC LIBRARIES (3 credit hours)**

Spring Semester 2018, Wednesdays 12:20-3:05, Room 303 Manning Hall

Instructor: Mary Grace Flaherty

Office Phone: 962-5982; Email: [mgflahe@email.unc.edu](mailto:mgflahe@email.unc.edu)

Office hours: by appointment, 204 Manning Hall

### Course Description:

In this seminar, we will explore public libraries:

- In their historical context
- As social institutions and community spaces
- Services and management
- Current topics, challenges and opportunities

### Course Objectives:

By the end of the course, it is expected that students will:

- Have a general understanding of public libraries' history and current function in society.
- Be able to identify and respond to professional challenges in the public library setting.
- Reflect upon their attitudes and practices in order to assess their performance as developing information professionals.

### Course Requirements

#### Required Text:

De la Peña McCook, K. (2017). *Introduction to public librarianship*. (3rd ed.). New York, NY: Neal-Schuman Publishers.

Other course materials will be accessible through the UNC Libraries course reserves system and/or through Sakai. Additional readings will be added throughout the semester.

| <b>Session Number<br/>Date</b>  | <b>Topic</b>  | <b>Readings</b>  |
|---------------------------------|---|--|
| Session 1<br><i>January 10</i>  | Introduction and course overview; planning                            | Review of syllabus<br>Selection of topics                              |
| Session 2<br><i>January 17</i>  | The history of public libraries: from their origins through 1918      | Chapter 1 in text<br>Chapter 2 pp. 23-37<br>See Sakai                  |
| Session 3<br><i>January 24</i>  | Public Libraries: 1918-present  | Chapter 2 pp. 37-43<br>Chapter 3 in text<br>See Sakai                  |
| Session 4<br><i>January 31</i>  | Data and statistics, planning, accountability in public libraries     | Chapter 4 in text<br>See Sakai<br>Pew research surveys                 |
| Session 5<br><i>February 7</i>  | Organization, law & advocacy, funding & policies                      | Chapter 5 in text<br>See Sakai   |
| Session 6<br><i>February 14</i> | Structure & infrastructure of public libraries                        | Chapter 7 in text  |
| Session 7<br><i>February 21</i> | Administration & staffing   | Chapter 6 in text  |
| Session 8<br><i>February 28</i> | Interconnective nature of the public library                          | Chapter 10 in text<br>See Sakai  |
| Session 9<br><i>March 7</i>     | Historical perception & stereotype of Public Librarian                | Vonnegut (2004)<br>See Sakai   |
| <i>March 14</i>                 | <i>Spring Break</i>   | <i>Visit a public library ☺</i>  |
| <i>March 21</i>                 | <i>No class – PLA Bi-Annual</i>                                       | <i>Visit another public library</i>                                    |
| Session 10<br><i>March 28</i>   | Adult Services  | Chapter 9 in text<br>See Sakai   |
| Session 11<br><i>April 4</i>    | Youth Services  | Chapter 8 in text<br>See Sakai   |
| Session 12 –<br><i>April 11</i> | Global perspective and future challenges                              | Chapter 12 in text<br>Sherman (2013)<br>See Sakai                      |
| Session 13 –<br><i>April 18</i> | Technology and public libraries                                       | Chapter 11 in text   |
| Session 14 –<br><i>April 25</i> | What's happening in PL's in NC. Wrap-up; final thoughts & reflections | <i>Outreach - Student presentations</i><br><i>Written due 4/29 4PM</i> |

**Session numbers that are in bold will be topics for student sessions.**

Additional Readings are available in Sakai, under Resources in the folder for the corresponding week.

**Assignments:**

Class session: each student will lead one half of one class session. They will be responsible for selecting the appropriate reading(s) to complement the text content and for creating an in-class exercise (e.g. case study, discussion) to exemplify and/or illustrate the weekly topic. Plans for the session must be reviewed by the professor in advance and approved at least one week before the session is scheduled to take place.

Outreach to public library: each student will select a N.C. public library (excluding Chapel Hill) and interview the library director to determine an area of need (e.g. funding for adult programs, new teen resources, etc.). The student will identify a funding source or a resource that could help to address/fulfill the need. Written component: a one page summary of the interview and one page summary of the need and proposed resource (single-spaced). Students will also give a brief presentation of their proposals in class during the final class session.

Grading:

Class session – 35%

Outreach to public library – 30%

Class Participation – 35%

Based on the UNC Registrar Policy for courses

(<http://regweb.unc.edu/resources/rpm24.php>) semester grades will be H, P, L or F for graduate students. Grades for individual assignments will be based on points obtained on each assignment, weighted by percentages listed above, to calculate final grades. Numerical grades for the course as a whole will roughly translate into the following letter grades:

96.0-100% = H (High Pass)

80.0-95.9% = P (Pass)

65.0-79.9% = L (Low Pass)

< 64.9% = F (Fail)

If you have any questions or concerns about any issues at any time, please feel free to discuss with me.

Students at the School of Information and Library Science are expected to follow the University of North Carolina at Chapel Hill Honor Code. Essentially, the Honor Code states that all students shall “refrain from lying, cheating, and stealing... all students are

expected to actively support and protect the ideals of the Honor System at Carolina. These responsibilities must not only be met, but exceeded, for Carolina's Honor System to continue to thrive." For more information, see: <http://honor.unc.edu/>. For all assignments, students are required to submit original work and to give credit through citation to any sources/resources they used.

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or [disabilityservices@unc.edu](mailto: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
- 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.

*January 2018*