IRLS554-001 Diverse Cultures, Communities & Libraries

Updated Mon, 08/24/2009 - 19:00

COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor: Elizabeth Martinez

COURSE DESCRIPTION:

The capacity to grow personally through learning and good understanding of diverse cultural heritage, and to effectively work with people from different cultural backgrounds and understanding is Cultural Intelligence.

This course explores the complex, social, economic, historical and technological developments that impact library and information services to diverse communities. Students will study and assess current programs and services, and develop skills and understanding for planning, implementing and evaluating programs that address the information needs of diverse racial, ethnic and linguistic communities.

This is a Knowledge River course and emphasis is on Latino and Native American cultures. However, other cultural populations will also be discussed. The course addresses the following school-wide learning objectives:

- how diversity affects the library and information professions;
- the value and service orientation of the library and information professions;
- partnerships and alliances and their role in information provision.

In an increasingly diverse society, information professionals seeking to provide resources about and for diverse cultural communities need to use a Cultural Lens to understand information needs from a cultural perspective. A Cultural Lens is the perspective from which a person sees the world. Cultural differences are the beliefs, values, expectations, attitudes, and assumptions beneath the surface of a person's Cultural Lens.

Because content on the Internet is often more current, and reflective of today's cultural voices than that in collections of libraries, it is important to use this vehicle to expand our Cultural Lens.

How are we going to learn about this?

The topic of cultural diversity and Cultural Lens is a difficult discussion topic in any setting because it goes beyond academic and intellectual research. The challenge will be to make it meaningful and convey the subtle implications in an online environment.

We will explore the Internet for cultural identities and resources that help information professionals expand their perspectives about diverse communities. We will analyze and view libraries through a diverse Cultural Lens to understand how diverse populations view the institution.

Students will participate in online discussions of readings, link to Internet cultural resources such as www.implicit.harvard.edu to learn more about cultural differences and assumptions, and assess libraries through the Cultural Lens of a diverse people.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the A1, A2, A3, B1, B2, B3, B4, C1,C2 and C3 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the
semester, students will be able to:

- Explore and analyze different cultural resources;
- Understand the challenges of providing information services in a multicultural society, and understand the numerous cultural perspectives;
- Chart the role of information institutions and cultural diversity and perspectives;
- Advocate and provide leadership for library services to culturally diverse communities.

REQUIRED COURSE MATERIALS:

The course requirements are the following materials for background information:

4. See ALA Diversity articles and publications at www.ala.org/diversity

*The best means to explore the topic of diverse populations in this country is to view history from the Cultural Lens provided by a series of 3 videos produced by PBS called Race: The Power of an Illusion. Hopefully, they are available at your local public or at the University Library.

COURSE REQUIREMENTS:

The course requires students to be engaged learners in a virtual environment through timely and thoughtful discussions, completion of assignments, and active participation online in the exploration new culturally diverse resources. The final assignment is an Advocacy paper posted online for all students in the class to read. See the Course Outline for specific information on assignments.

COURSE POLICIES

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity; 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

Students will submit all assignments online by the posted due date. Exceptions may be considered at the discretion of the Instructor.

The required writing style is APA.

Incompletes
The 1997-8 University of Arizona General Academic Manual, p.23 reads

The grade of I may be awarded only at the end of a semester, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded when the student is expected to repeat the course; in such a case the grade of E must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the semester ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

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Assignment Policies

<Put your own material for the stuff in red>

- **How to submit your assignments:** How do you want students to submit assignments? Do you want them to include any particular identifying information on their assignments? Will assignments be returned to them, or will they just see a posted grade? Anything else that they'd need to know?
- **Assignment due dates:** Since the Course Schedule section (above) will spell out specific due dates, this section is used to describe any late penalties and any particulars about exactly when items are due (e.g. "Surface-mailed assignments must be postmarked no later than the stated due date.")
- **Writing style:** Are students supposed to use any particular writing style, such as APA or Chicago Manual? Are there any on-line writing resources that might be helpful to your students as they prepare their assignments? What if English is not their native tongue...is help available to them?
- **Late Policy**

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

- Assignments 1 and 2: 40%
Students begin with 100 points. Students lose points for late assignments, incomplete assignments, poorly written assignments, lack of participation, inaccurate information, etc. At the end of the semester the points will be converted to a letter grade as follows:

A=90-100 points for Superior Work: highest quality, ideas are discussed thoughtfully and well formulated; demonstration of a thorough understanding of the content and an openness to diverse perspectives. All assignments submitted on time with excellent written expression and grammatically correct.

B=80-89 points for Very Good Work: discussions indicate a good or very good understanding of content. Most assignments on time and well written with few grammatical errors.

C=70-79 points for Marginally Satisfactory Work: meets minimum requirement; discussions reflect limited understanding or interest. Written work contains errors, needs editing, and not submitted in a timely manner.

F=0-69 Failed to meet the requirements

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

My email address is emfuture@hotmail.com.
Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 11 (1)
- Fall 10 (20)
more...

Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
more...

Topic
- Index (33)
- Masters (33)
- Research (20)
- Knowledge River (16)
- News (14)
more...

Related categories

Course: IRLS554
People: Adjunct Faculty » Martinez
Semester: Spring 09

Guided keyword

Search More options

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