C&V

INF1322H: Communities and Values

Instructor: Prof. Nadia Caidi
Office Hours: Wednesday, 11:30-12:30PM or by appointment, Room #630
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Class meets Wednesdays, 6:30PM-9:30PM - Rm 538 (Bissell Building)

Week	Date	Topic
1.	Jan 9	Introduction; Overview
2.	Jan 16	Libraries and Their Publics
3.	Jan 23	Evolution of the Information Professions
4.	Jan 30	Core Values I: Access; Preservation; Intellectual Freedom; Privacy
5.	Feb 6	Core Values II: Social Justice; Social Responsibility; Diversity
6.	Feb 13	The Learning Mindset: Lifelong learning; Professionalism – *Assgt 1 Due*
	Feb 20	*** Reading Week -- No Class *** *(Final date to drop courses without penalty: Feb 25)*
7.	Feb 27	Knowledge Translation: Moving Knowledge into Action *Annotated Bib Due*
8.	Mar 6	Decolonial Practices in Libraries and Archives (with Jamila Ghaddar)
9.	Mar 13	Emerging Trends in Community-Led Librarianship
10.	Mar 20	Communities of Practice 1 – Team Presentations
11.	Mar 27	Communities of Practice 2 – Team Presentations *Take Home handed out*
12.	Apr 3	Communities of Practice 3 – Team Presentations
	Apr 10	*** EXAM WEEK *** - *Take Home Due*

STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND

We would like to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

CALENDAR/CATALOGUE DESCRIPTION

Librarianship is a service profession that conceives of knowledge, in all its aspects, as fundamental to the human condition. People and communities exist at the heart of the discipline and at the heart of professional practices. They are the focus of our research and the clients of our practitioners. They come to us as unique individuals at any point along the life course seeking knowledge, and in communities (both large and small, formal and informal) working to achieve a common end. These social interactions bear the imprint of the professional values, core assumptions and principles upon which our discipline is founded. Some of these values include intellectual freedom, diversity, a respect for privacy, human rights, social justice, equal and open access without barriers, compassion, and empathy. Further, a commitment to these values demands knowledge of and participation in the public policy arena where decisions around the social, economic, cultural, and political implications of innovating information and communications technologies and their distribution are debated. Then there are the information professionals whom we work with and for; they are the communities of practice of which we are a part.

COURSE OVERVIEW & OBJECTIVES

The objectives of this course are to (1) provide students with an overview of the information professions and the disciplines of library and information science; (2) present and critically reflect on the theories, core assumptions, principles and values that inform the library and information science professions; and (3) introduce the students to the major current issues in library and information science and provide them with tools to make informed choices regarding current and emerging practices.

The course covers the practice of librarianship and the development of information science from past to present, the place of libraries in the broader information environment, the growth of information and communication technologies, as well as intellectual organization and information policy issues in/for libraries. Various types of libraries (public, academic, and special libraries) will be examined along with the major organizational and intellectual issues they face. We will also examine critically issues of community engagement and audience building in the context of librarianship. Communities are understood here not as subjects to be appeased but rather as different sources of knowledge in their own right. By the end of this course, you will be exposed to the myriad issues, opportunities and challenges involved in working *with* individuals and communities, particularly in terms of understanding their needs and information lifecycle, potential barriers and challenges in connecting them to resources and services; and how information institutions can/should build meaningful relationships with individuals and communities.

COURSE LEARNING OUTCOMES

By the end of the course, students are expected to:

1. Possess a solid understanding of the core values (as well as sites of competing values) that underpin professional practices associated with the field of LIS, specifically the relationship

between *human rights*, *social justice*, and *emancipatory social change* and unfettered access to information in all its forms.

2. Develop and document the myriad ways in which the field's democratic strivings manifest within the social, political, and cultural arenas wherein questions concerning equality, diversity, and social inclusion are negotiated.
3. Assess contemporary information-related policies using tools and techniques associated with critical policy studies and critical theory more generally to interrogate how race, gender, sexuality, power and privilege impact praxis.
4. Appreciate community engagement approaches and techniques as a means to engaging effectively with a range of communities and communities within communities.
5. Understand theories of information behaviour and how to exploit this knowledge within different information settings and communities.

COURSE LEARNING OUTCOMES & RELATIONSHIPS WITH PROGRAM OUTCOMES

This course aligns with the Faculty of Information's MI Student Learning Outcomes (SLO):
1. Through readings, in-class interactions, and team assignments, students will become conversant with fundamental concepts, theories, practices, technologies, and the diverse horizons associated with the LIS professions, and can respond to changing information practices and needs of society (SLO 1).
2. Through the weekly readings, in-class discussions, and original research, students will develop the self-knowledge and professional values appropriate to their future exercise of economic, cultural, political and/or social leadership, and will be capable of (re)defining the social responsibility of LIS professionals in the provision of information services for all, regardless of age, educational level, or social, cultural, or ethnic background (SLO 2).
3. Through course assignments, specifically team presentations and peer-to-peer learning, students will develop their capacities to perform independent research, document that research, and then contribute their findings in ways that expand our knowledge of relevant phenomena (SLO 3). This also supports the goal of lifelong learning (SLO 6).

MODE OF INSTRUCTION
The mode of instruction will include a combination of lectures, class discussions, guest lectures, and conversations with peers. Learning will also happen through assignments, including an original group research project and an in-class presentation. It is assumed that students will spend a significant portion of time on reading before or after class. Attending lectures and completing after-class readings are not mutually exclusive. The reading contents for each class expand on class discussions or provide additional information and alternative points of view. Guest lecturers will be invited, and students will be expected to participate in the discussions by completing the readings and making substantial contributions to our understanding of the issues raised. I believe that the most successful courses are those in which students contribute to content creation. If you read a provocative article or want to share anything that concerns the profession or the course's themes, we will have periodical class time for sharing ideas or bringing such resources to everyone's attention.

A note on technology: I expect all students to be fully present during our class. Please put your phones on silent and do not text during class. No matter how good our intentions, laptops are very distracting, especially during discussion-based classes. Therefore, I request that you do not use a laptop unless it is critical for your success in the course (i.e., note taking or having the readings in front of you). Please discuss with me in advance if you require the use of a laptop or other device. Otherwise, we will all take a break from screens during discussion and pull them

out only if needed for classroom activities. Anyone engaging in disruptive use of technologies will be asked to leave the class. I reserve the right to modify this policy throughout the term.

ACADEMIC CONDUCT AND PLAGIARISM

It is the student's responsibility to become familiar with the documents below. The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of "The Code of Behaviour on Academic Matters" found at http://www.governingcouncil.utoronto.ca/policies/behaveac.htm. Also see "Code of Student Conduct" found at http://www.governingcouncil.utoronto.ca/policies/studentc.htm; and "Academic Misconduct [plagiarism, etc.]" found at http://academicintegrity.utoronto.ca/. Please consult the Inforum schedule for helpful workshops on how to avoid plagiarism. Another useful resource can be found at http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. NB: Lack of awareness of plagiarism does not excuse the student committing the offence.

AVAILABILITY OF INSTRUCTOR AND COMMUNICATION

The course instructor will be available to answer student questions via email and in person throughout the semester. Each student is required to have a university-issued email address (@utoronto.ca or @mail.utoronto.ca) linked to Blackboard, which will be used in the course communication. I will do my best to reply to your correspondence promptly. If I don't, it may mean I did not receive it; please kindly resend your email. Please email me **directly** at nadia.caidi@utoronto.ca rather than through Blackboard.

STUDENTS REQUIRING ACCOMMODATIONS

The course instructor welcomes students with diverse learning styles in this course. If you require accommodations due to a disability or a health consideration, please inform the course instructor and get in touch with the Accessibility Services Office as soon as possible (http://www.accessibility.utoronto.ca/). The Accessibility Services staff is available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and the instructor know about your needs, the quicker we can assist you in achieving your learning goals in this course.

GRADES AND EXTENSIONS

Grades are assigned in accordance with the following policy and grading system: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf.The School of Graduate Studies (SGS) defines the grades as follows: A+, A, A- are defined as 'Excellent'; B+, B, B- are defined as 'Good'; and FZ is defined as 'Inadequate.' The numeric ranges corresponding to the letter grades are as follows: A+ (90-100%); A (85-89%); A- (80-84%); B+ (77-79%); B (73-76%); B- (70-72%); and FZ (0-69%). This means that, effectively, you require the final numeric grade of at least 70% to pass the course. The final grade is a letter grade.

Please note that fulfilling the minimal assignment requirements stated in the syllabus does not guarantee you an A; your work may warrant a B+ or an A-. An A/A+ assignment goes beyond the minimal requirements and shows a genuine passion for and interest in the topic, as well as originality of thought and/or presentation.

All assignments are due at the **beginning** of a designated class. If a student walks in at the end of class only to submit his/her assignment, the assignment will be considered late. A late penalty for all assignments is equivalent to a half letter-grade per day (for example, from an A- to a B+). If you have extenuating circumstances preventing you from submitting your assignment on time, please talk to your course instructor as soon as possible before the due date.

The proper referencing of secondary sources and accurate citations are expected in all your assignments. I suggest you use the latest editions of the American Psychological Association – APA (6th ed.) or Chicago (16th ed.) manuals of style to format your references. Look for the helpful Inforum workshop on how to cite properly. Good concise reference guides can be found at: http://owl.english.purdue.edu/owl/resource/560/01/ & http://owl.english.purdue.edu/owl/resource/717/01/. Please note that the Chicago manual is also available online through the UofT E-Resources.

Careful attention to the quality of writing is expected. Correct spelling and grammar should be part and parcel of any assignment. Clarity, conciseness, and cogency are highly valued. As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well-written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects". If you require help with writing in English, seek help early in the term. Visit the Office of English Language and Writing Support (ELWS) at http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx. The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule (http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx) for more information.

Extensions for assignments are at the discretion of the course instructor. Extensions beyond the end of a semester are regulated by the University of Toronto and the School of Graduate Studies guidelines. Please consult the following document:. http://www.sgs.utoronto.ca/currentstudents/Pages/Extensions.aspx

There are no specific requirements to formatting your papers. However, **I recommend having a title page to protect your privacy** (i.e., the comments on your paper will not be immediately visible to whomever happens to see or handle your assignments).

OUTLINE AND ASSIGNED READINGS

1. Jan 9   Introduction; Overview
No readings assigned.

2. Jan 16   Libraries and Their Publics

Required Readings

→ **Bell, S. (2009). From gatekeepers to gate-openers. *American Libraries*, 40(8/9): 50-53.**

→ **Pundsack, K. (2015). Customers or Patrons? How you look at your library's users affects customer service. *Public Libraries*, 3 (January/February). Available online at: http://publiclibrariesonline.org/2015/03/customers-or-patrons-how-you-look-at-your-librarys-users-affects-customer-service/**

→ **IFLA. (2018). Trend Report 2018. Available online at: https://trends.ifla.org/files/trends/assets/documents/ifla_trend_report_2018.pdf**

→ **Stolarick, K. & Silk, K. (2014). *So Much More: The Economic Impact of the Toronto Public Library on the City of Toronto*. Beaconsfield, QC: Canadian Electronic Library. [Available as e-book]**

Recommended Readings

→ Buschman, J. (2018). On democracy and libraries. *The Library Quarterly, 88*(1): 23-40.
→ Buschman, J. (2017). November 8, 2016: Core values, bad faith, and democracy. *The Library Quarterly, 87*(3): 277-286.
→ Ferland, B. (1998). Discours sur la lecture publique au Quebec pendant la Revolution tranquille. Discourse on libraries and reading in Quebec during the Quiet Revolution. *Documentation et Bibliotheques*, 44(4), 185-198. https://www-erudit-org.myaccess.library.utoronto.ca/fr/revues/documentation/1998-v44-n4-documentation02050/1032826ar/
→ Greene Taylor, N., Jaeger, P., McDermott, A., Kodama, C., & Bertot, J. C. (2012). Public libraries in the new economy: Twenty-first century skills, the Internet, and community needs. *Public Library Quarterly, 31*(3): 191-219.

→ IFLA (2016). Access and Opportunity for All: How Libraries Contribute to the United Nations 2030 Agenda: http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/access-and-opportunity-for-all.pdf
→ Lievrouw, L. A. and Farb, S. E. (2003), Information and equity. *Annual Review of Information Science and Technology*, 37(1), 499–540.
→ Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster. [Robarts, et al.: HN65 .P878 2000X - check availability]
→ Veinot, T. C. & Williams, K. (2011). Following the "community" thread from sociology to information behavior and informatics: Uncovering theoretical continuities and research opportunities. *Journal of the Association for Information Science and Technology, 63*(5): 847-864.

3.   Jan 23   Evolution of the Information Professions

<u>Required Readings</u>
→ **Berg, S. A. & Jacobs, H. L. (2016). Valuing Librarianship: Core Values in Theory and Practice.** *Library Trends* **64(3), 459-467.**

→ **Drabinski, Emily. (2017). Standard Practice: Libraries as Structuring Machines.** *Parameters: Knowledge Under Digital Conditions.* **Available at: http://parameters.ssrc.org/2017/07/standard-practice-libraries-as-structuring-machines/**

→ **Lajeunesse, M**. (**2012). Public libraries and reading in Quebec: a history of censorship and freedom.** *Library & Information History* **28(1): 26-40. [e-article] <http://dx.doi.org/10.1179/1758348911Z.0000000002>**

→ **Ghaddar, J. & Caidi, N. (2014). Indigenous knowledge in a post-apology era: Steps toward healing and bridge-building.** *Bulletin of the Association for Information Science and Technology*, **40(5), June/July issue. Available at: http://www.asis.org/Bulletin/Jun-14/JunJul14_Ghaddar_Caidi.pdf**

<u>Recommended Readings</u>
→ Goode, William. J. (1961). The librarian: From occupation to profession? *Library Quarterly, 31(4): 306-320.*
→ Garrison, D. (2003). *Apostles of Culture: The Public Librarian and American Society, 1876-1920.* Wisconsin: University of Wisconsin Press. [Inforum: Z731 .G37 2003 - Course Reserves – Check availability]
→ Harris, R. (1992). *LIbrarianship: The Erosion of a Woman's Profession.* Norwood, N.J.: Ablex Pub Corp. [Inforum: Z682.4 .W65 H37 1992 - Course Reserves - Check availability]
→ Johnson, C. (2012). How do public libraries create social capital? An analysis of interactions between library staff and patrons. *Library and Information Science Research, 34*(1): 52–62.
→ Maxwell, Nancy Kalikow. (2006). *Sacred Stacks: the Higher Purpose of Libraries and Librarianship.* Chicago: ALA. [Inforum: Z716.4 .M37 2006 - Course Reserves – Check availability]
→ Perry, R. (2015). 'An iSchool pledge of ethics'. Available online at: https://ctsp.berkeley.edu/an-ischool-pledge-of-ethics/
→ Preer, J. (2008). Promoting citizenship: How librarians helped get out the vote in the 1952 presidential election. *Libraries & the Cultural Record*, *43*(1): 1-28.
→ Radford, M. L. and Radford, G. P. (2003). Librarians and party girls: Cultural studies and the meaning of the librarian. *Library Quarterly, 73*(1): 54-69.

4. Jan 30   Core Values I: Access; Preservation; Intellectual Freedom; Privacy

<u>Required Readings</u>
→ **Campbell, D. G. & Cowan, S. R. (2016). The Paradox of Privacy: Revisiting a Core Library Value in an Age of Big Data and Linked Data.** *Library Trends* **64(3), 492-511.**

→ **Kumbier, A. & Starkey, J. (2016). Access Is Not Problem Solving: Disability Justice and Libraries.** *Library Trends* **64(3), 468-491.**

→ **Pun, R. (2016). The Value of Intellectual Freedom in Twenty-First-Century China: Changes, Challenges, and Progress.** *Library Trends* **64(3), 556-571.**

→ **Sheffield, R. T. (2016). More than Acid-Free Folders: Extending the Concept of Preservation to Include the Stewardship of Unexplored Histories.** *Library Trends* **64(3), 572-584.**

<u>Recommended Readings</u>
- → Look up: Mary Richmond; https://socialwelfare.library.vcu.edu/social-work/richmond-mary/ and Jane Addams: https://socialwelfare.library.vcu.edu/settlement-houses/addams-jane/
- → Campana, K., et al. (2016). Early Literacy in Library Storytimes: A Study of Measures of Effectiveness, *The Library Quarterly, 86*(4): 369-388.
- → Dali, K. & Caidi, N. (2016). A Two-way street: Building the recruitment narrative in LIS programs. *New Library World, 117*(7/8): 499-539.
- → Jaeger, P. et al. (2011). Describing and measuring the value of public libraries: The growth of the Internet and the evolution of library value. *First Monday, 16*(11), November.
- → Hudon, M. (2018). Epistemological and Theoretical Foundations of Information-Documentation Science: A Tribute to Francophone Pioneers 11th ISKO-France Conference, 2017. *Knowledge Organization, 45*(3), 255-267. [Available PDF in Quercus]
- → Kingston, R. (2011). The French Revolution and the Materiality of the Modern Archive. *Libraries & the Cultural Record*, 46(1), 1-25**.** [e-article] http://link.galegroup.com.myaccess.library.utoronto.ca/apps/doc/A251279108/AONE?u=utoronto_main&sid=AONE&xid=a1db58e8
- → Maack, M.N. (2004). The Lady and the Antelope: Suzanne Briet's Contribution to the French Documentation Movement. *Library Trends*, 52(4), 719-747. [e-article] http://search.ebscohost.com.myaccess.library.utoronto.ca/login.aspx?direct=true&db=crh&AN=14619150&site=ehost-live

5. Feb 6   Core Values II: Social Justice; Social Responsibility; Diversity

<u>**Required Readings**</u>
- → **Dali, K. & N. Caidi. (2017). Diversity by design.** *Library Quarterly*, *87*(2): 88-98.

- → **Roberts, S. T. & Noble, S. U. (2016). Empowered to Name, Inspired to Act: Social Responsibility and Diversity as Calls to Action in the LIS Context.** *Library Trends* **64(3), 512-532.**

- → **Schlesselman-Tarango, G. (2016). The Legacy of Lady Bountiful: White Women in the Library.** *Library Trends* **64(4), 667-686.**

- → **Visconti, G. (2015). Queer Muslim Users: Intersectional Spaces in Libraries. winning submission for the 2015 CLA Student Article Award: https://era.library.ualberta.ca/files/6m311r912/Visconti-Era-Sub.pdf**

<u>Recommended Readings</u>
- → Adkins, D., & Moulaison Sandy, H. (2018). Engaging linguistically diverse populations: Gatekeepers in rural and sparsely populated areas of the U.S. Midwest IJIDI.
- → Alper, M., Katz, V. & Schofield Clark, L. (2016). Researching children, intersectionality, and diversity in the Digital Age. *Journal of Children and Media*, 10(1): 107-114.
- → Caidi, N. & Dali, K. (2015). Can we talk? Perceptions of diversity issues by students with diverse backgrounds, and a rumination on personal roads to systemic change. *New Library World, 116*(11/12): 748-80.
- → Garcia Guillen, E., & Tomic, S. (2011). Un service public pensé pour la diversité : l'action vis-à-vis des immigrés à la Toronto Public Library et à la Queens Library de New-York. *Bulletin des*

bibliothèques de France, 2011, 5, 81-86. [e-article]
http://bbf.enssib.fr/consulter/bbf-2011-05-0081-001.pdf

→ Hudson-Ward, A. (2014), Eyeing the new diversity: An emerging paradigm for recruitment and retention. *American Libraries Magazine, 45*(7/8): 32-35.

→ Jaeger, P. (2018). Designing for diversity and designing for disability: New opportunities for libraries to expand their support and advocacy for people with disabilities, *IJIDI*.

→ Seale, M. (2016). Compliant Trust: The Public Good and Democracy in the ALA's "Core Values of Librarianship". *Library Trends* 64(3), 585-603.

→ The Economist Intelligence Unit. (2014). Values-based Diversity: The Challenges and Strengths of Many. http://www.economistinsights.com/sites/default/files/EIU_SuccessFactors_Values-based diversity report.pdf

→ Visconti, G. (2015). Queer Muslim Users: Intersectional Spaces in Libraries. winning submission for the 2015 CLA Student Article Award: https://era.library.ualberta.ca/files/6m311r912/Visconti-Era-Sub.pdf

→ Widdersheim, M. M. & McCleary, M. A. (2016). Gender and Sexuality, Self-Identity, and Libraries: Readers' Advisory as a Technique for Creative (Dis)Assembly. *Library Trends* 64(4), 714-740.

6. Feb 13   The Learning Mindset: Lifelong learning; Professionalism   *Assgt 1Due*

Required Readings

→ **Cooke, N. A., Sweeney, M. & Noble, S. U. (2016). Social Justice as Topic and Tool: An Attempt to Transform a LIS Curriculum and Culture. *Library Quarterly, 86*(1): 107-124.**

→ **Elmborg, J. (2016). Tending the Garden of Learning: Lifelong Learning as Core Library Value. *Library Trends* 64(3), 533-555.**

→ **Hicks, D. (2016). Advocating for Librarianship: The Discourses of Advocacy and Service in the Professional Identities of Librarians. *Library Trends* 64(3), 615-640.**

→ **Enomoto, J. (2015). What I learned as a social worker that helped me to become a better teaching librarian. *Florida Libraries, 58*(2): 14-18.**

Recommended Readings

→ Burgess, John T. F. (2017). Teaching for the long game: Sustainability as framework for LIS education. (pp. 51-76). In *Teaching for Justice: Implementing Social Justice in the LIS Classroom* (Nicole A. Cooke and Miriam E. Sweeney, eds.). Sacramento, CA: Library Juice Press. [Available in Blackboard, and Inforum: Z668 .T375 2017 – Course Reserves – Check availability]

→ Dali, Keren. (2018). Integrating social work perspectives into library and information science education: Blended professionals as change agents. Ch. 6 (pp. 83-121). In Percell, J., Sarin, L. C., Jaeger, P.T., & Bertot, J.C. (Eds.), *Re-Envisioning the MLS: Perspectives on the Future of Library and Information Science Education. Advances in Librarianship*, Vol. 44. Howard House, Wagon Lane, Bingley, UK. [On order]

→ Drabinski, E. (2016). Valuing Professionalism: Discourse as Professional Practice. *Library Trends* 64(3), 604-614.

→ Gibson, A. et al. (2017). Libraries on the Frontlines: Neutrality and Social Justice. *Libraries*. 99. http://commons.lib.jmu.edu/letfspubs/99

→ Jones, P. (2012). The awakening of the social conscience: Jane Maud Campbell, 1869–1947. *The Library Quarterly, 82*(3): 305-335.

→ Nathan, L., & Perreault, A. (2018). Indigenous initiatives and information studies: Unlearning in the classroom, *IJIDI, 2*(1/2).

→ Roberts, S. T. & Noble, S. U. (2016). Empowered to name, inspired to act: Social responsibility and diversity as calls to action in the LIS context. *Library Trends, 64*(3): 512-532.

→ 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.

Feb 20   *** Reading Week -- No Class ***
(Final date to drop courses without penalty: Feb 26)

7. Feb 27   Knowledge Translation: Moving Knowledge into Action   *Ann Bib Due*

Required Readings
→ **Dali, K. (2018). The lifeways we avoid: The role of information avoidance in discrimination against people with disabilities. *The Journal of Documentation*, 74(6), 1258-1273.**

→ **Forehand, O. (2018). Efforts to Overcome Homelessness in the Pruitt Branch of the Nashville Public Library, *The International Journal of Information, Diversity & Inclusion*, 2(4).**

→ **Sloniowski, L. (2016). Affective Labor, Resistance, and the Academic Librarian. *Library Trends* 64(4), 645-666.**

→ **Winberry, J. (2018). Shades of Silver: Applying the Strategic Diversity Manifesto to Tennessee's Knox County Office on Aging. *The International Journal of Information, Diversity & Inclusion, 2(4).***

Recommended Readings
→ Look up: Mary Richmond; https://socialwelfare.library.vcu.edu/social-work/richmond-mary/ and Jane Addams: https://socialwelfare.library.vcu.edu/settlement-houses/addams-jane/
→ Campbell, B. (2008). Working together project. Community- Led Libraries Toolkit. [Skim through the Toolkit]. Available at: http://www.librariesincommunities.ca/resources/Community-Led_Libraries_Toolkit.pdf
→ Pilerot, O. (2018). The practice of public library-work for newly arrived immigrants In Proceedings of ISIC, The Information Behaviour Conference, Krakow, Poland, 9-11 October: Part 1. *Information Research*, 23(4), paper isic1806. Retrieved from http://InformationR.net/ir/23-4/isic2018/isic1806.html

8.   Mar 6   Decolonial Practices in Libraries and Archives (with J.J. Ghaddar)

Required Readings
→ **Burns, K., et al. (2009). Indigenous librarianship. In *Encyclopedia of Library & Information Sciences*, Third Edition, pp. 2330-2346. New York: Taylor & Francis. https://open.library.ubc.ca/cIRcle/collections/ubclibraryandarchives/29962/items/1.0103205**

→ **Truth & Reconciliation Commission. (2016). Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth & Reconciliation Commission of Canada. Winnipeg: Truth and Reconciliation Commission of Canada. READ PAGES 246-258. Available at: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf**

→ **Sutherland, T. (2017) Archival amnesty: In search of Black American transitional and restorative justice. In Caswell, M., Punzalan, R., & Sangwand, T. (Eds.), *Critical**

Archival Studies. Special issue, *Journal of Critical Library and Information Studies, 2*(1): 1-23. Available at: http://libraryjuicepress.com/journals/index.php/jclis/article/view/42/27

→ **ACARM. (2017).** *Migrated Archives: ACARM Position Paper.* **ACARM Annual General Meeting, Mexico City, 25 November. Available at:** https://iaartsaa.files.wordpress.com/2017/12/acarm-position-paper-migrated-archives-adopted-20171125.pdf

Recommended Readings
→ Ghaddar, J. (2016). [The spectre in the archive: Truth, reconciliation and Indigenous archival memory](#). *Archivaria, 82*: 3-26.
→ Hudson, D. (2012). [Unpacking 'information inequality': Towards a critical discourse of global Justice in library and information science](#). *Canadian Journal of Information and Library Science*, *36* (3-4): 69-87.
→ Russell, L. (2013). [Indigenous knowledge and archives: Accessing hidden history and understandings](#). *Australian Academic & Research Libraries, 36*(2): 161-171.
→ Dourish, P., & Mainwaring, S. (2012). [Ubicomp's Colonial Impulse](#). (pp. 133-142). *UbiComp '12, Proceedings of the 2012 ACM Conference on Ubiquitous Computing*. New York, NY: ACM.
→ Somerville, M., & EchoHawk, D. (2011). [*Recuerdos Hablados*/Memories Spoken: Toward the co-creation of digital knowledge with community significance](#). *Library Trends, 59*(4): 650-662.
→ Lukenbill, B. (2002). [Modern gay and lesbian libaries and archives in North America: A study in community identity and affirmation](#). *Library Management, 23*(1/2): 93-100.
→ Nathan, L., Shaffer, E., & Castor, M. (2015). [Stewarding collections of trauma: Plurality, responsibility, and questions of action](#). *Archivaria, 80*(1): 89-118. [Note: Scroll to bottom]
→ Olson, H. (2007). [How we construct subjects: A feminist analysis](#). *Library Trends*, *56*(2): 509-541.
→ Schnarch, B. (2004). [Ownership, control, access and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities](#). *Journal of Aboriginal Health, 1*(1): 80-95.
→ Warren, K. E. (2016). We Need These Bodies, But Not Their Knowledge: Black Women in the Archival Science Professions and Their Connection to the Archives of Enslaved Black Women in the French Antilles. *Library Trends* 64(4), 776-794.

9.   Mar 13   Emerging Trends in Community-Led Librarianship

Required Readings
→ **Allard, D, & Ferris, S. (2015). [Antiviolence and marginalized communities: Knowledge creation, community mobilization and social justice through a participatory archiving approach](#).** *Library Trends, 64*(2): 360-383.

→ **Jaeger, P. T. (2018). Designing for diversity and designing for disability: New opportunities for libraries to expand their support and advocacy for people with disabilities.** *The International Journal of Information, Diversity, & Inclusion (IJIDI), 2*(1/2) **Available at:** https://publish.lib.umd.edu/IJIDI/article/view/462

→ **Noble, S.U. (2013). Google Search: Hyper-Visibility as Means of Rendering Black Women and Girls Invisible.** *InVisible Culture: An Electronic Journal of Visual Culture* **19. Available at:** http://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/

→ **Lingel, J. (2017). Fight for your platform to party: Brooklyn drag and the battle for a Queerer Facebook. In** *Digital Countercultures and the Struggle for Community.*

Cambridge, MA: MIT Press. Pp. 99-122. [PDF in Blackboard]. [Robarts: HN90 .I56 L56 2017X - check availability]

<u>Recommended Readings</u>

→ Agosto, D., Magee, R., Dickard, M. & Forte, A. (2016). <u>Teens, Technology, and Libraries: An Uncertain Relationship</u>. *The Library Quarterly, 86*(3): 248-269

→ Ahmed, I., Mim, N., & Jackson, S. (2015). <u>Residual mobilities: Infrastructural displacement and post-colonial computing in Bangladesh</u>. (pp. 437-446). In *CHI'15 Proceedings of The 33rd Annual ACM Conference on Human Factors in Computing Systems*, Seoul, South Korea. New York: ACM.

→ Bishop, A. P. & Fisher, K. (2015). <u>Using ICT design to learn about immigrant teens from Myanmar</u>. (56:1–56:4). *ICTD '15, Proceedings of the Seventh International Conference on Information and Communication Technologies and Development*. New York: ACM.

→ Commissariat aux services en français de l'Ontario. (2018). *Se projeter, se préparer: Rapport Annuel 2017-2018*. Disponible en ligne : http://csfontario.ca/wp-content/uploads/2018/07/OFLSC-283633-Annual-Report-2017-2018_FRE.pdf

→ Fisher, K. E., Yefimova, K., & Yafi, E. (2016). <u>Future's butterflies: Co-designing ICT wayfaring technology with refugee Syrian youth</u>. (pp. 25-36). *IDC '16, Proceedings of the Fifteenth International Conference on Interaction Design and Children*. New York: ACM.

→ Irani, L., Vertasi, J., Dourish, P., Kavita, P., & Grinter, R. (2010). <u>Postcolonial computing: A lens on design and development</u>. (pp.1311–1320). *CHI '10 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*. Atlanta, GA. New York: ACM.

→ Moock-Colombani, L. et Desrochers, N. (2014). Pratiques innovantes et participatives chez les adolescents en bibliothèque publique : les tendances émergentes. *Argus, 42*(3), 29-32, 66-67. http://search.ebscohost.com.myaccess.library.utoronto.ca/login.aspx?direct=true&db=llf&AN=96386532&site=ehost-live

→ Real, B., Bertot, J. C., & Jaeger, P. T. (2014). <u>Rural public libraries and digital inclusion: Issues and challenges</u>. *Information Technology and Libraries, 33*(1): 6-24.

→ Rigot, H. (2006). L'agir informationnel ou comment former l'homme de la société de l'information ? *Documentation et bibliothèques*, 52(3), 201–207. https://www-erudit-org.myaccess.library.utoronto.ca/fr/revues/documentation/2006-v52-n3-documentation01801/1029490ar.pdf

10.   Mar 20   Communities of Practice I – Team Presentations
            TBA

11.   Mar 27   Communities of Practice II – Team Presentations
            Take Home handed out
            TBA

12.   Apr 3   Communities of Practice III – Team Presentations
            TBA

   *Apr 10   *** EXAM WEEK ****
            Take Home Due

[Reading List Service provided and links accessed by the Inforum: Winter term, 2018]

SUMMARY OF ASSIGNMENTS

The final grade will be based on:

Week 6, Feb 13	Assessing the 2019 OLA SuperConference	25%
Week 7 - Week 12	**Researching a Current Trend (Team Project)** • **Annotated Bibliography (20%)** • **In-class Presentation (30%)**	50%
Exam week	Final Take-Home Exam Due	25%

➢ *ASSESSING THE 2019 OLA SUPERCONFERENCE PROGRAM: (due Feb 13, 25%)*

The issues of social responsibility, public good, diversity and democracy have garnered much attention of library and information scholars and practitioners, and have been explored through multiple angles. The aim of this assignment is to get you familiarized with how these themes (and others covered in the course) have been contextualized and operationalized in the professional LIS community, through one key event, the annual SuperConference meetings.
The Ontario Library Association (OLA) hosts its SuperConference annually. This year, it will be held January 30-February 2, 2019. You are asked to access the schedule of the OLA Super Conference (available here: https://www.olasuperconference.ca/event/), peruse the program for scope and coverage of trends that seem to be of most interest to present-day librarians, with an eye towards themes touched on throughout the term so far (community engagement, information professions' ethics and values, diversity, inclusion and so on), and how these are addressed in the conference programming. What can you learn from the program and the choice of speakers about directions, practices and values; about opportunities and perceived challenges for the field?
This is an essay format, so while you can use examples from the SuperConference program liberally, you are expected to make sense of what you are observing, and link these trends or observations to course concepts, readings, and discussions from class. You will be marked on your ability to present clear and convincing arguments; to integrate knowledge from different sources and perspectives; and on evidence of original thought.

In your report, make sure you address:
1. The framing of the conference (theme; speakers, etc.): pay attention to the organizers' welcome statement; the sponsors (if any); the affiliation of the contributors (e.g., practitioners, academics, commercial, US-based, etc.);
2. The themes tackled (recurring? comprehensive?) and the treatment of the issues. This requires scanning the program, reading most of the abstracts, and doing some follow up as needed. Using your research, reflect on the Superconference's framing of the issues/debates, and what it says about librarians and other information professionals (and information contexts). Make connections with our class readings and discussions;

3. Your own observations or thoughts about what you examined (e.g., what surprised you? What did you discover?).

Your report should be no more than five (5) double-spaced pages (excluding references and any appendices). **I recommend having a title page to protect your privacy** (i.e., so that comments on your paper will not be immediately visible to whomever happens to see or handle your assignments. Please include your **name, course and section number** on title page).

➢ *RESEARCHING A COMMUNITY OF PRACTICE / INTEREST (50%)*

❖ Composition of Group	---	Due Week 3
❖ In-class debriefing with instructor	---	Throughout term
❖ Annotated Bibliography	20%	Due Week 7
❖ In-Class Presentation	30%	Due Week 10-12

Working in groups (the size of which will depend on enrolment and interest), students will choose a topic to focus on, conduct in-depth research to deepen their understanding of the topic/community selected, and share their findings with the class. This is an opportunity for you to **explore a community of interest or practice** (i.e., the targeted group), **familiarize yourselves with their online information and communication practices** (what can you learn from their online presence about their knowledge production, record-keeping, or community memory? You may choose to focus on a policy or regulatory issue that the selected group is faced with, or advocating about. You may also zone in on a social or cultural phenomenon, or an emergent practice related to the specific group. Lastly, you can select to research a stereotype, social injustice or a prejudice faced by the group). With the information gathered, your group will be asked to **offer recommendations to LIS professionals** about how they can *effectively engage with members of the community*.

Instructions are outlined below and will also be discussed further in class.

There are two deliverables associated with this assignment: 1) an annotated bibliography; and 2) an in-class team presentation. Having completed this assignment, you will have a better grasp of the issue by conducting research, discussing issues with peers, making legible (and communicating) the complexity of the topic to your peers. The group presentation will also allow you to practice teaching others about an issue and preparing adequate materials to support your task.

First, start by selecting one topic or community of interest to the team. Remember that there may be different possible ways of framing the issues related to the group selected. Discuss these within your team. **All teams must run their final choice by the instructor for approval**.

After you have selected a community/related topic to address, browse online spaces where members of your community may congregate, and pay attention to the dynamics and discussions within that space. In parallel, your team will also conduct a literature review for resources that can inform your topic (there are plenty of user studies out there, as well as resources that may

shed light on the specific issue central to your group's focus. Familiarize yourselves with them). Using these resources, you will be asked to produce two deliverables: a written annotated bibliography, and a group presentation. Together, these deliverables will amount to 50% of your final grade. You will be graded as a team equally on all aspects of this assignment: the quality of the annotated bibliography, the organization and delivery of the presentation, and the facilitation of the discussion that follows your presentation.

GROUP PROJECT DELIVERABLES:
- Composition of Group   ---   Due Week 3
- In-class debriefing with instructor   ---   Throughout term
- Annotated Bibliography   20%   Due Week 7
- In-Class Presentation   30%   Due Week 10-12

Groups should be formed **no later than week 3** of classes. Please choose a group representative who will communicate with the course instructor on a continuous basis. This individual will be responsible for emailing the group composition and the chosen topic to the course instructor by week 3. Please note that to avoid duplication, you require the course instructor's approval for the final topic.

Note that we will periodically devote time during the latter part of the class to allow you to meet as a group to share updates and/or concerns with each other and to **debrief with the instructor**. I will be circulating around and meeting with different groups to assist you in figuring out the scope of your project. We understand that projects evolve, roles shift, and tasks change. The culmination of our first six weeks together should lead each team to confirm the key elements of the project. This includes:
- Finalizing members of project team
- Assignation of members to project roles
- Ability to provide a concise description of topic
- Literature Review and Research Question(s)
- Identification of focal user group(s) in the community (if applicable),
- Preliminary Project Tasks
- Primary community contacts or potential guest speakers (name, position, telephone) (if applicable).

The Annotated Bibliography (due: Week 7, Feb. 27).

The annotated bibliography is a collective submission. It shall include the following sections:
1. A brief overview of the chosen community, historical perspectives on the issue(s) faced by the community; contemporary debates; major trends and themes; various stakeholders and their conflicting/converging perspectives; and/or other things you deem relevant. (about 500 words).
2. About 15 annotated resources, including monographs, scholarly articles, reports, position papers, legislative documents, electronic resources, websites, blogs, and other resources, as relevant to your chosen topic. Each annotation should span about 150-200 words.
3. A brief overview of the search strategies (databases searched, key terms used, what worked, what did not elicit much results, etc.) used to complete this assignment and the distribution of roles within the team (who did what?).

For help with writing an annotated bibliography, check out:
http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography

In-Class Presentation (due: throughout Weeks 10-12)

Weeks 10-12 (depending on enrolment) of the course are devoted to team presentations on selected topics. I view these presentations as a form of peer learning, meant to disrupt the traditional instructor-led lecture by putting you in the driver's seat. Peer-to-peer learning is an effective form of instruction, and I have allotted adequate time for each group to share their findings with the class. At a minimum, teams will be given about 15-20 minutes in total (a typical time for any presentation at conferences, board meetings, community outreach event, etc.). Make sure that you balance the time between presentation and some open discussion. Powerpoint presentation or other visual aid is encouraged. If desired, you may invite a community partner or guest speaker to attend the presentation. It is up to the team to decide who will present what. Regardless, students will be graded as a team equally on all aspects of this assignment: the quality of the annotated bibliography, as well as the content, organization and delivery of the presentation.

On the day of your scheduled presentation, you will be required, as a group:
   a. To deliver an in-class **15-20 minute presentation** on your topic. You will provide an overview of the issue and share your findings to date with the class. You can be as creative as you wish in how you decide to convey your research findings (a powerpoint, a video or a montage of sorts, an interactive game, a mock debate, a panel, etc.). The aim is for you to engage your peers into learning more about your topic, and how it relates to course themes and readings.
   b. To produce a **one to two-page (max.) handout** to distribute/share with class participants. This should not be a mere printout of your powerpoint slides. Rather, think about it as the ultimate resource: an information sheet that summarizes the issue, provides key resources for additional information, and explains why and how information professionals should pay attention to this community, and the ways in which LIS professionals can effectively engage with the community studied (i.e., your recommendations).
   c. To be responsible for engaging the class into a meaningful **discussion** about the issue. So come prepared with a few discussion questions or activities.
   d. To turn in a **detailed outline** of your presentation (lecture notes or an annotated copy of your lecture slides) to the instructor, at the beginning of your presentation.

More information will be provided to you throughout the term.

A reminder that this assignment will be conducted as part of a **team**. Because the final product is submitted by the group as a whole (not individually), it is your responsibility to ensure that everyone contributes equally to the workload. In case of major problems within the team, please see the instructor *sooner* in the term rather than later.

➢ *FINAL TAKE-HOME EXAM (distributed on week 11; due on Exam week, 25%)*

The take-home exam is intended to provide an opportunity for students to display their grasp of the course content (readings, lectures, class discussions, media browsing, etc.). Drawing on theoretical readings and class discussions, students will write a <u>very short</u> analytical essay/critical response that addresses a contemporary development affecting the LIS field and LIS professionals.
The essay question(s) will be handed out in class two weeks before it is due. Students will be marked on their understanding of key concepts; ability to present clear and convincing arguments and integrate the knowledge from different sources and perspectives; and the evidence of original thought.
The length of the essay is not to exceed three (3) double spaced pages (not including references). At least ten (10) secondary sources should be integrated into your essay.

Good Luck!