

Course Syllabus

Spring 2021

LIS S580 History of Libraries

Indiana University-Purdue University at Indianapolis (IUPUI)
School of Informatics and Computing - Dept. of Library and Information Science

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 Information

Credit Hours 3
Instructor Annette Lamb, Ph.D.
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Email me for phone or video conferencing information
alamb@eduscapes.com or anlamb@iupui.edu
Instruction Mode This course is offered online only.

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.

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.

Required Entry Skills

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 discussions and information sharing.

The ability to communicate well is emphasized both in librarianship competencies and in departmental outcomes. As such, while this is not an English or composition course, you are expected to have gained a proficiency in those skills appropriate for a masters level program. The University Writing Center has many resources and links for any student seeking additional information or assistance. [University Writing Center \(https://liberalarts.iupui.edu/uwc/\)](https://liberalarts.iupui.edu/uwc/)

Citations

As of fall semester of 2020, all MLIS students must obtain a copy of the 7th edition of the *Publication Manual of the American Psychological Association*. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Course Prerequisites

Students must complete S401 or s500 prior to enrolling in this course.

Required Readings and Resources

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.

Unfortunately, there's not an effective, recently published book history option. However, I've provided some options for those who would like additional background information.

Optional Print Materials

Battles, Matthews (2003). **Library: an Unquiet History**. WW Norton Co. 0-393-02039-0.

Casson, Lionel (2001). **Libraries in the Ancient World**. Available free through IUPUI at <http://site.ebrary.com.proxy.ulib.uits.iu.edu/lib/iupui/detail.action?docID=10210220&p00=casson>

Crawford, Alice (2015). **The Meaning of the Library: A Cultural History**. Available free through IUPUI at <http://site.ebrary.com.proxy.ulib.uits.iu.edu/lib/iupui/detail.action?docID=11057104>

Lerner, Fred (2009). **The Story of Libraries**. Second Edition. Continuum.

Shelby, Mike (2019). **Freedom Libraries: The Untold Story of Libraries for African Americas in the South**. Available through [IUPUI](#).

Other Options for Book Geeks: Just for Fun

Cole, John Y. (2018). **America's Greatest Library: An Illustrated History of the Library of Congress**.

Hammer, Joshua (2016). **The Bad-Ass Librarians of Timbuktu: And their Race to Save the World's Most Precious Manuscripts**.

Manning, Molly Guptill (2014). **When Books Went to War: The Stories that Helped Us Win World War II**.

Wiegand, Wayne A. (2015). **Part of our Lives: A People's History of the American Public Library**.

Wiegand, Shirley & Wiegand, Wayne (2018). **The Desegregation of Public Libraries in the Jim Crow South**.

Learning Objectives and Assessments

Students will be able to:

1. discuss issues in the writing of library history
2. describe the development and role of libraries throughout history
3. identify great libraries and what made them effective in their time
4. identify key figures, events, inventions, and movements in library history
5. order the major historical development in librarianship
6. describe the types and functions of libraries at various points in history
7. trace the development of different types of libraries
8. discuss the context in which libraries exist in each time period
9. compare libraries across cultures and history
10. compare libraries from one period of history to another
11. identify key issues related to the rise and fall of libraries including social, political, cultural, and environmental considerations.
12. discuss the role of libraries in the development of human culture
13. discuss the current status and future of libraries globally

Course Assignments and Assessments

The learning objectives will be assessed through a series of activities, a history log, 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 - 10 Points (LO 1-3)
- Actio 2: Ancient Libraries - 10 Points (LO 4-6)
- Actio 3: Early Libraries - 10 Points (LO 5-9, 12)
- Actio 4: Modern Libraries - 10 Points (LO 7-11)
- Actio 5: Contemporary Libraries - 10 Points (LO 5, 9-12)
- Actio 6: Futures - 10 Points (LO 1, 2, 11-13)
- History Log - 10 Points (LO 1-13)
- Final Project - 30 Points (LO 1-13)

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 96-100
A- 90-96
B+ 87-90
B 84-87
B- 80-84
C 70-80
D 60-70
F below 60

The meaning of the letter grades follows the SLIS 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: Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.

D: Student has failed the course. An incomplete is not an available option.

F: Student has failed the course. An incomplete is not an available option.

Expectations, Guidelines, and Policies

Attendance

The course will be taught entirely online. There are no required face-to-face or synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor as needed.

Students must participate in all class activities and complete all course assignments to complete the course.

Late and Incomplete Work

All assignments are due by MIDNIGHT EST on the dates listed. A couple extra hours beyond midnight is okay if you're working late or have computer problems. One advantage of this type of course is flexibility. However based on the instructor's experiences teaching online, it's important to establish due dates. The due dates are provided to ensure that all students are successful in this course.

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. See: IUPUI Registrar: Grade of Incomplete (registrariupui.edu/incomp.html)

Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.). If you have problems accessing Canvas, please contact the University Information Technology Services (UITSS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLS Program, Graduate Program and ALA Competency Connections

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

- Connect Core Values and Professional Ethics to Practice
- Facilitate Engagement in the Information Ecosystem
- Curate Collections for Designated Communities
- Lead and Manage Libraries, Archives and Other Information Organizations
- Organize and Represent Information
- Conduct Systematic Research to Inform Decisions
- Innovate Professional Practice with Information Services and Technology

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
- Reference and User Services
- Administration and Management

ACRL Framework for Information Literacy

The ACRL Framework for Information Literacy is woven throughout our curriculum. The frames highlighted below have been incorporated directly into this course.

- 1) **Authority is Constructed and Contextual**
- 2) Information Creation as a Process
- 3) **Information Has Value**
- 4) **Research as Inquiry**
- 5) Scholarship as a Conversation
- 6) Searching as Strategic Exploration

To learn more, go to [ACRL Framework for Information Literacy](#).

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://studentcode.iu.edu/>.

Other University Policies

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be

administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy \(registrar.iupui.edu/withdrawal-policy.html\)](http://registrar.iupui.edu/withdrawal-policy.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the [CAPS website \(studentaffairs.iupui.edu/health-wellness/counseling-psychology/\)](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/)
5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
6. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\) \(aes.iupui.edu/\)](http://aes.iupui.edu/) 317-274-3241.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU

email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU \(protect.iu.edu/emergency\)](http://protect.iu.edu/emergency)
9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies \(registrar.iupui.edu/course_policies.html\)](http://registrar.iupui.edu/course_policies.html)
10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Administrative Policy: No Class Attendance without Official Enrollment \(registrar.iupui.edu/official-enrollment-class-attendance.html\)](http://registrar.iupui.edu/official-enrollment-class-attendance.html)
11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [IUPUI Policy on Religious Holidays \(registrar.iupui.edu/religious.html\)](http://registrar.iupui.edu/religious.html).
12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence \(stopsexualviolence.iu.edu/\)](http://stopsexualviolence.iu.edu/)
14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit [Division of Student Affairs \(studentaffairs.iupui.edu/advocate\)](http://studentaffairs.iupui.edu/advocate)

IUPUI Course Policies

A number of campus policies governing IUPUI courses may be found at the following link: [**Course Policies \(registrar.iupui.edu/course_policies.html\)**](http://registrar.iupui.edu/course_policies.html)

See [the Important Supplement for IUPUI Syllabi \(.pdf\)](#). This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

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.