IRLS554-010 DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES

Updated Wed, 11/10/2010 - 15:03

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS 554-010: DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES

Spring 2011

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

Instructor: Elizabeth Martinez – emfuture@hotmail.com

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

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

1. Understand the challenges of providing information services in a multicultural and multiracial society; and understand the ethnic, cultural, linguistic, and racial factors and perspectives involved;
2. Identify resources for the development of library services for diverse communities;
3. Determine the cultural diversity and information needs of user communities; and develop strategies for providing appropriate services;
4. Chart the role of information institutions in promoting cultural diversity and preserving ethnic heritage;
5. Advocate and provide leadership for library services for diverse communities.

This course supports the following IRLS objectives:

- The foundation of information services.
- Advocacy and leadership for access to information and knowledge resources;
- Evaluating and utilizing relevant research studies from a variety of disciplines.

REQUIRED COURSE MATERIALS:


2. See ALA Office for Diversity at www.al.org/ala/diversity


COURSE REQUIREMENTS:

Course Schedule

The class is totally online. The question to be considered throughout course: How can libraries become effective and responsive in addressing the information needs of culturally diverse communities?

January:  Project Implicit at [www.implicit.harvard.edu](http://www.implicit.harvard.edu)

- Read about the Project Implicit and proceed to the Demo Test. Take a total of 3 of the demo tests including the one on race. Discuss your impressions, opinions online with students.

- Discussion by students of Cultural Lens.

February:  Exploration of Diversity, the American Experience & Historical Perspectives.

Due: Assignment 1 to Review an article on Diversity.

View the video: Race; The Power of an Illusion (PBS, 3 parts)

REQUIRED READINGS: Students will be asked to comment on these readings.


RECOMMENDED READINGS:


March:  Diversity & Internet Resources.

Due: Assignment 2 on Cultural Internet Resources

RECOMMENDED READINGS:

April: Information Institutions & Diverse Cultural Services.

Due: Assignment 3, an Advocacy Action Paper

RECOMMENDED READINGS:


V. Assignments

Assignment 1: Review Article on Diversity
Select and review an article on libraries and diversity not older than 2001.

Assignment 2: Research Internet Resources
Select a culturally diverse community from the following: (1) African American; (2) Armenian; (3) Korean; (4) Latino – Chicano/Mexican American, Central American; (5) Hmong; (6) Native American (specific nation); (7) Persian; (8) Russian; (9) Vietnamese or other as approved.
Find 5 websites that reflect the community from their own perspectives, their own voice.
· Use the Internet to demonstrate the usefulness of the 5 sites; include one local site, one official government site, and historical, cultural, artistic, or other sites about the culture.
· Write a 3 page paper on the 5 websites, and discuss how these websites are useful to librarians.

Assignment 3: Advocacy Paper
Select a library to research and assess for their effectiveness in providing services and programs to a specific culturally diverse community. Visit the library and look for evidence such as the following:
· Physical items such as signage in a non-English language, posters and décor, collections, brochures, program announcements, services;
· Staff who are culturally and language related;
· People in the library and how they are using resources.
· Interview a librarian at the library and request information on the following:
· Inclusion in the Strategic Plans of services to this diverse community;
· Budget allocations for collections, programs, and services;
· Other information about the diverse community and the library.

Write an Advocacy Action Paper in support of library services to this group, and include your findings, evidence demonstrated, your observations about the process, any problems or barriers encountered, and recommendations for specific programs and services for the library to provide. Remember that you are advocating for library services for a particular community at a particular library, and may have to convince library staff to support you.
· Length: a minimum of 12 double-spaced pages including a bibliography.
· Confirm the topic of the paper with the instructor

COURSE, SCHOOL, AND UNIVERSITY 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.

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:

Grading: Total of 100 points

| Review of Article | 15 points |
| Research Internet Assignment | 30 points |
| Advocacy Paper | 40 points |
| Attendance & Participation | 15 points |

A = 90+ points. Assignment research and presentation demonstrate superior knowledge and understanding of the issues; demonstrated knowledge of resources through active participation in discussions - expressed opinions, questions and comments.

B = 80-89 points. Assignment research and presentation demonstrate good knowledge and understanding of the issues; some knowledge of resources indicated through participation in discussions.

C = 70-79 points. Assignment research and presentation demonstrate superficial coverage of issues; limited knowledge of resources with limited participation in discussions.

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Elizabeth Martinez – emfuture@hotmail.com
Courses

- Syllabi
  - Fall 11
  - Summer 2011
  - Spring 11
    - IRLS 417/517 Digital Cultures
    - IRLS472-010 Government Information ~ Spring 2011
    - IRLS515-001 Organization of Information (On Campus Frické)
    - IRLS515-011 Organization of Information (Virtual, Frické)
    - IRLS517/417 Digital Cultures
    - IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
    - IRLS520-011 Ethics for Library and Information Professionals (On Campus Mathiesen)
    - IRLS523-010 Early Childhood and Public Libraries (Virtual SHiggins)
    - IRLS532-010 Online Searching
    - IRLS540 - Introduction to Archives
    - IRLS551-001 Equity of Access (Virtual - Montiel Overall)
    - IRLS554-010 DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES
    - IRLS557-010 Documenting DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES
    - IRLS559 Marketing Library and Information Services to Communities
    - IRLS562-010 Public Libraries Practice & Administration
    - IRLS571-010 Introduction to Information Technology, Spring 2011, (Dr. Sun)
    - IRLS572-010 Government Information ~ Spring 2011
    - IRLS573-010 Information Technology in Libraries (Virtual, Smith)
    - IRLS581-010 School Library Administration and Organization (Virtual SHiggins)
    - IRLS585 Information Literacy Instruction (Spring 2011)
    - IRLS589 Scholarly Communication
    - IRLS613-010 Decision Making for Library and Information Professionals
    - IRLS673 Managing the Digital Information Environment
    - IRLS674 Preservation of Digital Collections
    - IRLS696b-001 ISSUES & WRITING SEMINAR: Advanced Research Methods & Statistics (By Heshan Sun)
  - Fall 10
  - Summer 10
  - Winter 10-11
  - Spring 10
  - Winter 09 10
  - Fall 09
  - Summer 09
  - Spring 09
  - Winter 08 09
  - Fall 08
  - Archive of Old Syllabi

- Schedules
  - Core Courses
  - Course Delivery Options
  - Course Descriptions
  - Distributed Electives
Individual Studies: Internships, Independent Studies & Practica

Registration

Required first course: IRLS504

Suggested Courses by Specialization

Suggested Out of Department Courses

Workload

Guided exploration

Click a term to initiate a search.

Audience

for Students (92)
for Faculty (28)
for Alums (24)
for Staff (17)
for Prospective Students (7)
more...

Course

IRLS417 (2)
IRLS418 (1)
IRLS432 (1)
IRLS470 (2)
IRLS488 (6)
more...

People

Adjunct Faculty (152)
Faculty (150)
Staff (17)
Friends (6)

Semester

Fall 11 (29)
Summer 11 (27)
Spring 11 (30)
Winter 10 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)
Related categories

Course: IRLS556
People: Adjunct Faculty » Martinez
Semester: Spring 11

Guided keyword