Course Syllabus
Spring 2017

S580: History of Libraries
SOIC – IUPUI
Department of Library and Information Science

Instructor Information

Name - Annette Lamb, Ph.D.
Address - PO Box 206 Teasdale UT 84773 (I often travel during the semester)
Email - alamb@eduscapes.com or anlamb@iupui.edu
Website - http://eduscapes.com

Overview

From stone tablets to digital tablets, the history of libraries is a fascinating exploration of culture, politics, and society around the world. Whether exploring the great Library of Alexandria or rural libraries of the 1900s, there’s something for everyone interested in understanding the impact libraries have had on life through history.

Regardless of whether you’re interested in academic, school, public, corporate, health, and/or other special library settings, this course is a great elective. To plan and succeed in the future, we must learn from the past!

Course Description

From hidden walls in the libraries of Ancient China to book burnings of the 20th century, the history of libraries is filled with intrigue and adventure along with censorship and destruction. History has never been so relevant AND exciting!

This three-credit hour graduate course focuses on the development of libraries and information services from earliest times to the present, with emphasis on the library in relation to social, economic, cultural, and political trends.

This course will expand your thinking about the essential role of history in understanding academic, school, public, and/or special libraries. It will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs. Each student will have the opportunity to examine a personal or professional area of interest within the history of libraries.
Course Assumptions

The following entry skills are required for this course:

Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), web development tools, social media, and utilities (i.e., downloading drivers and plugins).

Identify, select, access, and evaluate information found on the Internet and in the library.

Use Canvas for forums and information sharing.

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your instructor at any time.

Learning Objectives

Students will be able to:

• discuss issues in the writing of library history
• describe the development and role of libraries throughout history
• identify great libraries and what made them effective in their time
• identify key figures, events, inventions, and movements in library history
• order the major historical development in librarianship
• describe the types and functions of libraries at various points in history
• trace the development of different types of libraries
• discuss the context in which libraries exist in each time period
• compare libraries across cultures and history
• compare libraries from one period of history to another
• identify key issues related to the rise and fall of libraries including social, political, cultural, and environmental considerations.
• discuss the role of libraries in the development of human culture
• discuss the current status and future of libraries globally
The instructor will:

- encourage critical and creative thinking related to librarians and librarianship
- convey examples of theory, techniques, and models relevant to libraries and librarianship
- judge student performance fairly in accordance with the SLIS grading policy and the expectations for the assignments outlined in this syllabus.

MLS Program, Graduate Program and ALA Competency Connections.

This course addresses competencies related to the MLS program in the following areas:

- Work Effectively Within and Across a Variety of Organizational Structures
- Conduct and Analyze Research
- Demonstrate Basic Technical Expertise
- Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in the following areas:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

- Foundations of the Profession
- Information Resources
- Technological Knowledge and Skills
- Research
- Continuing Education and Lifelong Learning
Course Materials

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

Required Online Course Materials

- Syllabus - http://eduscapes.com/history/course/syllabus.htm
- The Tips - http://eduscapes.com/history/course/require.htm

Required Print Materials

Battles, Matthews (2003). Library: an Unquiet History. WW Norton Co. 0-393-02039-0. This is available in varied formats:


Course Assignments and Assessments

The learning objectives will be assessed through a series of activities, a history timeline, and a final project. Course assignments are intended to help students apply the course materials. The course requirements will be addressed within the online guide. The requirements include:

Actio 1: The Beginnings - 12 Points

- General Library History
- Subject Specific
- Historical Method

Actio 2: Ancient Libraries - 12 Points

- Steps or Leaps?
- Chronology
- A Day in the Life
- Mapping Library History

Actio 3: Early Libraries - 12 Points

- Collection Shifts
- The Dark Side of Collection Development
- Library Security
- Leaders and Cultures

Actio 4: Modern Libraries - 12 Points

- Library Clients
- Library Management
- Library Specialization
- National Libraries

Actio 5: Contemporary Libraries - 12 Points

- Dig Deeper Articles
- Dig Deeper On-Your Own
- Global Perspectives

Actio 6: Futures - 10 Points

- Learning from the Past
- Old Is New Again
- Collection Analysis
- History Matters
- Invent a Library

Final Project - 30 Points
For an overview of the requirements, go to Course Requirements at http://eduscapes.com/history/course/require.htm

For a description of the assignments, go to the Course Guide at http://eduscapes.com/history/course/courseguide.htm

For a nice checklist of the course activities, check out Course Checklist at http://eduscapes.com/history/course/checklist.htm

**Course Grades**

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments. Final grades are based on the following range within the total 100 points possible:

- A 98-100
- A- 95-97
- B+ 92-94
- B 89-91
- B- 86-88
- C 80-85
- D 75-79
- F below 74

The meaning of the letter grades follows the LIS Grading Policy:

A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.
Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

**IUPUI Mission Statement**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**IUPUI Values Statement**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.
Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172). For more information, go to http://www.iupui.edu/code

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to http://diversity.iupui.edu/aes/

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class assignments within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class has assignments each week; thus if you miss more than three assignment in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.”

Learn more at http://registrar.iupui.edu/withdrawal-policy.html
Course Content Overview

Topic 1: The History and Beginnings of Libraries
- Historiography of Librarianship
- History of Libraries: Past and Present Status

The Beginnings - http://eduscapes.com/history/beginnings/
Readings - Battles (Reading the Library, 3-21)
Assignment - Actio 1: The Beginnings

Topic 2: Ancient Libraries (to 500CE)
- Mesopotamia and Alexandria
- Near East - Byzantine & Islamic
- Greek and Roman
- Far East

Readings - Battles (Burning Alexandria, 22-56)
Readings - Battles (House of Wisdom, 56-81)
Assignment - Actio 2: Ancient Libraries

Topic 3: Early Libraries (500-1700)
- Rise of Libraries Around the World
- Medieval Libraries and Scriptoria

Readings - Battles (Battle of the Books, 82-116)
Assignment - Actio 3: Early Libraries
Topic 4: Modern Libraries (1700-1900)
- Age of Incunabula
- Middle Ages: Private Libraries
- Renaissance Libraries and the University
- Modern Period Libraries
- American Libraries: Antebellum Period
- Libraries Around the World

Readings - Battles (Books for All, 117-155)
Assignment - Actio 4: Modern Libraries

Topic 5: Contemporary Libraries (1900-2000)
- Libraries: 1876-1945
- Libraries: 1946 to 1959

Contemporary Libraries - http://eduscapes.com/history/contemporary/
Readings - Battles (Knowledge of Fire, 156-192)
Assignment - Actio 5: Contemporary Libraries

Topic 6: Today and Tomorrow
- 2001-2012
- Current Status
- Futures

Today and Tomorrow - http://eduscapes.com/history/future/
Readings - Battles (Lost in the Stacks, 192-214)
Assignment - Actio 6: Futures
Course Resources

These are NOT required readings. Instead they provide the foundations for the course. References are made to many of these materials in the online readings.


Birt, Theodor (1907). Die Buchrolle in Der Kunst. (German) Available: http://books.google.com/books?id=zTQxAAAAMAAJ


Brook, Timothy (1996). Edifying knowledge: The building of school libraries in Ming China. Late Imperial China, (17)1, 93-119.


Putnam, George Haven (1898). Books and Their Makers During the Middle Ages. G.P. Putnam’s Sons.


Bibliographies

Looks for more ideas? Try one of the following bibliographies.