

LIS 645-201: Public Libraries, Fall 2020

Format: online class

Instructor Information: Dr. Shannon M. Oltmann
shannon.oltmann@uky.edu

Office Hours: virtual, by appointment

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 or through Canvas messages. As a general rule, I will respond to course-related email/message 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.** 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. 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%
Journal entries	15%
Annotated bibliography	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

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Academic Policies in relation to COVID-19

Fall Academic Calendar and Reading Days

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#).

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no “required interactions.” Reading Days are not academic holidays.

Religious Observances (Senate Rules 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence

occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity- Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that 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.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

OPTIONAL COMPONENTS

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

*If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.***

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/).

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 17-August 22): 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 Two (August 23-August 29): 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 Three (August 30-September 5): 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 Four (September 6-September 12): Collection development

Note: Librarian interview due by 11:59 pm eastern on 9/12

- 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/eblip/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 Five (September 13-September 19): 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 Six (September 20-September 26): Outreach and public relations

Note: Journal Entry Part A due by 11:59 pm eastern on 9/26

- 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 Seven (September 27-October 3): Defining and measuring success

Note: Public relations project by 11:59 pm eastern on 10/03

- 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 Eight (October 4-October 10): 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 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 Nine (October 11-October 17): 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](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 Ten (October 18-October 24): Infrastructure and facilities

Journal Entry Part B due by 11:59 pm eastern on 10/24

- 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=llf&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 Eleven (October 25-October 31): Intellectual freedom and related issues

- 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 Twelve (November 1-November 7): 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 Thirteen (November 8-November 14): 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 Fourteen (November 15-November 21): Other duties as assigned

Journal Entry Part C due by 11:59 pm eastern on 11/21

- 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 22–November 24): Issues in urban and rural libraries

Note: Annotated bibliography due by 11:59 pm eastern on 11/24

(Note: This week the class will divide into two groups; one will read about rural libraries and one will read about urban libraries; all students are expected to read all discussion threads.)

Urban libraries:

- Velasquez, J. (2019). Young adult outreach: An examination of outreach attempts at branch libraries in a large urban public library system. *Journal of Library Administration*, 59(2), 202-213. Available at: <https://www.tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2018.1562801>
- Turner, D., & Gorichanaz, T. (2018). Collaborative connections: Designing library services for the urban poor. *Library Quarterly*, 88(3), 237-255. Available at: <https://www-journals-uchicago-edu.ezproxy.uky.edu/doi/full/10.1086/697704>
- Chancellor, R.L. (2017). Libraries as pivotal community spaces in times of crisis. *Urban Library Journal*, 23(1), 1-15. Available at: <https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1150&context=ulj>

Rural libraries:

- Johnson, C.A., & Griffis, M.R. (2014). The effect of public library use on the social capital of rural communities. *Journal of Librarianship & Information Science*, 46(3), 179-190. Available at: <https://journals-sagepub-com.ezproxy.uky.edu/doi/full/10.1177/0961000612470278>
- Flaherty, M.G., & Miller, D. (2016). Rural public libraries as community change agents: Opportunities for health promotion. *Journal of Education for Library & Information Science*, 57(2), 143-150. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=114894482&site=ehost-live&scope=site>
- Wickham, M.E., & Sweeney, M.E. (2018). Are we still transmitting whiteness? A case study of a Southern, rural library's youth collections. *Library Trends*, 67(1), 89-106. Available at: <https://search-proquest-com.ezproxy.uky.edu/docview/2130840076/391BAE9D34B34F9FPQ/7?accountid=11836>

Week Sixteen (November 29–December 4): Future of public libraries

- 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>