Instructor: Joyce M. Latham, Ph.D.
Office: Room 2535, Northwest Quad
e-mail: latham@uwm.edu
Phone: (414) 229-3205
Office hours: As arranged
Class Schedule: Online

CATALOG DESCRIPTION:

This review of key readings in the history of the American Public Library will allow students to explore the roots of current policies and practices in public librarianship. (3 credits)

GENERAL DESCRIPTION:

An understanding of the history of libraries and librarianship is one of the core competencies detailed by the American Library Association for the education of library professionals. Drawing on core documents and scholarly commentary, this course looks specifically at the historic roots of the public library, the impact of philanthropy and legal structures on its growth and development as well as the role of the American Library Association in fostering the development of practice. Course content provides a strong focus on historically underserved populations with an incorporation of issues relative to race, class and gender.

PREREQUISITES:

Junior standing. Basic computer literacy as outlined in the SOIS policy is required.

OBJECTIVES:

Upon completion of the course, students will be able to:

1. Identify key transitional events and institutions in the development of public libraries;
2. Identify influential thinkers and practitioners in the social development of libraries;
3. Assess the impact of various social influences -- political, mainstream and alternative -- on the development of public libraries;
4. Incorporate an expanded understanding of the roles of public libraries through an investigation of a particular event in public library history;
5. Apply basic principles of critical theory to analysis of common American institutions.
METHOD:

Discussion/Presentation

Students with special test and note-taking needs should contact the instructor as early as possible for accommodations.

TEXTS: Readings are selected from various scholarly publications related to the history of public libraries in the United States and Canada.

COMMUNICATION: To contact the professor via email, be sure to include “691” in the beginning of the subject line to ensure the message does not get routed to junk mail. A special filter for “691” exists to prioritize the visibility of student email messages.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS:</th>
<th>READINGS:</th>
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| 1 June 2 | Foundations of public librarianship / governance: Lecture: Conducting Historical Research | • Boston Public Library Board of Trustees founding document (online)  
<p>| Assignment 1: due the end of Week 2 | Identify a library philanthropist other than Andrew Carnegie and write up the location, motivation, amount, etc. of the gift that they made to contribute to the development of public libraries; article should be no more than 1000 words and be posted to the discussion board. “Local” philanthropists are welcome. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Content</th>
<th>Critical reading discussion</th>
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<tbody>
<tr>
<td></td>
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<td>• Pawley, C. “Unequal legacies: Race and multiculturalism in the LIS curriculum.” <em>Library Quarterly</em>, Vol. 76. No. 2, pp. 149–168. [this article is not required, but is offered as a perspective on race in LIS]</td>
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<td>• American Library Association Policy 61 (Services to the Poor)</td>
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<tr>
<td>4 June</td>
<td>Readings in Gender, Race and Class: II</td>
<td>Assignment 2</td>
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<td>6 July</td>
<td>Libraries, Social Mission and Government</td>
<td>Assignment 3A: due the end of Week 5</td>
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<td>Prepare a thesis statement, outline and list of resources you will use to write a final history of the public library event of your choice (see assignment details below)</td>
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### ASSIGNMENTS:

Written assignments are **due on the specified date at the specified time**. Grades will be reduced for late papers (one full grade for each week or part thereof). You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

**Plagiarism is serious academic misconduct and includes re-using or “updating” the research of others and presenting it as your own, either in whole or in part.** This includes not only print documents but web sites as well; all sources of information should be cited in your assignments and posts, if relevant.

**You must use APA style for assignments.** It is expected students will consult and appropriately cite the research and professional literature where merited. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper.

**You must submit papers to the dropbox with your name incorporated into the filename,** as well as some indication of the assignment. Points will be deducted if it is necessary to add this information to the file.
Assignment One: Research a philanthropic figure in the history of public libraries.
For this assignment identify a philanthropic funding source for a library or a library service. Identify the key personality, the source of the funds that enables the donation, how the funds were allocated and what restraints, if any, were placed on the funds. Include a discussion of how the donation is viewed today in the history of the institution. As we will be discussing both Andrew Carnegie and Bill Gates as historic philanthropic figures, focus on others with a more local focus. For undergraduate students, the paper length should be 500 words; for graduate students the paper length should be 1000 words.

Assignment Two: Using the critical response sheet provided, write an analysis of an article from weeks three or four to share with fellow students for discussion. Students should select their article during week 1 to ensure coverage of all readings assigned for those weeks.

Major Assignment:
Within this course we take a broad overview of significant events within the history of public library development. There are particular events which occurred, however, which are part of library history that may not have national impact. For this assignment, identify such an event, identify why it is significant, review the contemporary discussions surrounding the event itself (newspapers, professional literatures), incorporate any scholarly discussions, and present your analysis.

Major Assignment: Part One: Present a thesis statement, outline and bibliography of resources you will use to in developing your paper; make the assignment available to others via the discussion board space AND the drop box, one for feedback from your colleagues, the other for comments by the professor. For undergraduates, the bibliography should incorporate 10 different resources, including any primary source materials being used. For graduate students, the bibliography should include primary source materials, professional literature and any scholarly works relevant to the topic, for a total of about 20 citations.

Major Assignment: Part Two: Present your final paper. For undergraduates, the final paper should be 1,500 – 2000 words in length, not including a bibliography of at least 10 items. For graduate students, the final paper should be between 2,500 – 3,000 words (with a separate bibliography) and should situate the event in the broader social context of public libraries explored during the semester. Please make the paper available on the discussion board AND the dropbox.

CLASS PARTICIPATION:
Participation in class discussions is expected of all students. Much of the learning in any course (online or onsite) takes place in the exchange of ideas and experiences that takes place in one on one interaction. It’s an opportunity to broaden your horizons and learn from your colleagues. Posts relevant to the discussion questions are expected by mid-week (Wednesday) with responses to other student posts through the weekend. New discussions begin on Mondays.

These guidelines, adopted from a course offered by Janice del Negro of Dominican University, provide some concrete standards for assessing your own work:

Class participation
Value: 30%

- A: Offers excellent, consistent, voluntary participation grounded in thorough analysis, evaluation, and synthesis of assigned reading and integration of additional materials; contributes to collective
understanding both in class and on discussion boards; discovers, interprets and incorporates material that is not assigned and reviews additional recommended materials. Shows initiative by posing and answering questions.

- A- : Demonstrates good preparation; knows readings well and has considered their implications; offers interpretations and analysis of readings and materials beyond repeating facts; makes thoughtful associations between/among readings. Contributions both in-class and on discussion board go beyond the obvious, indicating interest in and understanding of terms and concepts.
- B: Demonstrates knowledge and understanding of readings beyond repeating basic facts by consistently and voluntarily contributing to discussion; responds to others’ comments; asks constructive questions; offers and supports suggestions.
- C: Does not voluntarily contribute to discussion, but contributes to a moderate degree when called on. Knows basic facts of readings, but does not show evidence of interpretation. Rarely asks questions in class.
- D: Present, not disruptive. Infrequent involvement in discussion; responds when called on but does not offer much. Comments do not rely on assigned reading, therefore no evidence of reading assignments.
- F: Absent, or present/disruptive. Disruptive is defined as engaging in standards of conduct inappropriate to a community of scholars. (JDN)

**Feedback codes**: In commenting on papers, the instructor uses a combination of highlights on text to direct students attention to material needing some kind of attention. A *yellow* highlight indicates a problem with the text, either grammar, spelling or misuse of words; a *blue* highlight indicates a positive element in the text, either a valuable thought, use of good resources, or a clearly stated concept; a *purple* highlight generally means “I’m not so sure about this, but it isn’t really wrong.” IF you are color blind, please let me know so we can develop another strategy.

**A brief note about grading**: The University of Wisconsin uses a grade of “A” to indicate “Outstanding” work, therefore if you do what you are asked and you do it correctly you will be graded according to the scale below and get a “B”. For an “A” consider contributing additional content to discussions that go beyond the contents of the assigned readings and incorporate a broad base of applicability.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Assignment One : Philanthropist</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tr>
<td></td>
<td>15</td>
<td>15</td>
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<tr>
<td>Assignment Two: Response Paper</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Major Assignment: Thesis/Outline/Bib</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Major Assignment: Final Paper</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Discussion participation</td>
<td>30 pts.</td>
<td>30 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts.</strong></td>
<td><strong>100 pts.</strong></td>
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**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tr>
<td>96-100</td>
<td>A</td>
<td>74-76</td>
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<tr>
<td>74-76</td>
<td>C</td>
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Policies:

D2L and STUDENT PRIVACY: Certain SOIS courses utilize the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used for student evaluation.

UWM AND SOIS ACADEMIC POLICIES
The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf). For graduate students, there are additional guidelines from the Graduate School (http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/), including those found in the Graduate Student and Faculty Handbook: http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/.

Students with disabilities. If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html), important components of which are expressed here: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf.

Religious observances. Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see http://www3.uwm.edu/des/web/registration/militarycallup.cfm), including provisions for refunds, readmission, grading, and other situations.

Incompletes. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf).

Discriminatory conduct (such as sexual harassment). UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, Critical Approaches to Public Library History
and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

**Academic misconduct.** Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (http://www.uwm.edu/Dept/OSL/DOS/conduct.html) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

**Complaints.** Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.

**Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).

**Examinations, Finals.** The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm).