

# LIS 645-201: Public Libraries, Fall 2018

Format: online class

Instructor Information: Dr. Shannon M. Oltmann  
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(contact by email is preferred, for reasons of timeliness)  
Office Hours: Monday and Wednesday, 2-4 pm

## Overview

*Official Course Description:* Examines historical development of the public library and its roles in society. Topics considered include the environment of public libraries; organization and management; information needs of client groups; information resources and services provided to clients; and trends developments in public libraries.

*Contact Information:* I am most accessible through email: shannon.oltmann@uky.edu. As a general rule, I will respond to course-related email correspondence within 24 business hours (responses may be slower during the weekends and holidays). Please include the course number in brackets [645] in the subject line for all messages. I am happy to meet face to face or via technology with students, but you should set up the appointment in advance via email.

*Please note that class communication is done via your official UK email address and Canvas messaging. You must check both of these frequently.*

*Schedule:* **Course weeks start on Sunday and end on Saturday** (with the exception of the first week, which runs Wednesday through Saturday). The definitive schedule is online; this printed syllabus does not reflect all web materials or changes made after the course starts.

## Assignments & Grading

*Reading.* Completing the required reading each week is essential to doing well in the class. Many readings can be found in our textbook: *Introduction to Public Librarianship (3rd edition)* by Kathleen de la Pena McCook and Jenny S. Bossaller (ISBN 978-0-8389-1506-6). The other readings will be made available to you online. Other material may also be required, such as PowerPoint slides or videos. It is your responsibility to read/view this material as well. If you encounter a broken link or trouble accessing something, contact me.

*Assignments.* All assignments are due by 11:59 p.m. (Eastern time) on Saturday, unless otherwise noted. Assignments may be turned in early (though no extra credit is received for this). I will return graded assignments to you in a timely fashion. More details about each assignment can be found in the Assignments folder in the online environment. Detailed information will become available as the assignment due date nears.

*Participation:* In this course, participation is measured by your contributions to the online discussions each week. Each classmate must contribute regularly (i.e., at least 2 postings) to each set of Discussion Board questions—the equivalent of a "B" grade for "participation." (Note: this means at least two posts per week, not two posts for each question each week.) Less participation will lower the grade; frequent, informed, substantive participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 15% of your final grade.

*Grading.* The final grade in this course is determined according to the following percentages:

|                          |     |
|--------------------------|-----|
| Participation:           | 20% |
| Librarian interview      | 20% |
| Public relations project | 20% |
| Library observation      | 15% |
| Library services paper   | 25% |

Grades are based on a percentage scale. There are 100 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. **Late assignments will lose 10% for each day they are late.** For example, if an assignment is worth 20 points, and it is one day late, you will lose 2 points. Exceptions will be granted rarely—in advance and in writing. If you are going to turn in a late assignment, contact me as soon as possible to discuss the situation. At the end of the course, I will convert the points earned into a percentage:

90% and above = A  
80% to 90% = B  
70% to 80% = C  
below 70% = E

I assign the grade of I (incomplete) only when I am convinced the student's circumstances warrant it; this must be discussed in advance in writing.

## **Important Class Policies**

*Academic integrity:* According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>

<http://www.uky.edu/StudentAffairs/Code/part2.html>

<http://www.uky.edu/Ombud/Plagiarism.pdf>: "Plagiarism: What is it?"

*Academic accommodations due to disability:* If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (859- 257-2754) for coordination of campus disability services available to students with disabilities. This is available to distance students as well.

*Attendance:* Regular attendance (as documented by participation in online discussions) is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. It is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details ([www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/)).

*Integration of Syllabus with UK Educator Preparation Unit Themes:* This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education and information seeking environments. Reflection will also be integrated into students' learning opportunities through the production of written work. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools and/or professional organizations. The ultimate goal in addressing these four themes is to produce leaders who work together to improve service and learning among diverse populations and improve education in Kentucky and beyond.

*Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:* All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

## **Weekly Schedule**

### **Week One (August 22-August 25): Introduction**

- No required reading. Locate your textbook and participate in discussions. Review the assignments. Get ready for the semester.

### **Week Two (August 16-September 1): History of U.S. public libraries**

- McCook & Bossaller textbook: Chapters 2 & 3 (pp. 23-80).
- Griffis, M. (2015). Searching for Carnegie: A visit to the world's oldest Carnegie Library calls to mind a chapter of Mississippi's library history. *Mississippi Libraries*, 78(1), 17-22. Available at:

<http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=102257761&site=ehost-live&scope=site>

### **Week Three (September 2-September 8): Evolution of public libraries**

- McCook & Bossaller textbook: Chapter 1 (pp. 1-22).
- Oliphant, T. (2014). 'I'm a library hugger!' Public libraries as valued community assets. *Public Library Quarterly*, 33(4), 348-361. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/abs/10.1080/01616846.2014.970431>
- Hildreth, S., & Sullivan, M. (2015). Rising to the challenge: Re-envisioning public libraries. *Journal of Library Administration*, 55(8), 647-657. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2015.1085247>
- Pedersen, L. (2016). The future of public libraries: A technology perspective. *Public Library Quarterly*, 35(4), 362-365. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1245013>
- Weinberger, D. (2016). The library as center of meaning. *Public Library Quarterly*, 35(4), 264-266. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1244988>

### **Week Four (September 9-September 15): Organizational structure, Friends, and Trustees**

- McCook & Bossaller textbook: Chapters 5 & 6 (pp. 105-187).
- Association of library trustees, advocates, friends, and foundations. Citizens-save-libraries power guide: <http://www.ala.org/united/powerguide> . This page contains numerous links to documents, videos, etc., all useful tools for advocating for libraries. Please review at least two links on this page. Click on the tabs for Trustees, Friends, and Foundations and explore those pages.

### **Week Five (September 16-September 22): Collection development**

**Note: Librarian interview due by 11:59 pm eastern on 9/22**

- McCook & Bossaller textbook: Chapter 10 (pp. 293-320).
- Johnson, P. (2018). Chapter four in *Fundamentals of collection development and management, 4th ed.* (pp. 119-160). Chicago: ALA Editions.
- Breeding, M. (2017). The complicated story of ebooks in libraries. *Computers in Libraries*, 37(5), 16-18. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=123647439&site=ehost-live&scope=site>
- Schneider, E.F. (2014). A survey of graphic novel collection and use in American public libraries. *Evidence Based Library & Information Practice*, 9(3), 68-79. Available at: <https://journals.library.ualberta.ca/ebliip/index.php/EBLIP/article/view/21236/17157>.
- Butor, C. (2017). 18 weird things you can borrow from your local library. Bookriot. Available at: <https://bookriot.com/2017/09/27/weird-things-you-can-borrow-from-the-library/>.

### **Week Six (September 23-September 29): Programming activities**

- Lear, B.W. (2013). Introduction, Chapter 1, and Chapter 4 in *Adult programs in the library, 2nd ed.* (pp. xiii-8, 55-64). Chicago: ALA Editions.
- Johnston, J. (2018). The use of conversation-based programming in public libraries to support integration in increasingly multiethnic societies. *Journal of Librarianship & Information Science, 50*(2), 130-140. Available at: <http://journals.sagepub.com.ezproxy.uky.edu/doi/full/10.1177/0961000616631613>
- Roberson, T.L. (2015). “STEM”-ulating young minds: Creating science-based programming @ your library. *Journal of Library Administration, 55*(3), 192-201. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2015.1034041>
- Pryor, C. (2014). Mind your business: Reaching the small business owner and entrepreneur through community partnership and programming. *Journal of Library Administration, 54*(3), 187-196. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2014.915164>.

### **Week Seven (September 30-October 6): Outreach and public relations**

- Seleb, D.J., & Kolo, J. (2017). Our path to engagement, learning, and stewardship: The Oak Park Public Library, the American Library Association, and the Harwood Institute. *Public Library Quarterly, 36*(2), 123-135. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2017.1312194>
- Barnes Parker, J. (2016). Politicking for the public library. *Journal of Library Administration, 56*(6), 731-737. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2016.1199150>
- Abdullah, N., Chu, S., Rajagopal, S., Tung, A., & Kwong-Man, Y. (2015). Exploring libraries’ efforts in inclusion and outreach activities using social media. *Libri, 65*(1), 34-47.
- Reid, H., & Howard, V., (2016). Connecting with the community: The importance of community engagement in rural public library systems. *Public Library Quarterly, 35*(3), 188-202. <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1210443>

### **Week Eight (October 7-October 13): Defining and measuring success**

**Note: Public relations project by 11:59 pm eastern on 10/13**

- McCook & Bossaller textbook: Chapter 4 (pp. 81-104).
- Sloan, T. (2012). What makes an award-winning public library successful? *Public Libraries, 51*(3), 30-31, 47. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=76258685&site=ehost-live&scope=site>
- Closter, M. (2015). Public library evaluation: A retrospective on the evolution of measurement systems. *Public Library Quarterly, 34*(2), 107-123. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2015.1036705>

- State-level standards for public libraries. Each state has its own standards. Look up and read the standards for a state not listed here. I encourage you to find the standards for the state in which you live or hope to work. Examples:
  - Indiana: <http://www.in.gov/library/standards.htm> and <http://www.in.gov/legislative/iac/T05900/A00060.PDF?>
  - Maine: <http://www.maine.gov/msl/libs/standards/>
- The Public Library Association, Public Library Data Service (PLDS): <http://www.ala.org/pla/publications/plds>

### **Week Nine (October 14-October 20): Budgets, finance, and grants**

- Review McCook & Bossaller textbook: Chapter 5 (pp. 105-142).
- Boylan, W. (2013). Why and when to turn to grant seeking. *Public Libraries*, 52(6), 26-28. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=93457991&site=ehost-live&scope=site>
- Information from the Kentucky Department for Libraries & Archives:
  - Library Administrators: Funding and fiscal operations. Available here: <http://kdla.ky.gov/librarians/administrators/Pages/Funding.aspx> . Click on some <https://uk.instructure.com/courses/1897391/wiki> of the links at the bottom of the page to learn about different nuances.
- Velasquez, D.L. (2015). How the Los Angeles Public Library responded to budget cuts. *Public Library Quarterly*, 34(3), 230-244. Available at: <https://www.tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2015.1069680>

### **Week Ten (October 21-October 27): Emerging technology and technological assistance**

- McCook & Bossaller textbook: Chapter 11 (pp. 321-346).
- Koerber, J. (2016). Emerging technologies in public libraries. *Publishers Weekly*, 263(12), 38-39. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=113905491&site=ehost-live&scope=site>
- Cushing, A.L. (2016). 'If it computes, patrons have brought it in': Personal information management and personal technology assistance in public libraries. *Library & Information Science Research*, 38(1), 81-88. Available at: <https://www.sciencedirect-com.ezproxy.uky.edu/science/article/pii/S0740818816300287>
- Farkas, M. (2013). In practice: Spare me the hype cycle. *American Libraries*, 44(5), 23. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=87453267&site=ehost-live&scope=site>
- Hartnett, E.J. (2016). Why make? *Public Libraries*, 55(5), 20-25. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=119439580&site=ehost-live&scope=site>

### **Week Eleven (October 28-November 3): Infrastructure and facilities**

- McCook & Bossaller textbook: Chapter 7 (pp. 193-228).
- Schlipf, F. (2014). Remodeling and expanding Carnegie-era library buildings. *Library Trends*, 62(3), 556-580. Available at: <https://muse-jhu-edu.ezproxy.uky.edu/article/542830>
- Gallagher, M. (2016). How to conduct a library services platform review and selection. *Computers in Libraries*, 36(8), 20-22. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ilf&AN=118700580&site=ehost-live&scope=site>
- Fox, D. (2014). User perceptions of library buildings: Architectural and design element preferences in the public library. *New Zealand Library & Information Management Journal*, 54(4), 14-24.

### **Week Twelve (November 4-November 10): Intellectual freedom and related issues**

**Note: Library observation due by 11:59 pm eastern on 11/10**

- Oltmann, S.M. (2016). ‘For all the people’: Public library directors interpret intellectual freedom *Library Quarterly*, 86(3), 290-312. Available at: <https://www-journals-uchicago-edu.ezproxy.uky.edu/doi/pdfplus/10.1086/686675>
- Barniskis, S.C. (2016). Access and express: Professional perspectives on public library makerspaces and intellectual freedom. *Public Library Quarterly*, 35(2), 103-125. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1198644>
- Buck, W. (2015). Privacy and censorship: Another look. *Library Collections, Acquisitions, & Technical Services*, 39(3/4), 68-72. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/14649055.2016.1214520>
- Resources from the American Library Association:
  - Censorship and First Amendment issues: <http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues> (read the information at all of the links)
  - Library Bill of Rights: <http://www.ala.org/advocacy/intfreedom/librarybill>
  - Interpretations of the Library Bill of Rights: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations> (click on and read at least three interpretations)

### **Week Thirteen (November 11-November 17): Customer service and de-escalation**

- Graham, W. (2012). Chapter 1 (pp. 1-6) and Chapter 3 (pp. 21-26) in *The black belt librarian: Real-world safety and security*. Chicago: American Library Association.
- Spielfogel, J.E., & McMillen, J.C. (2017). Current use of de-escalation strategies: Similarities and differences in de-escalation across professions. *Social Work in Mental Health*, 15(3), 232-248.
- Weinstein, A.T., & McFarlane, D.A. (2017). How libraries can enhance customer service by implementing a customer value mindset. *International Journal of Nonprofit & Voluntary Sector Marketing*, 22(1), 1-7. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=121117817&site=ehost-live&scope=site>

## **Week Fourteen (November 18-November 20): Other duties as assigned**

**Note: November 21-24 are university holidays**

- Wilkins Jordan, M. (2014). Reference desks in public libraries: What happens and what to know. *Reference Librarian*, 55(3), 196-211. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/02763877.2014.910742>
- Stevenson, S.A., & Domsy, C. (2016). Redeploying public librarians to the front-lines: Prioritizing digital inclusion. *Library Review*, 65(6/7), 370-385. Available at: <https://www-emeraldinsight-com.ezproxy.uky.edu/doi/full/10.1108/LR-02-2016-0015>
- Graykin, M. (2014). Board of contributors: The perks of being a library director. *Concord Monitor*. Available at: <http://www.concordmonitor.com/Archive/2014/12/bocgraykin-cmforum-121814>.
- Arnett, K. (2018). What exactly does a librarian do? Everything. Lithub. Available at: <https://lithub.com/what-exactly-does-a-librarian-do-everything/>.

## **Week Fifteen (November 25-December 1): Under-served populations**

- Complete the Librarian's Guide to Homelessness: <http://www.homelesslibrary.com/>
- Robinson, T. (2016). Overcoming social exclusion in public library services to LGBTQ and gender variant youth. *Public Library Quarterly*, 35(3), 161-174. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1210439>
- Kaeding, J., Velasquez, D.L., & Price, D. (2017). Public libraries and access for children with disabilities and their families: A proposed inclusive library model. *Journal of the Australian Library & Information Association*, 66(2), 96-115.
- Roy, L, Barker, M., Hidalgo, L.L., & Rickard, F.A. (2016). Public library services for veterans: Selected brief case studies. *Public Library Quarterly*, 35(3), 222-242. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1210452>

## **Week Sixteen (December 2-December 8): Future of public libraries**

**Note: Library services paper due by 11:59 pm eastern on 12/08**

- McCook & Bossaller textbook: Afterword (pp. 379-388).
- Herrera, L. (2016). The paradox and the promise: Perspectives on the future of public libraries. *Public Library Quarterly*, 35(4), 267-275. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1244990>
- Reardon, S.A. (2016). Public library futures—reality—recognition—reimagination. *Public Library Quarterly*, 35(4), 276-281. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1244991>
- Godin, S. (2016). The future of the library: What is a public library for? *Public Library Quarterly*, 35(4), 351-354. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1245008>
- Jaeger, P.T., & Sarin, L.C. (2016). The politically engaged public library: Admitting and embracing the political nature of libraries and their goals. *Public Library Quarterly*,



35(4), 325-330. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2016.1245005>

- Lopez, M.E., Caspe, M., & Simpson, C. (2017). Engaging families in public libraries. *Public Library Quarterly*, 36(4), 318-333. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2017.1354364>