

LIS 9610: Public Libraries Summer 2022

Instructor: Bessie Sullivan

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Office hours: virtually by appointment & before or after class

Synchronous sessions on Wednesdays from 6:00pm-8:00pm by zoom

Course description

Development of a public service mindset. Understanding of the organization of public libraries, the role of library boards in their management, and the effect of organizational structure on their services. Exploration of community structure, dynamics, and attitudes towards the public library and its potential to serve the whole community, including special client groups. Examine current political and cultural issues affecting public libraries.

Upon successful completion of readings, assignments, and class participation, students will be able to:

1. Develop public service-oriented attitudes (PLLO 3,5)
2. Understand the organization of public libraries, the role of boards in their management and the effect of organizational structure on service. (PLLO 7)
3. Critically evaluate community structures and dynamics in order to determine the library's role in the community and to analyse its response to changing community needs. (PLLO 1,2,4,5,8)
4. Demonstrate awareness of, and analyze, current issues, trends, challenges, and opportunities in public libraries (PLLO 1, 2, 5)

Enrolment Restrictions

Enrollment in this course is restricted to graduate students in Library and Information Science.

Course Format

This course will run fully online with synchronous meetings on Wednesdays from 6:00pm-8:00pm. Students are expected to complete readings for each week's topic and be prepared to discuss the topic. There will be videos, speakers, activities, and discussion.

Attendance –I would very much like it if you came to every class, but I do understand that other priorities can sometimes interfere. Please remember that your participation grade will depend on you being prepared for class and respectfully engaging in discussion during class.

Course Materials

All materials will be available electronically via Owl, library reserves, or available freely online.

Methods of Evaluation and Course Timeline

Participation	20%
3 X Reading reflections	30%
Policy	15%
Current issues paper rough draft	10%
Current issues paper final draft	25%

Date	Topic	Speaker	Assignments
Participation			20%
May 11	Introduction		
May 18	Reading, literacy, and books		
May 25	Technology, maker space, and the digital divide		1 st Reading Reflection 10%
June 1	Community building and partnerships		
June 8	Freedom of expression/ right to privacy, censorship, and neutrality		
June 15	Challenges 1- the issues: poverty, mental health, addiction, systemic barriers		2 nd Reading Reflection 10%
June 22	Challenges 2- solutions: social work and/or security, re-evaluation of structure, space, and procedures.		1 st Draft Current Issues Paper 10%
June 29	No class		
July 6	Marketing, publicity, and promotion		3 rd Reading Reflection 10%
July 13	Equity, diversity, and inclusion		
July 20	Planning, policies, and legislation		

July 27	Board structure/ relationship with municipalities/ governance vs. operations		Policy 15%
Aug 3	Professional development, volunteer work, and associations		
Aug 10	Proving value and contributions to economic development		Final Draft Current Issue Paper 25%

Health/Wellness Services

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on academic offences - Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.