

LIS 603 Management in Information Organizations

Dates of Semester: August 17 – November 24, 2020
Course to be Conducted Online

INSTRUCTOR INFORMATION:

Name: Namjoo Choi, Ph.D.

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Office hours: Tuesdays, 12:00 p.m. – 2:00 p.m. and Thursdays, 11:00 p.m. – 1:00 p.m. (or by appointment) via Zoom (<https://uky.zoom.us/s/9666864441>)

Preferred contact method: Email

Response time: If you email me, you should expect a response within 24 hours. There may be a delay over weekends or holidays.

COURSE DESCRIPTION

LIS 603 is one of four core courses in the library science master's degree program. The course description reads:

Students learn and apply the basic elements of management and leadership within the context of information organizations.

STUDENT LEARNING OUTCOMES

At the end of the course, students will be able to:

- Describe an information organization and its connection to its community
- Create a strategic plan for an information organization
- Operate successfully as a team member and team leader
- Plan an approach to engage with a diverse element in the community

Program Learning Objectives	Course Objectives	Assignment that ties in
Describe how communities & individuals interact with/in information ecosystems.	Describe an information organization and its connection to its community	Strategic Plan
Analyze the major tenets of information practice and apply them in multiple contexts	Create a strategic plan for an information organization Operate successfully as a team member and team leader	Strategic Plan Leadership Paper
Connect diverse communities & individuals with appropriate resources	Plan an approach to engage with a diverse element in the community	Strategic Plan

Diversity: The School of Information Science defines diversity as “*embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community.*” In this course, we address diversity in several ways. Part of the semester-long

project incorporates a diversity-related goal. Readings which are especially relevant to the theme of diversity are marked with a 📌 symbol.

Technology: The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology across multiple readings. Readings that are particularly relevant to the theme of technology are marked with a 📌 symbol.

COURSE MATERIALS

Required textbook:

Hussey, L. K. & Velasquez, D. L. (Ed.). (2019). Library management 101: A Practical Guide. 2nd edition, American Library Association.

Additional readings: There will be additional readings to the textbook, and they will be made available on the course Canvas site.

ASSESSMENT & ASSIGNMENTS

Assignments & Grading (total grade = 300 points):

- **Strategic Plan Project** 180 points (60%)
- **Leadership Paper** 60 points (20%)
- **Participation on Discussion Boards** 60 points (20%)

Final Grading Scale:

90% and above (270 – 300) =	A
80% to 89% (240 – 269) =	B
70% to 79% (210 – 239) =	C
Below 70% (0 – 209) =	E

Strategic Plan (📌📌) and Leadership Paper:

The detailed descriptions of strategic plan and leadership paper will be made available on Canvas. **Late submissions are subject to a penalty of 6 points off per day.**

Participation on Discussion Boards:

Participation is a large portion of your grade (4 points per week x 14 weeks = 56 points + 4 bonus points = 60 points) because it is a **key component** of facilitating learning in this **asynchronous graduate-level online** class. A few discussion questions will be posted every Monday. You are required to make **one original post-ing on the question of your choice (only need to choose one question to respond to each week)**. A quality original post is both substantive (in most instances this means **at least one hundred fifty words**) and thoughtful (“I agree with the author” is not a credit-worthy response). You are also required to make **at least one response to a classmate’s post (more than one is absolutely fine)**. Students who make excellent contribution in terms of both quality (e.g., great use of our readings and/or external sources) and/or quantity (e.g., very active participation) will receive up to one bonus point. **No credit will be given for postings that occur after the week.**

ETHICS & POLICIES

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.

For students who add a class after the first day of classes and miss graded work, the instructor shall provide the student with an opportunity to make up the graded work (quiz, exam, homework, etc.). The instructor 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.

Excused Absences Due to Military Duties: If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

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.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-218-4357

Library Services & Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Phone number: (859) 218-1240
- Email: carla@uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

[The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips](http://ci.uky.edu/sis/students/techtips)

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.




COURSE SCHEDULE AND READINGS


There follows an outline of course content for each week of the semester, with course assignments.


Week	Begins	Read
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1	Aug. 17	<p>Course and Syllabus Overview & Team Dynamics:</p> <ul style="list-style-type: none"> Review syllabus and familiarize yourself with organization of the course in Canvas. Textbook: Chapter 16: Conflict Negotiation and Mediation (pp. 187-195). ☞ Lee, H.-J., & Lim, C. (2012). Peer evaluation in blended team project-based learning: What do students find important? <i>Journal of Educational Technology & Society</i>, 15(4), 214-224. • Pfaff, E., & Huddleston, P. (2003). Does it matter if I hate teamwork? What impacts student attitudes toward teamwork. <i>Journal of Marketing Education</i>, 25(1), 37-45. • (Optional) Chou, S. Y., & Ramser, C. (2019). Becoming motivated to be a good actor in a student project team. <i>Journal of International Education in Business</i>, 12(1), 65-79. • ☞ (Optional) Dingel, M., & Wei, W. (2014). Influences on peer evaluation in a group project: An exploration of leadership, demographics, and course performance. <i>Assessment & Evaluation in Higher Education</i>, 39(6), 729-742. <p>The strategic plan project will be released.</p> <p>Email me with time/day availability and preferences for type of information organization by 11:59 p.m., Thursday, Aug. 20.</p>
2	Aug. 24	<p>History & Theory:</p> <ul style="list-style-type: none"> Textbook: Chapter 1: Management Theory (pp. 1-19). • Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. <i>Harvard Business Review</i>, 81(11), 54-63. (The permanent link to the article via our library does not work. Please log in to our library to retrieve the article. Or click the link. HBR gives up to three articles for free.)
3	Aug. 31	<p>Leadership:</p> <ul style="list-style-type: none"> Textbook: Chapter 7: Leadership (pp. 75-84). Textbook: Chapter 8: Decision Making (pp. 85-92). • ☞ (Optional) Lombard, E. (2018). Gender and Leadership in Academic Libraries. <i>The Journal of Academic Librarianship</i>, 44(2), 226-230. • (Optional) Patel, D. (2017). 11 powerful traits of successful leaders. <i>Forbes.com</i>. • (Optional) Unaeze, F. E. (2003). Leadership or management: Expectations for head of reference services in academic libraries. <i>The Reference Librarian</i>, 39(81), 105-117. <p>Email me your team contract by 11:59 p.m., Sunday, Sep. 6.</p> <p>The leadership paper assignment will be released.</p>
4	Sep. 7	<p>Planning/Strategic Planning:</p> <ul style="list-style-type: none"> Textbook: Chapter 6: Strategic Planning (pp. 65-74). • Evans, G.E. & Alire, C.A. (2013). Chapter 4: The Planning Process. In <i>Management basics for information professionals</i> (3rd edition), (pp. 85-105). Chicago, IL: Neal-Schuman. • (Optional) Wayne, R. (2011). The academic library strategic planning puzzle: Putting the pieces together. <i>College & Research Libraries News</i>, 72(1), 12-15. • (Optional) Aamot, G. (2007). Getting the most out of strategic planning. <i>College & Research Libraries News</i>, 68(7), 418-426. <p>Identify and submit organization your team will study by 11:59 p.m., Wednesday, Sep. 9.</p>
5	Sep. 14	<p>Ethics:</p> <ul style="list-style-type: none"> • ALA Code of ethics. • Mosley, P.A. (2014). Engaging leadership. <i>Library Leadership & Management</i>, 28(1), 1-7. • (Optional) Knox, E. J. M. (2017). Opposing Censorship in Difficult Times. <i>The Library</i>

		<p>Quarterly, 87(3), 268–276.</p> <ul style="list-style-type: none"> (Optional) Textbook: Chapter 15: Ethics and Confidentiality (pp. 173-186). <p>Submit business letter by 11:59 p.m., Wednesday, Sep. 16.</p>
6	Sep. 21	<p>Budgeting:</p> <ul style="list-style-type: none"> Textbook: Chapter 12: Financial Management (pp. 135-147). (Optional) Cottrell, T. (2012). Three phantom budget cuts and how to avoid them. <i>Bottom Line: Managing Library Finances</i>, 25(1), 16-20. (Optional) Collins, T. (2012). The current budget environment and its impact on libraries, publishers, and vendors. <i>Journal of Library Administration</i>, 52(1), 18-35. <p>Submit interview notes by 11:59 p.m., Sunday, Sep. 27.</p> <p>Submit peer evaluations (1) by 11:59 p.m., Sunday, Sep. 27.</p>
7	Sep. 28	<p>Assessment and Evaluation:</p> <ul style="list-style-type: none"> Textbook: Chapter 13: Assessment and Evaluation (pp. 149-162). Poll, R. (2014). Did you enjoy the library? Impact surveys in diverse settings. <i>Performance Measurement & Metrics</i>, 15(1/2), 4-12. (Optional) Welch, A. N., & Wyatt-Baxter, K. (2018). Beyond metrics: Connecting academic library makerspace assessment practices with organizational values, 36(2), 306-318. (Optional) Greenwood, J.T., Watson, A. P., Dennis, M. (2011). Ten years of LibQual: A study of qualitative and quantitative survey results at the University of Mississippi 2001-2010. <i>The Journal of Academic Librarianship</i>, 37(4), 312-318.
8	Oct. 5	<p>Marketing:</p> <ul style="list-style-type: none"> Textbook: Chapter 5: Customer Service (pp. 59-64). Textbook: Chapter 11: Marketing (pp. 119-133). Buschman, J. (2013). Democracy, market solutions, and educative institutions: A perspective on neoliberalism. <i>Progressive Librarian</i>, 41, 5-17. (Optional) Chapter 9 (p.127-146) in Bradley, P. (2015). <i>Social Media for Creative Libraries</i> (2nd ed.). UK: Facet Publishing. (Optional) Luo et al. (2013). Marketing via social media: A case study. <i>Library Hi Tech</i> 31(3), 455-466. (Optional) ALA. Libraries Transform Campaign [take a closer look at any of the resources that interest you]. <p>Submit strategic plan part A by 11:59 p.m., Sunday, Oct. 11.</p> <p>Submit peer evaluations (2) by 11:59 p.m., Sunday, Oct. 11.</p>
9	Oct. 12	<p>Development:</p> <ul style="list-style-type: none"> Textbook: Chapter 14: Internal and External Environments (pp. 163-171). Textbook: Chapter 21: Grants and Grant Applications (pp. 253-266). (Optional) Woodward, E. (2013). Building a donor base for college and university libraries: Exploiting archives as a foundation for development. <i>College & Research Libraries News</i>, 74(6), 308-311. (Optional) ALA. Library Fund Raising Annotated Bibliography [take a closer look at any of the resources that interest you].
10	Oct. 19	<p>Organizational Culture:</p> <ul style="list-style-type: none"> Textbook: Chapter 9: Organizational Communication (pp. 93-102).

		<ul style="list-style-type: none"> • Textbook: Chapter 10: Change Management and Organizational Culture (pp. 103-117). • (Optional) Michalak, S. C. (2012). This changes everything: Transforming the academic library. <i>Journal of Library Administration</i>, 52(5), 411-423. <p>Submit strategic plan part B by 11:59 p.m., Sunday, Oct. 25.</p> <p>Submit peer evaluations (3) by 11:59 p.m., Sunday, Oct. 25.</p>
11	Oct. 26	<p>Human Resources:</p> <ul style="list-style-type: none"> • Textbook: Chapter 2: Human Resources Management (pp. 21-35). • Textbook: Chapter 3: Mentoring (pp. 37-43). • Textbook: Chapter 4: Unions (pp. 45-58). • (Optional) DeRose, C. (2013). How Google uses data to build a better worker. <i>The Atlantic</i>, Oct. 7, 2013. <p>Identify and submit stakeholders for presentation by 11:59 p.m., Sunday, Nov. 1.</p>
12	Nov. 2	<p>Human Resources, cont.:</p> <ul style="list-style-type: none"> •  Jaeger, P. T., Cooke, N. A., Feltis, C., Hamiel, M., Jardine, F., & Shilton, K. (2015). The virtuous circle revisited: Injecting diversity, inclusion, rights, justice, and equity into LIS from education to advocacy. <i>The Library Quarterly</i>, 85(2), 150-171. •  (Optional) Hill, H. (2013). Disability and accessibility in the library and information science literature: A content analysis. <i>Library & Information Science Research</i>, 35(2), 137-142. •  (Optional) Textbook: Chapter 17: Diversity (pp. 197-206).
13	Nov. 9	<p>Professionalism:</p> <ul style="list-style-type: none"> • Textbook: Chapter 22: Outsourcing (pp. 267-279). • Fraser-Arnott, M. (2019). Personalizing professionalism: The professional identity experiences of LIS graduates in non-library roles. <i>Journal of Librarianship and Information Science</i>, 51(2), 431-439. • Hamerly, D. and Crowley, B. (2014). Sustaining professionalism in the fields of library and information studies. <i>Library Philosophy and Practice</i>, Paper 1231. • (Optional) Barriage, S. (2013). Library workers will not be shushed. <i>Progressive Librarian</i>, 41(Fall), 86-97. <p>Submit marketing presentation by 11:59 p.m., Sunday, Nov. 15.</p> <p>Submit peer evaluations (4) by 11:59 p.m., Sunday, Nov. 15.</p>
14-5	Nov. 16	<p>Facilities:</p> <ul style="list-style-type: none"> • Textbook: Chapter 18: Facilities Management (pp. 207-215). • Textbook: Chapter 19: Information Technology Management (pp. 217-231). • (Optional) Otterman, S. (2019). New Library Is a \$41.5 Million Masterpiece. But About Those Stairs, <i>The New York Times</i>. • (Optional) Gisolfi, P. (2014). UpClose: Designing 21st century libraries. <i>Library Journal</i>, June 16. <p>Submit leadership paper by 11:59 p.m., Tuesday, Nov. 24.</p>

: Readings that are particularly relevant to the theme of diversity

: Readings that are particularly relevant to the theme of technology

