INLS 733 – Administration of Library Work with Children and Young Adults (Spring 2024)

Manning Hall 307
Thursdays, 5:45-8:30pm

Instructor Information
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Course Description
This course is designed to give graduate SILS students an overview of services to youth (children and young adults) in public libraries. Each week, the class will address a particular issue and explore how it interweaves with related concepts of service.

Target Audience
Those interested in serving young people in public libraries.
Course Prerequisites

None

Course Goals and Key Learning Objectives

This is your chance to learn “how to be a youth librarian.” By the end of the course you should:

1. Understand the overall role of the youth librarian in all its dynamic aspects.
2. Understand the values and biases inherent in public library work with youth and ways to work within the organization to question them.
3. Understand the organizational structure of the library, its place in the political and social landscape, and ways of communicating within and across these local and regional power structures.
4. Be confident in designing age-appropriate and engaging youth programs.
5. Develop an appreciation for how public libraries can collaborate with other community organizations that serve youth.
6. Understand how library services to youth have evolved and emerging trends.
7. Understand how community/cultural context and physical space influence library services and success.
8. Be able to assess a community and its assets and their implications for library services.
9. Be familiar with de-escalation techniques for addressing confrontations of all kinds in the library.

Diversity/Inclusivity Statement

1. I agree to treat everyone with respect and to value your statements even when I disagree with those statements.
2. I agree to listen when others talk and consider what they’ve said.
3. I agree to use “I” statements when sharing my opinions: “I think…,” “I believe…,” “I feel…”
4. I believe that learning occurs when we encounter ideas that are new, different, and perhaps controversial. These ideas can help us think and grow, if we allow them space for exploration; however, I agree not to
tolerate hate speech or personal attacks in the name of “different perspectives.”

Class Schedule

Articles listed in the Readings section of the syllabus are either hyperlinked or on the class CANVAS site. There is no textbook for this class.

January 11th (Our Beliefs)
In Class: Introductions, course overview and expectations; Divide into groups to examine YALSA competencies, ALSC competencies (what values manifest in these competencies?) What is your own professional philosophy of youth services librarianship (i.e., what do you firmly believe in)?

Future Planning: Think about a location for “your library.” Choose a decade to explore for the January 25th seminar on Our History.

January 18th (Our Community and Place Within It) – choose the location for “your library”
Topic: Community Assessment small group Workshop
Readings: Read Identifying Community Assets and Resources and Community Needs Assessment. Explore the US Census site related to children & the NC State Data Center site. Look at State Library of NC public library statistics webpage. Think about what is the “community” of users for your chosen library location?

Assignment Due (ungraded): draft personal philosophy statement (1-2 paragraphs)

January 25th (Our History)
Topic: Seminar on history of library services and spaces for children and young adults.
Readings: Maack 2008 article; Future of Library Services for and with Teens: a Call to Action; Jenkins 2000 article; Wiegand 2020 article Bernier et al 2005 article (CANVAS)

Assignment Due (ungraded): Browse through the SILS Library journals from your chosen decade. Possible journals to browse are:
- Library Journal (1876+)
• Publishers Weekly (for publishing trends, 1890+)
• Bulletin of ALA (1907-1969 limited search online at Hathi Trust; SILS has 1939-1969)
• Top of the News (1937-1987)
• Young Adult Library Services – YALS (2002+)
• Wilson Library Bulletin (1939+)
• Voice of Youth Advocates – VOYA (1978-2020)
• Junior Libraries (1954-1961)
• St. Nicholas Magazine (1873-1943) ask SILS Library staff for access to Historical collection cage; this is a literary magazine, but the advertising, games, and use of language are fun to peruse and give you a unique perspective on our conceptions of childhood.

Older editions of these journals are in the SILS periodicals basement. You can access electronic versions of some of these via UNC’s E-journals website, but only more recent decades.

Be prepared to share (5-7 minutes maximum) your overall impressions of youth services during your decade, any conceptions of childhood you find, or any interesting factoids you find; have a look at advertisements and photos as well to get a sense of library culture. This brief historical view will help us think about trends.

February 1st (Understanding and Advocating for Our Youth)
Topics: Child and adolescent reading preferences; youth characteristics; advocacy
Readings: Galyani and Taheri 2020; Sturm 2003; Search Institute’s Developmental Assets Framework; Pathways.org videos of child development (watch as many as you want, and use the filters for particular age groups); Know Your Rights – And Theirs (Zulkey 2020) (CANVAS); Understanding Advocacy.

February 8th (Legal Landscape of Youth Librarianship)
Asynchronous day – online learning only; no in-person class (see CANVAS)
Readings: Jaeger, Bertot, & Gorham 2013 (CANVAS); non-profit BBB National Programs’ Injunction Junction; Disability and the Law from CEDI Lab@UNC (review webpage and then see the ADA’s Guide to Disability Rights Laws); EveryLibrary Legislation of Concern in 2023 and 2024; finally read South Carolina’s HB3826 “Protection of Minors from Pornography and Obscenities Act” (CANVAS or here) with special attention to proposed underlined additions and strike-through deletions (we’ll discuss HB3826 on February 15th.

February 15th (Our Programming: Children)

In-class: We’ll start with a recap of last week’s online learning then move to children’s programming.

Topic: Designing exceptional library programs for children and families

Readings: Becker 2015; Choose at least two of the following articles (on CANVAS) based on your interest:
1. Dowd & Dixon 1996 (developmentally appropriate toddler programs; this one’s a classic), or read Sarah Amico’s 2010 master’s paper.
2. MacLean 2008 (pre-school storytimes and early literacy)
3. Peck 2009 (children’s storytime overview)
4. Albright, et. al., 2009 (children’s storytime best practices)
5. Bushman & Fagan 2019 (programming for deaf children)
6. Eastman 2021 (remote program delivery)
7. Anderson 2021 (library programming for autistic children and teens; 190-page book, focus on Chapter 4: Best Practices)
8. Raphael 2021 (knowledge-based approach to programming)
9. Weiss 2016 (libraries and programming for families; 67-page book)

Explore the many youth services books in the SILS library or your local library. Do a subject search in our OPAC on “children’s libraries--activity programs” (include “ ”) for a list of the 200+ books we have in our UNC libraries on this topic (or browse the Z718 area of the stacks). As you look at these various kinds of programs in these books and articles, ask yourself:
1. Do they really fit the mission and goals of public library youth services?
2. Is there a way to measure the impact/outcome of these programs on children?
3. Would they really appeal to today’s children, and why/why not?”
February 22\textsuperscript{nd} (Our Programming: Young Adults)

\textbf{Topic:} Library programs for young adults

\textbf{Readings:} Bostian 2010, Shay 2011, and Wallace 1993 (another classic) articles (on CANVAS), and Transform the High School Library (Toure 2019); Do a subject search in our OPAC on "Young adults' libraries -- Activity programs" for a list of the 80+ books we have in our UNC libraries (or browse the Z718 area of the stacks). Ask yourself the same questions as you did for the children’s programming.

\textit{Assignment Due:} Community Assessment for your chosen library

Reminder (not course related): The Comprehensive Exam is March 8\textsuperscript{th}

February 29\textsuperscript{th} (Conflict Resolution & De-Escalation)

\textbf{Topic:} How to work with everyone (whatever the issue)

\textbf{Readings:} Price & Baker 2012 (CANVAS); Watch: Preventing Conflict (~3 minutes); a fascinating Reddit (if you read this: be willing to encounter VERY conflicting viewpoints); The Guardian article on “Why US libraries are on the frontlines of the homelessness crisis.”

\textbf{Further Engagement:} 57 Phrases to De-escalate Any Angry Customer (35 minutes); Homeless Training (bookmark for later as it costs $).

March 7\textsuperscript{th} Challenges to Materials, Services, or Programs

\textbf{Topic:} Intellectual Freedom and Challenges

\textbf{Readings:} Bintrim 2023; Sachdeva et al 2023 (CANVAS); ALA’s approach to responding to material challenges; Program Challenges Toolkit (spend some time exploring Bullet #9: MLA IFC Slide Deck scenarios, 1, 2, 3, and 4)

March 14\textsuperscript{th}

\textbf{NO CLASS: SPRING BREAK}

March 21\textsuperscript{st} (Our Collections)

\textbf{Topic:} Collection development, evaluation, and management

\textbf{Readings:} Work through whatever parts of the Idaho Commission for Libraries’ Collection Development Training website that interest you (see: Collection Development Sequence links). How do the issues discussed here apply specifically to work with youth? Pay particular attention to Section 4. Collection Maintenance; also read How to Conduct a Diversity Audit and Library Collection Shelf Audit for
Diversity and Inclusion: MCPL Collection Development Policy for Children (CANVAS).

Assignment Due: Program (use progtemplate.docx on CANVAS)

March 28th

NO CLASS: WELLNESS DAY

Reminder (not course related): Final Master’s Papers are due April 30th

April 4th (Our Space)

Topic: Building Design workshop
Readings: Vold & Evjen article (CANVAS); See Black and Rankin history of library design; Watch 36-second video on libraries and homelessness

- There are many books on library design (search UNC OPAC under: s=“library architecture” as a place to start your exploration.
- Have a look at a retail layout approach to design for libraries at: http://www.infotoday.com/MLS/jan05/koontz.shtml.
- Examine some designs (CANVAS: hollyspringsfloorplan.pdf & hartlandyouthlibrarymay.pdf) and at:
  - Jacksonville (FL) Main Library
- Look at the furniture examples at:
  - https://www.thelibrarystore.com/category/childrens-furniture
- Image search the web on “library design” or “children’s libraries” to see some interesting pictures for further study.

April 11th (Our Interactions with Youth)

Topic: Reader’s advisory, reference interviews, and youth information seeking

April 18th (Managing and Leadership)

Topic: Supervising, job descriptions and interviews, management styles and communicating with stakeholders
Readings: Adkins 2004 and Spoor 2012 (CANVAS);

April 25th (last class)
In Class: Sharing of personal/professional philosophies
**Assignment Due:** Personal/Professional Philosophy

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## Assignments

- **Community Assessment** 25% due:
- **Program Design (Children or YA)** 25% due:
- **De-Escalation Case Study** 25% due:
- **Personal/Professional Philosophy** 15% due:
- **Class Participation** 10% due: ongoing

### Assignment Descriptions (by date due):

1. **Community Assessment**
   - For this assignment, I want you to select a location anywhere in the world that has a youth library, and then collect as much pertinent data about the geography, climate, people, customs, demographics, education/literacy, and any other statistics relevant to the “library environment.” Look for historical data and track trends across time to help you forecast and prepare for future directions. See what your location looks like from the air to get a sense of topography, if possible; explore schooling, crime rates, ethnicities and where they are located; identify other community organizations that work with youth as possible collaborators/competitors; try to identify the powerful people in the area who might be important contacts for you; find any information on community support (or lack thereof) for the library; identify challenges your library has faced (and may face in the future); and any other information you can find that describes the community who might use a library in this area, then put together a digital presentation that best summarizes what you’ve found. This can be a webpage, a video, a PowerPoint, a Prezi presentation, a Storify, a digital storytelling project, etc.

   Your job is to describe the uniqueness of the community in as much detail as you can, but in a digital presentation format that is easily accessible and evocative. This is a chance to explore a new location, perhaps one in which you would like to work, perhaps one that is in a foreign country. Be creative and exploratory. The only stipulations for this assignment are that you collect actual data on the community/location you choose and you try to focus on assets rather than deficiencies (certainly mention deficits if they exist, but focus on the assets you could draw on for this location).
2. Program
Your program should follow the Template for Thinking about Programming (progtemplate.docx on CANVAS). This is your opportunity to build an effective, fun, and age-appropriate program that should work well FOR YOUR CHOSEN LIBRARY, based on your community asset assessment. The template will guide you through the steps of thinking about and designing your program.

3. De-Escalation Case Study
This is a 750+ word analysis, citing relevant literature, of one of the case studies on the CANVAS site. Your essay should:
   a. Include the title of the case study you have selected.
   b. Deconstruct the scenario to examine the potential issues at play in the scenario (what are the myriad possible contributors to the situation: consider the patron(s), the library (organization, structure, values, mission, etc.), you as librarian (your biases, training, etc.), the hypothetical community, and any other contributing factors that might have led to this scenario arising. Your goal here is to analyze the dynamics of the situation (and any contextual information that might be relevant).
   c. Any possible intervention techniques that might help you resolve this scenario, and why you feel they might be helpful to the situation.
   d. Your choice of the best solution(s) (from those listed in section C. above) to resolve the problem successfully and your rationale for selecting that/those technique(s).

4. Personal/Professional Philosophy of Service
This is your chance to express your feelings about who you are as a future youth librarian. Include such issues as: priorities of service (which are your most crucial and why), things you feel a library should NOT do, how you feel about freedom of access to information and/or privacy for children, why you decided to serve children/YAs and how you feel it is best to serve them (and their parents?), your stance on the role of technology in a youth library, your belief in the kind of collection you should offer, and any other personal stands on pressing issues in the field. What do you believe in (go ahead and use the words “I believe that….”)? What are you willing to stand up for? What are your values? What do you want to accomplish as a librarian?
Focus on philosophical issues more than practical concerns (i.e., “I believe the library is the place to build children’s imaginations,” instead of “I want to have romance novels in the collection”; this latter statement is actually fine IF you use it as an example of a philosophical argument, for example, to provide what the public wants, or to offer a broad collection).

**Grading**

Grading follows the [normal UNC grading schema](#).

**Course Policies**

**Attendance**

Class participation is vital to your learning in this course, so I expect you to attend class each week. While I understand that life can get in the way of your education, this class needs your participation and input each week, so that you can build on prior knowledge, share your experiences, and help your classmates learn and grow.