LIS 645-002: Public Libraries

University of Kentucky
School of Information Science

Term: Fall 2022
Credit hours: 3
Online, Asynchronous

Instructor Information

Name: Dr. Brian Real (he, him, his)
Email: brian.real@uky.edu (preferred contact method)
Office building and room number: Little Fine Arts Library, Room 333
Office phone: TBD
Office hours: Tuesday, 10:00 AM – Noon
               Wednesday, 1:00 PM – 3:00 PM
               Also available by appointment

I will be available to meet with students at the times above either online or in my office on a first come, first served basis. However, I know that student schedules vary and I cannot expect everyone to be available in the middle of the day. I want students to feel welcome to use the "by appointment" option, and I am willing to meet online during evenings and weekends.

I will respond to student e-mails within two business days, unless I note via an autoreply message that I am unavailable. I do try to respond to students during evenings and weekends, but I cannot guarantee this.

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.

Course Prerequisites

LIS 601 and LIS 602, or consent of instructor.

Required Materials

Required textbook: de la Peña McCook, K. & Bossaller, J. S. (2017). *Introduction to public librarianship* (3rd ed., pp. 143-191). Chicago: ALA.

Additional readings are detailed at a later point in the syllabus, but these will all be provided on Canvas or available through the University of Kentucky Libraries.

Activities Outside of Regular Class Meetings

Although the class is asynchronous, the professor will host several online guest lectures featuring professionals in the field. Live attendance at these events is optional and a recording of each talk will be made available the day after it occurs.

Skill and Technology Requirements

Students will be required to navigate Canvas, which is the university course management system. For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at https://techhelpcenter.uky.edu/gethelp

Student Learning Outcomes

Following the conclusion of this course, students will be able to:

1. Discuss the history and development of public libraries in the United States
2. Explain how public libraries are funded and supported at the local, state, and national levels
3. Analyze community data to understand the demographics of public library service communities and develop action plans to meet the needs of overlooked or underserved persons
4. Develop outreach and public relations strategies to convince funding organizations and communities stakeholders of the value of public libraries

Course Details

Course Activities and Tentative Schedule

Assignment	Due Date	%
Discussion Board Posts and Participation	Ongoing	20
State Library Infrastructure Analysis	October 9	25
Public Relations and Government Advocacy Project	November 13	30
Literature Review: Public Libraries and Inclusion	December 11	25

Grading Scale

90 – 100% = A
80 – 89% = B
70 – 79% = C
Below 70%= E

Assignment Policies

Assignment Submissions

All assignments must be submitted via Canvas. Major assignments can be submitted via relevant links. Students only need to post their discussion comments in the forum threads; they do not need to do a more formal submission of these posts elsewhere.

Returning Assignments to Students

The professor will provide feedback on major assignments via Canvas through its grading system. He will provide feedback on discussion contributions through e-mail or Canvas messaging.

Assignments Due Dates and Late Submissions

Late submissions are subject to a ten percent point deduction per day, unless this involves an excused absence. I will try to work with students who are dealing with personal issues that affect their academic performance, but communication is key – any students who do not anticipate meeting deadlines should contact me in advance of the assignment being due, unless they are experiencing a sudden emergency that prevents them from doing so.

If a student has a documented disability, I will follow the recommendations of the university's Disability Resource Center (DRC) to ensure that I provide reasonable accommodations and create an environment in which the student can succeed. It is the student's responsibility to contact the DRC near the beginning of the course, arrange for an accommodation letter, and then provide this to me.

All assignments are officially due at 11:59 PM on the relevant due date.

Academic Policy Statements

A full list of UK academic policies is at https://www.uky.edu/universitysenate/acadpolicy, but some pertinent details follow.

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records): https://www.uky.edu/universitysenate/ao

Excused Absences: Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. 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 5.2.5.2.3.1)

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences. (Senate Rules 5.2.5.2.3.3)

The Senate Council has interpreted excused absences for the Fall 2020 semester to include an excuse from required in-person interactions if the student has been directed to self-quarantine by the University (including its app), a medical professional, public health professional, or government official.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.5.2.1 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.)

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. Pursuant to Senate Rules 6.1.1, the published

program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

Religious Observations: 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: Except where prior notification is required, 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; 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.

Excused Absences and W/I, All Students: If a student has excused absences for more than one-fifth of the required interactions for a course, the student can request a "W." If the student declines a "W," the Instructor of Record may award an "I" for the course.

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: 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, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

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: 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: 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.

Resources

The professor is readily available if students need help to succeed in this course and the graduate program. However, the University of Kentucky offers other useful resources, including Distance Learning Library Services and Tutoring and Coaching Resources.

Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

These values are also essential to the library and information professions. For more, please visit https://www.ala.org/advocacy/diversity.

Writing

Students should submit papers as Microsoft Word documents, allowing for easy markup. Papers should be double spaced, in 12-point Times New Roman or a similar, easy-to-read font, and have 1" margins. Please do not include a cover page, but do include your name, the course number and name, semester, and instructor name in one of the upper corners of the first page.

APA is the common citation style for the library science field. Please format all papers accordingly.

If your paper falls short of or exceeds the suggested length, *do not* adjust the margins, spacing, or font size. If you have completed the requirements of the assignment in less than the required length or clearly needed more space to adequately express your analysis, I will not deduct points. However, if you have not taken enough time to fully complete the assignment or you did not edit your work to make it concise, this will affect your grade regardless of formatting changes.

Graded Assignments

With the exception of the discussion board posts, I will provide detailed guidelines and rubrics for each assignment on the course's Canvas site.

Discussion Board Posts and Participation   **20 Points**
The instructor will post a discussion prompt for each week of the course. Students are responsible for participating for ten weeks of their choosing, with the first week being mandatory.

Each week's participation will include an initial response to the discussion prompt and a response to at least one other student in the course. Initial posts should be 1 – 3 paragraphs, fulfilling the requirements of the discussion prompt each week. Initial posts are due before midnight on Thursday of each week, while responses to fellow students must be completed by midnight each Sunday.

State Library Infrastructure Analysis   **25 points**
Each student will be asked to choose a state at the beginning of the semester. For this assignment, students will write an analysis of their relevant state library, along with regional consortia and other support mechanisms that allow public libraries in that state to operate better.

Write an **8-10 page double-spaced paper** describing:

- State-level public library spending
- Your state library's operating authority, including whether it is able to firmly mandate public library standards or if it can only provide guidelines
- Your state library's core support activities for public libraries, such as research and reference, databases, staff training, and inter-library loan coordination
- Any regional consortia that operate in your state, along with their relationship to the state library, funding sources, scope of operations, and operational authority

Additionally, you should compare the state and regional support in their state to Connecticut and other states. Does this level of support seem adequate? Should other state copy some of this state's ideas?

Please provide a list of **references**, using APA style. This should include citations for any data sources or websites you used.

Due on October 9.

Public Relations and Government Advocacy Project   **25 points**
This exercise is based on a hypothetical situation: you are employed by a public library which has just received the projected budget for next year. The proposed budget, coming from the city council, includes a 15% cut. The budget is not yet final; it will be decided in three months at the next city council meeting. **The library director has selected you to lead a public relations campaign to convince people the library is important and valuable and should not have to bear such a significant budget cut.** Your job is to create a public relations/ advocacy campaign which will have four parts:

- A 3-10 word slogan for the library, encapsulating its value to the community and an advocacy campaign you hope to launch
- A 500-word blog post for a local online forum or letter to the editor for the local newspaper
- A letter to the mayor, local town council, or other relevant government officials advocating for the library and its continued budget
- A 2-3 page paper explaining your decisions in the creation of your advocacy products and connecting this to course readings and other relevant academic literature

Due by midnight, November 13

Literature Review: Libraries and Inclusion   **30 points**
Students will write **a 12-15 page literature review** analyzing a specific topic that involves the intersection of public libraries and inclusions. This could include a review of the academic literature on a specific user population such (but are not limited to) members of specific racial or ethnic groups; recent immigrants; LBGTQ youth; persons on the autism spectrum; elderly technology users; formerly incarcerated individuals; veterans; homeschooling parents; and so forth. Alternatively, students can choose to primarily focus on changes to librarian training and library services can promote inclusion and better engagement with library communities. Examples could include introducing social workers to library staff; the impacts of having libraries undergo cultural sensitivity training; refining public library collection development policies to promote more diverse acquisitions; and more.

Each paper must contain a minimum of nine scholarly sources. A maximum of three of these may come from the course readings. The course textbook may be cited as a means of framing the issues you discuss, but it should not be used as one of the scholarly sources for the article.

Due by midnight, December 11

Readings
Required Textbook
de la Peña McCook, K. & Bossaller, J. S. (2017). *Introduction to public librarianship* (3rd ed., pp. 143-191). Chicago: ALA.

Style Manual
Publication Manual of the American Psychological Association (2020). 7th edition. Washington, DC: American Psychological Association.

Information on APA style can also be found through Purdue OWL at
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Unit One – The Future and Evolution of Public Libraries
McCook & Bossaller textbook: Chapter 1 (pp. 1-22)

Hildreth, S., & Sullivan, M. (2015). Rising to the challenge: Re-envisioning public libraries. *Journal of Library Administration, 55*(8), 647-657.

Real, B. (2021). Bridging Digital Divides during COVID-19: Findings from the 2020-2021 Connecticut State Library Digital Inclusion Survey. *Public Library Quarterly, 40*(4), 283-309.

Unit Two – Public Library History: Understanding Our Past
McCook & Bossaller textbook: Chapters 2-3 (pp. 23-80)

Poole, A. H. (2018). "Could my dark hands break through the dark shadow?": Gender, Jim Crow, and librarianship during the Long Freedom Struggle, 1935–1955. *Library Quarterly, 88*(4), 348-374.

Wiegand, W. A. (1999). Tunnel vision and blind spots: What the past tells us about the present; reflections on the twentieth-century history of American librarianship. *Library Quarterly, 69*(1), 1-32.

Wiegand, W. A. (2015). "Tunnel vision and blind spots" reconsidered: Part of Our Lives (2015) as a Test Case. *Library Quarterly, 85*(4), 347-370.

Unit Three – Public Library Data: Making Sense of the Present

Institute of Museum and Library Services (2022a). Public Libraries Survey. Retrieved from: https://www.imls.gov/research-evaluation/data-collection/public-libraries-survey.

Institute of Museum and Library Services. (2020a). Public Libraries in the United States: Fiscal year 2017, Volume I. Washington, DC: Institute of Museum and Library Services. Retrieved from: https://www.imls.gov/sites/default/files/publications/documents/publiclibrariesintheunitedstatessurveyfiscalyear2017volume1.pdf

Institute of Museum and Library Services. (2022b). Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey. Retrieved from: https://www.imls.gov/publications/characteristics-public-libraries-united-states-results-fy-2019-public-libraries-survey

Various state library data sources. See Canvas for more.

Unit Four – Organization, Structure, Friends, & Trustees

McCook & Bossaller textbook: Chapters 5 & 6 (pp. 105-191).

Jordan-Makely, C. (2020). Public Libraries as Bureaucracies: Toward a More Critical Perspective. *Public Library Quarterly 40*(1), 47-59.

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.

Unit Five – Connections: States, Regions, Consortia

McCook & Bossaller textbook: Chapter 10 (pp. 293-320).

Institute of Museum and Library Services. (2020b). State Library Administrative Agencies Survey: Fiscal Year 2018. Washington, DC: Institute of Museum and Library Services. Retrieved from: https://www.imls.gov/sites/default/files/publications/documents/state-library-administrative-agency-survey-fy2018.pdf

Various state library standards. See Canvas for more.

Unit Six – Rural & Urban Libraries

Jenkins, J. L., Quiroga, G., Quiballa, K., Peterson, H.A., & Sorrell, R.. (2018). Rural and small libraries: The tribal experience. In Real, B. (Ed.), *Rural and small public libraries: Challenges and opportunities* (pp. 203-218). Bingley, UK: Emerald.

Real, B. & Rose, N. R. (2017). Rural Libraries in the United States: Recent Strides, Future Possibilities, and Meeting Community Needs. Retrieved from: http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/pdfs/Rural%20paper%2007-31-2017.pdf.

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.

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.

Turner, D., & Gorichanaz, T. (2018). Collaborative connections: Designing library services for the urban poor. *Library Quarterly, 88*(3), 237-255.

Unit Seven – Budgets, Finance, & Grants

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.

Velasquez, D.L. (2015). How the Los Angeles Public Library responded to budget cuts. *Public Library Quarterly, 34*(3), 230-244.

Information from the Kentucky Department for Libraries & Archives: o Library Administrators: Funding and fiscal operations. Available at: 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.

Unit Eight – Infrastructure & 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.

Gallagher, M. (2016). How to conduct a library services platform review and selection. *Computers in Libraries, 36*(8), 20-22.

Mattern, S. (2014, June). Library as Infrastructure: Reading room, social service center, innovation lab. How far can we stretch the public library? Retrieved from: https://placesjournal.org/article/library-as-infrastructure/?cn-reloaded=1.

Morehart, P. (2021, September 1). 2021 Library Design Showcase: The year's most impressive new and renovated libraries. Retrieved from: https://americanlibrariesmagazine.org/2021/09/01/2021-library-design-showcase/

Unit Nine – Public Programming

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.

Roberson, T.L. (2015). "STEM"-ulating young minds: Creating science-based programming @ your library. *Journal of Library Administration,* 55(3), 192-201.

Robinson, T. (2016). Overcoming social exclusion in public library services to LGBTQ and gender variant youth. *Public Library Quarterly, 35*(3), 161-174.

Unit Ten – Outreach, Public Relations, and Political Engagement

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.

Barnes Parker, J. (2016). Politicking for the public library. *Journal of Library Administration, 56*(6), 731-737.

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.

Jaeger, P. T., Zerhusen, E., Gorham, U., Hill, R. F., & Taylor, N. G. (2017). Waking up to advocacy in a new political reality for libraries. *Library Quarterly*, *87*(4), 350-368.

Unit Eleven – Defining and Measuring Success

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.

Closter, M. (2015). Public library evaluation: A retrospective on the evolution of measurement systems. *Public Library Quarterly, 34*(2), 107-123.

Unit Twelve – Collection Development

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.

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.

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-fromthelibrary/.

Unit Thirteen – Overlooked and Under-Served Populations

Complete the Librarian's Guide to Homelessness: http://www.homelesslibrary.com/

Pressley, T. (2017). Public libraries, serious mental illness, and homelessness: A survey of public librarians. *Public Library Quarterly, 36*(1), 61-76*.*

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.

Kosciejew, M. (2019). Information's importance for refugees: Information technologies, public libraries, and the current refugee crisis. *Library Quarterly, 89*(2), 79-98.

Unit Fourteen – Customer Service, Engagement, De-Escalation, & Self-Care

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.

Bleiweis, M. (2020, June 26). If we want to reform police departments, put money into libraries. Retrieved from: https://www.courant.com/opinion/op-ed/hc-op-bleiweis-fund-libraries-defund-police-0626-20200626-7d4mwv2rxngrtem6uvzqcwbtb4-story.html.

Lloyd, P. (2020). The Public Library as a Protective Factor: An Introduction to Library Social Work. *Public Library Quarterly, 39*(1), 50-63.

Newall, M. (2018, December 6). At McPherson Square Library, this security guard is calm in a storm — and now saving lives. Retrieved from: https://www.inquirer.com/columnists/sterling-davis-mcpherson-square-library-opioid-crisis-addiction-philadelphia-20181206.html.

Westbrook, L. (2015). "I'm not a social worker": An information service model for working with patrons in crisis. *Library Quarterly, 85*(1), 6-25.

Optional Additional Readings

Real, B., & Bogel, G. (2019a). Public libraries and the opioid crisis, part 1: Context and commitment. *Public Library Quarterly*, *38*(3), 248-269.

Real, B., & Bogel, G. (2019b). Public libraries and the opioid crisis, part 2: Community-centered responses. *Public Library Quarterly*, *38*(3), 270-289.

Unit Fifteen – Intellectual Freedom, Censorship, and Related Issues

Oltmann, S.M. (2016). 'For all the people': Public library directors interpret intellectual freedom. *Library Quarterly*, 86(3), 290-312.

Barniskis, S.C. (2016). Access and express: Professional perspectives on public library makerspaces and intellectual freedom. *Public Library Quarterly, 35*(2), 103-125.

Buck, W. (2015). Privacy and censorship: Another look. *Library Collections, Acquisitions, & Technical Services, 39*(3/4), 68-72.

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)

Unit Sixteen – What's Next for American Public Libraries?

Readings TBA. I have chosen to keep this week open so that we can expand on issues that come up during the class and to allow me to bring in readings that students mentioned in their assignments or that were published after the start of the semester.

Course Calendar

Each unit also includes a recorded lecture on Canvas or other viewing requirement.

Start Date	Content	Reading or Viewing	Assignments or Materials Due
Aug. 22	The Future and Evolution of Public Libraries	McCook & Bossaller, Chapter 1 Hildreth & Sullivan, 2015 Real, 2021	
Aug. 29	Public Library History: Understanding Our Past	McCook & Bossaller, Chapters 2-3 Poole, 2018 Wiegand, 1999 Wiegand, 2015	
Sep. 5	Public Library Data: Making Sense of the Present	IMLS, 2020a IMLS, 2022a IMLS, 2022b	
Sep. 12	Organization, Structure, Friends, & Trustees	McCook & Bossaller, Chapters 5-6 Jordan-Makely, 2020 Various ALA resources	
Sep. 19	Connections: States, Regions, Consortia	McCook & Bossaller, Chapter 10 IMLS, 2020b Various state library standards (available on Canvas)	
Sep. 26	Issues in Rural & Urban Libraries	Jenkins, 2018 Real & Rose, 2017 Wickham & Sweeney, 2018 Velasquez, 2019 Turner & Gorichanaz, 2018	State Library Infrastructure Analysis Due 10/9, midnight
Oct. 3	Budgets, Finance, Grants	McCook & Bossaller, Chapter 5 (Review, since you read this in Unit 4) Boylan, 2013 Velasquez, 2015 Various resources from Kentucky Department for Libraries & Archives	
Oct. 10	Infrastructure and Facilities	McCook & Bossaller, Chapter 7 Schlipf, 2014 Gallagher, 2016 Mattern, 2014 Morehart, 2021	
Oct. 17	Public Programming	Lear, 2013 Johnston, 2018 Roberson, 2015 Robinson, 2016	

Oct. 24	Outreach, Public Relations, and Political Engagement	Seleb & Kolo, 2017 Barnes Parker, 2016 Abdullah et al., 2015 Reid & Howard, 2016 Jaeger et al., 2017	
Oct. 31	Defining and Measuring Success	McCook & Bossaller, Chapter 4 Sloan, 2012 Closter, 2015	
Nov. 7	Collection Development	Johnson, 2018 Breeding, 2017 Schneider, 2014 Butor, 2017	Public Libraries and Targeted Populations Assignment Due 11/13, midnight
Nov. 14	Overlooked and Underserved Populations	Librarian's Guide to Homelessness Pressley, 2017 Kaeding, Velasquez, & Price, 2017 Roy et al., 2016 Kosiejew, 2019	
Nov. 21	Thanksgiving Break	Nothing.	
Nov. 28	Customer Service, Engagement, De-Escalation, & Self-Care	Graham, 2012 Spielfogel & McMillen, 2017 Bleiweis, 2020 Lloyd, 2020 Newall, 2018 Westbrook, 2015 [Optional] Real & Bogel, 2019a & 2019b	
Dec. 5	Intellectual Freedom, Censorship, & Related Issues	Oltmann, 2016 Barniskis, 2016 Buck, 2015 Various resources from the American Library Association	Public Library Advocacy: Positive Change, Due 12/11, midnight