

**Fall 2023**

**INLS 551-01: HISTORY OF LIBRARIES AND OTHER  
INFORMATION-RELATED CULTURAL INSTITUTIONS  
Manning 001, Tuesday & Thursdays from 5:45-7:00 PM EST**

UNC School of Information and Library Sciences (<https://sils.unc.edu>)

## INSTRUCTOR INFORMATION

### Instructor

- Joseph Winberry, Ph.D. (He/Him)
- [Jwinber@unc.edu](mailto:Jwinber@unc.edu) (Preferred Contact Method)
- 919-843-9378
- Office: Manning 200
- Office Hours: Thursdays, 2-3 PM EST (and by appointment)



### Welcome Statement

To paraphrase [Dr. Kathryn La Barre](#), *without a common history we have no identity*. But the history of libraries is anything but a common one. This class will help provide an overview of that history and encourage you to embrace the identity that we share as library and information professionals. If the learning goals are our destination, then the syllabus is our map to getting there. Read on and reach out with any questions or observations you wish to share. I am looking forward to an exciting and insightful semester with you!

## COURSE INFORMATION

### Course Catalog 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.

### Learning Goals

Students who actively engaged with this course should at its conclusion be able to:

- Understand and explain broad overview of the history of libraries in the United States
- Write professionally across various formats
- Demonstrate instructional skills relevant to public-educating information organizations
- Critically evaluate text and audio products for strengths and areas of improvement
- Conceptualize, plan, record, and edit a podcast

## COURSE MATERIALS AND RESOURCES

Rather than require a standard textbook, this class requires 4 narrative books which emphasis important people, moments, and places in library history. The three core books are shown below and available for purchase (if preferred) through the UNC bookstore or a vendor of your choice.

1. Battles, M. (2015). *Library: An unquiet history*. New York: WW Norton & Company. 978-0393351453. (2003 version works also and is on 2-hour reserve in Davis Library)
2. Wiegand, W. A. (2017). *Part of our lives: A people's history of the American public library*. New York: Oxford University Press. 978-0190660291. (E-Book available through University Libraries)
3. Chancellor, R. L. (2022). *EJ Josey: Transformational leader of the modern library profession*. Lanham, Maryland: Rowman & Littlefield Publishers. 978-1538158913. (E-Book available through University Libraries)

In addition to these specific texts, you will be required to identify another book to read and present in a class assignment (podcast). This text must be approved by the instructor; this assignment will be discussed in greater detail in a future class.

Additional required readings will be assigned throughout the semester; they will be posted as PDFs to the weekly modules in Canvas. You can also flex your library skills and search for many of the readings through the University Libraries.

In addition to these course materials, there are various resources at UNC Chapel Hill which can help you obtain holistic success while in this and other classes. Select resources include:

- [The Graduate School C.H.A.R.T Guide](#)
- [University Libraries](#)
- [Information Technology Services](#)
- [Learning Center](#)
- [Writing Center](#)
- [Accessibility Resources & Service](#)
- [Campus Health](#)
- [Carolina Cupboard Community Food Pantry](#)

## COURSE POLICIES

### **A Note on Learning (and Teaching) History**

We are living in an era of fraught politicalization in which everything including—and perhaps especially—history is often viewed through a particular ideological lens. These sharp disagreements shape not only what we believe is true in the telling of our history, but also what and whose history should be told. In this class you may be challenged (and challenge others) in reading, interpreting, and discussing history. There is nothing wrong with disagreeing with or triangulating what you are taught in this class with other resources. However, I expect all of us (me included) to engage respectfully and in good faith with course materials and one another. Our discussions and submissions should be conducted in line with the SILS Diversity Statement and University Honor Code (both of which are discussed later in this syllabus).

## **Email and Canvas**

Class-related communication occurring outside of the classroom will be conducted via email or Canvas.

The instructor is required to email you through your **UNC email address**. If you prefer to use another email address, consult [ITS](#) about the possibility of forwarding your UNC email to your preferred address if you do not wish to check both accounts.

It is the student's responsibility to ensure that any time sensitive email is read and acted upon. Do not hesitate to email us with updates, concerns, or (after reviewing the syllabus) questions. When emailing, include "INLS 551" in the subject line to ensure my fastest response. If you have an **urgent problem**, you can be emphatic in the subject line. You are also welcome to flag the message (e.g., red flag for "urgent"). In most situations I will typically respond within 24 hours, to emails received Monday-Friday. Emails sent Friday-Sunday may not be answered until Monday.

The course will utilize the Canvas learning management system. You may also receive individual, group, or class-level communications from me through Canvas. My preference in communication is for you to email me as I will not be as fast to respond to Canvas messages as I would emails. It is the student's responsibility to regularly check Canvas and engage with course materials or communications. Contact [ITS](#) if experiencing issues with Canvas or other course technology.

## **Instructor Office Hours**

I maintain office hours every Thursday during the semester. Office hours will usually be held in person in my office (Manning 200) but may occasionally need to be held via Zoom. In addition, I will be attending conferences twice during the semester and may not be available to Zoom during those weeks. If I need to make any changes to office hours' time or location, I will let you know in advance via the syllabus calendar or through a Canvas announcement. If you are unable to meet during my regularly scheduled office hours, please email me and we will find a mutually beneficial time to meet on campus or via Zoom.

## **Technology in the Classroom**

Technology that may complement student learning such as laptops, cell phones, and tablets are welcome in the classroom. Any technology use should be done in accordance with university policies. If these devices become a distraction for the student or their classmates, I reserve the right to enforce individual, group, or class bans of the distracting technologies.

## **Course Attendance and Participation**

This course is generally delivered in-person in Manning Hall. As such, students should make the necessary arrangements to ensure they are in the classroom by the start of class. Attending and engaging with the instructor and fellow students is as essential to your success as completing individual readings and assignments. Therefore, attendance and participation are mandatory. Absent an emergency, students should contact the instructor by email to inform them ahead of time of any expected absences. In the case of excused or unexcused absences, it is the responsibility of each student to obtain information and complete any activities missed due to an

absence by contacting a fellow student or the instructor. Chronic attendance and participation issues could affect your final score in the class.

Beyond being in class on time having completed the weekly readings, students should be prepared to engage meaningfully and collegially with the instructor and fellow students. Participation also includes completing assignments in accordance with the deadline established by the instructor. If you do not have a reasonable excuse for missing class or assignment deadlines, you can expect to lose a letter grade from assignments for each day you are late.

Examples of reasonable excuses for failing to complete weekly activities and/or assignments on time include: 1) illness; 2) family emergencies; 3) special curricular activities or job requirements; 4) participation in official university activities such as music performances; 5) military obligation, 6) religious holidays; and 7) court imposed legal obligations (e.g., jury duty, subpoena). Email the instructor if you expect to be delayed in completing the class content for the week or as soon as is reasonable after an emergency has taken place (Please do not email me—as a past student did—immediately after being in a car accident. Class is important but not that important.). We can develop a plan for class success despite setbacks—but only if you communicate!

If I have to cancel a class, I will let you know by email or Canvas what materials or assignments (if any) for the week you should still complete. If the university has cancelled class on Tuesday or Thursday afternoons due to inclement weather or an emergency, this information will be shared via [Alert Carolina](#). you will receive an extension for engaging course materials or meeting assignment deadlines until the next regularly scheduled class.

### **Plagiarism**

The UNC Instrument of Student Judicial Governance defines “plagiarism” as the *deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise*. Plagiarism will not be tolerated in my classroom. Students should expect that each assignment submitted is checked for plagiarism; students who submit plagiarized work will receive zeros on those assignments. Ignorance of what plagiarism is and what it looks like will not be an acceptable excuse. If you have any questions about plagiarism, please review this [tutorial](#) and then contact me with any remaining questions.

### **Artificial Intelligence**

Use of generative AI in your coursework is based on the following principles:

1. *AI should help you think. Not think for you.*

Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

2. *Engage with AI Responsibly and Ethically.*

Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property

rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.

*3. You are 100% responsible for your final product.*

You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

*4. The use of AI must be open and documented.*

The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

*5. These guidelines are in effect unless I give you specific guidelines for an assignment.*

It is your responsibility to ensure you are following the correct guidelines. Failure to properly cite the use of generative AI is plagiarism and will be treated as such by the instructor.

*6. Data that are confidential or personal should not be entered into generative AI tools.*

Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

## UNIVERSITY POLICIES

### **Diversity, Equity, Inclusion and Belonging**

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces and promotes diversity and inclusion in all their forms. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. SILS is committed to preparing our graduates to be leaders in an increasingly multicultural and global society. To this end, we strive to:

- Ensure that our leadership, policies, and practices are inclusive
- Integrate diversity into our curriculum and research
- Promote and nurture an environment in which diverse perspectives and experiences are respected and valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved communities in North Carolina and beyond

We are committed to cultivating an academic environment that is open, representative, and equitable to all. *-The Faculty and Staff of the UNC School of Information and Library Science*

### **Accessibility Resources and Services**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical

conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. Follow the “Connect with ARS” link on the [ARS Website](#) to request accommodations.

### **Honor Code**

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina, and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the Honor System. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code are expected. In continuing in this class, you commit to following the [Honor Code](#).

### **Safety**

[SAFE.UNC.EDU](#) is the main portal for undergraduate and graduate students, faculty, staff, and visitors at UNC-Chapel Hill for resources and information about discrimination, harassment, sexual violence, interpersonal violence, and stalking. It includes information not only about the response and prevention work of [EOC](#) (such as Title IX), but also of our campus and community partners.

### **Responsible Employee**

Please note that most instructors are designated as “responsible employees” and/or “campus security authorities” meaning that they must report/are not able to be a confidential source for students wishing to share and seek advice about experiences such as discrimination, harassment, sexual violence, interpersonal violence, stalking, or other crimes. While this instructor is happy to discuss with you, students wishing to engage a confidential source for discussing these incidents should contact:

- Counseling & Psychological Services (CAPS) [caps.unc.edu](#) | 919-966-3658 (24 hours)
- Gender Violence Services Coordinators <mailto:gvsc@unc.edu> | 919-962-1343
- University Ombuds Office [ombuds.unc.edu](#) | 919-843-8204
- Orange County Rape Crisis Center [ocrcc.org](#) | 866-935-4783 (24 hours)
- Compass Center for Women and Families [compassctr.org](#) | 919-929-7122 (24 hours)

## **COURSE ASSIGNMENTS & GRADING**

### **Graded Assignments**

This table delineates assignments by name, point value, percentage of final grade, and due date. A brief description of each assignment follows the table. A more detailed description of each assignment is provided via Canvas at the appropriate junction.

Assignment	Point Value	Percentage of Final Grade	Due Date
Participation Quizzes	10	10%	Weekly
Instruction Leadership	10	10%	TBD
Reviews	15	15%	09/12/23
			10/24/23
			11/09/23
			11/28/23
			11/30/23
Application Paper	15	15%	10/05/23
Podcast	40	40%	11/21/23
Class Reflection	10	10%	12/05/23
<i>Total</i>	<i>100</i>	<i>100%</i>	

### *Participation Quizzes*

To facilitate engagement with course materials, most weeks there will be a participation quiz. These quizzes will be made available at the conclusion of each Thursday class and will be due before the start of the next Tuesday class. Questions for these quizzes will be derived from course readings, lectures, and other class materials, so it is important that you obtain notes from a classmate if you miss one or both classes in a week. These quizzes are open note but must be done independently and do not allow multiple attempts. At the end of the semester, the top 10 of 11 scores will be averaged to provide you with your final participation score.

### *Instruction Leadership*

Some form of instruction is increasingly a required job responsibility of librarians and other information professionals. To foster the development of related skills, each student will be charged with leading a 30-minute class session focused on that week's readings. Instruction can be creative—you can choose to lead a discussion but also a game or skit. While I will share more details later, the purpose of these instruction sessions is not to regurgitate the readings, but to help students synthesize them and hypothesize their value for our learning.

### *Reviews*

Students will conduct 5 reviews during the semester of 500-750 words each. This includes 1 review for each of the 3 core books they read and 2 of the podcasts conducted by another student. More information on how to write an effective review can be found on [the Writing Center website](#).

### *Application Paper*

How is the history of libraries applicable to our current work as library and information professionals? You will explore this question in a paper of at least 1500 words that reflects on the course material from the first half of the semester. Writing a successful application paper

will require that you make connections between lessons learned in the class (in part by citing class lecture and readings) and your current or future work as a practitioner or researcher.

#### *Podcast*

You will select (with instructor sign-off), analyze, and report on a book focusing on an aspect of library or information history in the form of a podcast. This podcast should be between 30-60 minutes, provide a brief overview of the text itself, and then provide a deeper dive into what lessons can be extracted from the book. While every podcast must provide a brief overview of the book being presented, students have the creative license to consider several options for the rest of their podcast such as author interviews, games, discussions with another person, etc. The purpose is to create a fun and informative resource that can help you demonstrate your skills and creativity to a future employer or client. Completing the assignment will require in-class engagements with UNC Libraries' [Media & Design Center](#).

#### *Class Reflection*

This assignment will ask you to reflect on the entire class in order for you to share what you liked about the class, what you didn't, and what you would do differently if you were teaching this class in the future. It's an opportunity to think holistically about the value of the course while also providing another chance to provide constructive feedback to the instructor. Students should expect to write about 1,000 words but there is no word minimum if all the questions of the assignment are substantially met. Answers that are substantial will receive points regardless of the student's opinion as its purpose is not to create an echo chamber for the instructor, but to be a constructive tool for instructor and future class development.

### **Preparing Assignments**

All individual assignments must be word-processed, double-spaced (unless the assignment instructions specifically state otherwise) and include your name, date, and course number (i.e., Student Name(s), Date, INLS 551) in the **top right-hand corner** of the first page as the heading.

The title of the document/file should be StudentFirstNameLastName\_INLS 551\_Assignment Name. Example: JosephWinberry\_INLS 551\_Review1

Submitted documents for individual assignments should be in Word or PDF form unless otherwise directed.

### **Submitting Assignments**

All assignments are due by 11:59 PM Eastern unless noted otherwise in the course schedule shown at the end of the syllabus or unless I provide an updated schedule via Canvas. If it looks like you are not going to be able to make the deadline, please email me at least 12 hours beforehand so that we can identify an alternative schedule if possible. It is up to the student(s) to reach out in advance whenever possible (late work can be accepted without penalty in response to emergencies as discussed previously). If you do not reach out in advance or do not have an explanation for tardiness in communicating and completing assignments that reach the level of an emergency, you should expect to lose points.



## Grading Scale

Grades are based on [UNC Registrar](#) policy. At the graduate level, students are graded on an H-F scale while undergraduates are graded on the more precise A-F scale. To calculate your overall grade in the class, you can divide your score by the total of points available at the time of your calculations (100 by the end of the semester). If you have a score of 90 out of 100 points, then you have a P or A- depending on which scale is used.

H	Superior work: complete command of subject, unusual depth, great creativity or originality. It is very rare to obtain an H in the class as this refers to work above and beyond the level of “A” in a traditional scale.
P	Completely satisfactory performance: good solid coverage and work. A "P" will be given when a student completes an assignment satisfactorily and according to the instructions.
L	Unacceptable performance: substandard in many respects (seriously deficient)
F	Performance substandard in many/all respects; completely lacking in merit (unworthy of credit)
IN	A temporary grade that converts to an F unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. Students may request an incomplete but whether to grant it (and under what circumstances) is up to the instructor.
Note: Most students earn a “P” of some variety.	

### Undergraduate Scale:

A = 94-100 points	A- = 90-93 points	
B+ = 87-89	B = 83-86 points	B- = 80-82 points
C+ = 77-79 points	C = 73-76 points	C- = 70-72 points
D+ = 67-69	D = 63-66 points	D- = 60-62 points
F = 0-59 points		

## COURSE CALENDAR

The course outline is arranged by week and the date the module opens. Modules for the following week are opened on Thursday evening throughout the semester. Each week is further organized by module name. Primary topics to be addressed are listed along with readings and assignments. These include required readings, class activities, and assignments. You should complete the required readings before attending class and prior to completing other activities. You are also required to check each module on Canvas for additional required course materials not listed here, including any recorded lectures, supplementary readings, and other materials. Participation quizzes on the previous week’s content are due before class starts on Tuesdays. Student instruction sessions are due in class. All other assignments are due in Canvas at 11:59pm Eastern Standard Time as an alternative timeline is explicitly stated in instructions.

Week	Date	Topics	Readings	Assignments
1	08/22	Course & People Introductions	<ul style="list-style-type: none"> <li>Syllabus (prior to first class)</li> </ul>	<ul style="list-style-type: none"> <li>Bring syllabus (or other class related) questions to this session</li> </ul>

	08/24	Why Libraries and Information Institutions? Why History?	<ul style="list-style-type: none"> <li>• Rayward, W. B. (1996). The history and historiography of information science: some reflections. <i>Information processing &amp; management</i>, 32(1), 3-17.</li> <li>• Black, "Information Modernity: The History of Information and the Eclipse of Library History" <i>Library History</i>, (14), May 1998, p.39-45</li> <li>• Shiflett, Orvin Lee. "Clio's Claim: The Role of Historical Research in Library and Information Science" in <i>Library Trends</i>, 1984, pp. 385-406.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Instruction Leadership Preferences</li> </ul>
2	08/29	Around the Library in 80 Centuries	<ul style="list-style-type: none"> <li>• Battles, <i>Unquiet History</i>, Chapter 1, 3</li> <li>• <a href="#">Critically Evaluating History Readings</a></li> <li>• <a href="#">Fundamentals of Instruction (Be Flexible!)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 Participation Quiz</li> </ul>
	08/31		<ul style="list-style-type: none"> <li>• Battles, Chapters 5 and 7</li> <li>• Watch <a href="#">5 Laws of Librarianship</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 1</li> </ul>
3	09/05	Well-Being Day— NO CLASS		
	09/07	Around the Library in 80 Centuries (Con.)	<ul style="list-style-type: none"> <li>• Battles, Chapters 2, 4, 6</li> <li>• Watch <a href="#">Fiery History of Banned Books</a></li> </ul>	<ul style="list-style-type: none"> <li>• Week 2 Participation Quiz</li> <li>• Student Instruction Leader 2</li> <li>• Submit Proposed Podcast Books</li> </ul>
4	09/12	Origins of American Libraries	<ul style="list-style-type: none"> <li>• Wiegand (2017), Chapters 1-2</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 Participation Quiz</li> <li>• Student Instruction Leader 3</li> </ul>
	09/14		<ul style="list-style-type: none"> <li>• J.P. Quincy, "Free libraries," in <i>United States Department of the Interior, Bureau of Education, Public libraries in the United States of America: Their history, condition and management</i>, 2 vols. (Washington, DC: US GPO, 1876), 389-402.</li> <li>• Jesse Shera, "Causal factors in public library development," in <i>Jesse Shera, Foundations of the public library</i> (Chicago: University of Chicago Press, 1949), 200-244.</li> <li>• Robert V. Williams, "The public library as the dependent variable: Historically oriented theories and hypotheses of public library development," <i>Journal of Library History</i> 16:2 (1981), 329-341.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 4</li> <li>• Review 1</li> </ul>
5	09/19	Public Library Development	<ul style="list-style-type: none"> <li>• Wiegand (2017), Chapters 3-4</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Participation Quiz</li> </ul>

				<ul style="list-style-type: none"> <li>• Student Instruction Leader 5</li> </ul>
	<b>09/21</b>	Professionalization and Feminization	<ul style="list-style-type: none"> <li>• Garrison, 1979, Chapters 11-12</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 6</li> </ul>
<b>6</b>	<b>09/26</b>	Urbanization and Immigration	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Christine Pawley, "Advocate for access: Lutie Stearns and the traveling libraries of the Wisconsin Free Library Commission, 1895-1914," <i>Libraries &amp; Culture</i> 35:3 (Summer 2000), 434-458.</li> <li>• Redmond Kathleen Molz and Phyllis Dain, "The mission: Consensus and contradiction," in <i>Civic space / cyberspace</i> (MIT Press, 1999), 11-44</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Participation Quiz</li> <li>• Student Instruction Leader 7</li> </ul>
	<b>09/28</b>	Public History: Libraries	<ul style="list-style-type: none"> <li>• Bennett, G. H. (2003). 'Goodbye Mr President': Presidential Libraries and Public History in the USA. <i>European Journal of American Culture</i>, 22(1), 23-36.</li> <li>• Manuel (2015) Public history and Public Libraries: A natural affinity. <a href="#">Public history and public libraries: A natural affinity</a></li> <li>• Johnson, G. W. (1999). The Origins of "The Public Historian" and the National Council on Public History. <i>The Public Historian</i>, 21(3), 167-179.</li> <li>• Curthoys, A., Hamilton, P., &amp; Holloway, G. (1992). <i>What makes history public? Public History Review</i>, 1(1), 8-13.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 8</li> </ul>
<b>7</b>	<b>10/03</b>	Learning about Podcast Creation Tools: UNC Libraries Media Design Center Instruction via <a href="#">Zoom</a> ID:94035640883	<p>Listen to library-related podcast episodes:</p> <ul style="list-style-type: none"> <li>• <a href="#">Magnus Hirschfeld   Making Gay History</a></li> <li>• <a href="#">Shmatters: Libraries</a></li> <li>• <a href="#">The Room of Requirement - This American Life</a></li> <li>• <a href="https://americanlibrariesmagazine.org/tag/al-podcast/">https://americanlibrariesmagazine.org/tag/al-podcast/</a> (You are not required to listen to the American Libraries Podcast, but it is a good reference.)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 6 Participation Quiz</li> </ul>
	<b>10/05</b>	At Conference— NO CLASS		
<b>8</b>	<b>10/10</b>	Early Twentieth Century Libraries: A Survey	<ul style="list-style-type: none"> <li>• Wiegand (2017), Chapters 5 and 6</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 9</li> </ul>
	<b>10/12</b>	Libraries and War: A Survey	<ul style="list-style-type: none"> <li>• Wayne A. Wiegand, "In service to state: Wisconsin public libraries during World</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 10</li> </ul>

			<p>War I,” Wisconsin Magazine of History 72 (Spring 1989), 199-224.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Patti Clayton Becker, "In time of war," American Libraries (May 2003), 54-57.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Application Paper Due</li> </ul>
<b>9</b>	<b>10/17</b>	Libraries in the Late 20 <sup>th</sup> Century: A Survey	<ul style="list-style-type: none"> <li>• Wiegand (2017) Chapters 7-9</li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Participation Quiz</li> <li>• Student Instruction Leader 11</li> </ul>
	<b>10/19</b>	Fall Break— NO CLASS		
<b>10</b>	<b>10/24</b>	The Automated Library	<ul style="list-style-type: none"> <li>• Chancellor (2022), Chapters 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Week 9 Participation Quiz</li> <li>• Student Instruction Leader 12</li> <li>• Review 2</li> </ul>
	<b>10/26</b>	Podcast Editing Workshop @ House Undergraduate Library Room 205	<ul style="list-style-type: none"> <li>• Review at least 3 of the podcast resources listed on Week 10's Canvas module</li> </ul>	
<b>11</b>	<b>10/31</b>	At Conference— NO CLASS	<ul style="list-style-type: none"> <li>• Do something spooky...like work on your upcoming assignments!</li> </ul>	
	<b>11/02</b>	Libraries, Diverse Populations, and Social Justice Movements	<ul style="list-style-type: none"> <li>• Chancellor (2022), Chapters 4-6</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 13</li> </ul>
<b>12</b>	<b>11/07</b>	Libraries, Diverse Populations, and Social Justice Movements	<ul style="list-style-type: none"> <li>• Nelson R. Beck, "The use of library and educational facilities by Russian Jewish immigrants in New York City, 1880-1914: The impact of culture," Journal of Library History 12:2 (1977), 128-149.</li> <li>• John D. Berry, "White privilege in library land," The whole library handbook 4 (2004), 76-78.</li> <li>• Cheryl Knott Malone, "Toward a multicultural American public library history," Libraries &amp; Culture, 35:1 (2000), 77-89.</li> <li>• Klaus Musmann, "The ugly side of librarianship: Segregation in library services from 1900 to 1950," in John M. Tucker, ed.,</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 14</li> </ul>

			<p>Untold stories: Civil rights, libraries and black librarianship (Urbana: University of Illinois, 1998), 78-92.</p> <ul style="list-style-type: none"> <li>• Ethelene Whitmire, "Breaking the color barrier: Regina Andrews and the New York Public Library," <i>Libraries &amp; the Cultural Record</i> 42:4 (2007), 409-421.</li> <li>• <a href="#">The Rainbow's Arc   American Libraries Magazine</a></li> </ul>	
	11/09		<ul style="list-style-type: none"> <li>• 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 and Gay Library History</i> (Westport, CT: Greenwood Press, 1998), 81-94.</li> <li>• Ewald B. Nyquist, "Poverty, prejudice, and the public library," <i>Library Quarterly</i> (1968), 78-89. <ul style="list-style-type: none"> <li>• Sanford Berman, "Libraries to the people!" in Celeste West, ed., <i>Revolting librarians</i> (San Francisco, CA: Booklegger Press, 1972), 51-57.</li> <li>• Toni Samek, "Introduction," <i>Intellectual freedom and social responsibility in American librarianship, 1967-1974</i> (Jefferson, NC: McFarland, 2001).</li> <li>• Laura J. Miller, "Shopping for community: The transformation of the bookstore into a vital community institution," <i>Media, Culture &amp; Society</i> 21 (1999), 385-407.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Week 12 Participation Quiz</li> <li>• Student Instruction Leader 15</li> <li>• Review 3</li> </ul>
13	11/14	Libraries in the Twenty-First Century: A Survey	<ul style="list-style-type: none"> <li>• Wiegand (2022), Chapter 10</li> <li>• Jaeger, P. T., McClure, C. R., Bertot, J. C., &amp; Snead, J. T. (2004). The USA PATRIOT Act, the Foreign Intelligence Surveillance Act, and information policy research in libraries: Issues, impacts, and questions for libraries and researchers. <i>The Library Quarterly</i>, 74(2), 99-121.</li> <li>• Moorefield-Lang, H., &amp; Kitzie, V. (2018). Makerspaces for all: Serving LGBTQ makers in school libraries. <i>Knowledge Quest</i>, 47(1), 46-50.</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Week 12 Participation Quiz</li> <li>• Student Instruction Leader 16</li> </ul>

	11/16		<ul style="list-style-type: none"> <li>• Scale, M. S. (2008). Facebook as a social search engine and the implications for libraries in the twenty-first century. <i>Library Hi Tech</i>, 26(4), 540-556.</li> <li>• Omame, I. M., &amp; Alex-Nmecha, J. C. (2020). Artificial intelligence in libraries. In <i>Managing and adapting library information services for future users</i> (pp. 120-144). IGI Global.</li> <li>• Lenstra, N., Oguz, F., Winberry, J., &amp; Wilson, L. S. (2021). Supporting social connectedness of older adults during the COVID-19 pandemic: the role of small and rural public libraries. <i>Public Library Quarterly</i>, 41(6), 596-616.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 17</li> </ul>
14	11/21	TBD	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 13 Participation Quiz</li> <li>• Podcast</li> </ul>
	11/23	Thanksgiving—NO CLASS		
15	11/28	Libraries of the Future: A Retrospective	<ul style="list-style-type: none"> <li>• Gayton, J. T. (2008). Academic libraries: “Social” or “communal?” The nature and future of academic libraries. <i>The journal of academic librarianship</i>, 34(1), 60-66.</li> <li>• Cutter, C.A., 1883. The Buffalo Public Library in 1983. <i>Library Journal</i>, 8, pp.211–217.</li> <li>• Phillip Young, "Visions of Academic Libraries in a Brave Future." In <i>Libraries and the future: essays on the library in the twenty-first century</i> (New York: Hawthorn Press, 1993), 45-60.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 18</li> <li>• Review 4</li> </ul>
	11/30		<ul style="list-style-type: none"> <li>• Barker, P. (1994). Electronic libraries—visions of the future. <i>The electronic library</i>, 12(4), 221-230.</li> <li>• Dorner, D., Campbell-Meier, J., &amp; Seto, I. (2017). Making sense of the future of libraries. <i>IFLA journal</i>, 43(4), 321-334.</li> <li>• Morales, M., Knowles, E. C., &amp; Bourg, C. (2014). Diversity, social justice, and the future of libraries. <i>portal: Libraries and the Academy</i>, 14(3), 439-451.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Instruction Leader 19</li> <li>• Review 5</li> </ul>
16	12/05	Podcasts and Pizza Party!	<ul style="list-style-type: none"> <li>• Students are encouraged (but not required) to check out other students’ podcasts that they did not listen to for their reviews. This week’s student instruction leader will provide a deeper overview of all submissions.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 15 Participation Quiz</li> <li>• Student Instruction Leader 20</li> <li>• Class Reflection</li> </ul>

## CHANGES TO SYLLABUS

The instructor reserves the right to update the syllabus and course schedule at any point throughout the course of the semester. Any revisions will be communicated via Canvas announcements and/or email. The resulting revised syllabus will be clearly marked with a version number and revision date in the header of the syllabus. This syllabus builds on a previous version developed by Dr. Ericka Patillo.