LIS S604 TOPICS IN LIBRARY AND INFORMATION SCIENCE: MULTICULTURAL SERVICES
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2019

Section No.: 29025
Credit Hours: 3
Instructor: Miriam Tuliao
Email: mtuliao@iu.edu
Prerequisites: S500, S501 or consent of instructor
Instruction mode: This course is offered online only

COURSE DESCRIPTION
How do 21st century librarians support and advocate for racially and ethnically diverse communities? How do library leaders promote equity and inclusion in school, public and academic libraries? What are the standards for developing collections, programs and services for multicultural audiences?

This elective course provides a framework for developing responsive and relevant library services for diverse populations. Students will examine community data, explore organizational and professional values, and learn the theory and practice of developing culturally aware and community-centered policies, collections and programs in different library and information environments.

OBJECTIVES
Upon completion of course, students will be able to:
● Understand the core values of librarianship, including ensuring equitable access to information and provision of lifelong learning services to all
● Recognize the standards for cultural competence in library practice, including the behaviors, attitudes, and policies that enable librarians to work effectively in cross-cultural situations
● Critically examine current and emerging community demographic trends
● Establish criteria and methods for assessing information services to diverse populations
● Create, plan, and advocate for library collections, programs, and services that are inclusive and reflect the cultural heritage and social identities of diverse library constituencies.

MLIS Program Outcomes
This course supports the achievement of the following:
● Approach Professional Issues with Understanding
● Assist and Educate Users
● Develop and Manage Collections of Information Resources
● Use Research Effectively

Principles of Graduate and Professional Learning
This course address the following:
● Demonstrating mastery of the knowledge and skills expected for the degree and professionalism and success in the field
● Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively with others in the field and to the general public
- Behaving in an ethical way both professionally and personally

**Required Readings and Resources**
- There are no required textbooks. Required readings, resources, and videos are assigned each week. The majority of readings are available online via the Internet or university databases: [IUPUI Main Library database A-Z list](http://iupui.campusguides.com/az.php).
- Students should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:
  - For self-instructional modules focusing on a wide range of basic technology skills, go to [UIITS IT Training](http://iu.edu/explore-topics/show-all/index.html)
  - For additional software training materials, go to [UIITS IT Training: Skillsoft](http://iu.edu/skillsoft/)

**Rights and Responsibilities:**
- Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive a failing grade for each assignment found to be plagiarized.
- Academic (e.g. plagiarism) and personal misconduct by students in this class are defined by and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct ([http://studentcode.iu.edu/](http://studentcode.iu.edu/)).
- Americans with Disabilities Act: Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. Please contact them at 317/274-3241 or [aes@iupui.edu](mailto:aes@iupui.edu).

**Communication:**
Please do not hesitate to contact the instructor directly via Canvas mail with any questions. The instructor will check her e-mail account for student messages Monday - Sunday and respond within 24 hours. If necessary, the instructor will also use Canvas Announcements to notify the entire group.

The instructor reserves the right to make minor modifications to the syllabus, course Schedule and/or course shell as the semester progresses. Any changes made to a weekly module’s topic, contents and/or assignments will be made prior to that week’s onset. Please refrain from posting responses to a Weekly Module’s Threaded Discussion board, until that week has begun.

**Canvas Course Management System:**
This is a fully online course, which can be accessed through the [IU Canvas site](https://canvas.iu.edu) starting the first day of class. You will need your IU username and password to log into the Canvas course management system. Students having login problems are welcome to contact IU Support Center at 317-274-4357 or 812-855-6789 and ithelp@iu.edu.

**Organization of the Course:**
This online course is comprised of weekly modules of study. Each module will be introduced through an instructor Screencast lecture. Each module will also include readings, narrated lectures, videos, resources, and/or threaded discussions.
The instructor will post each week’s Screencast lecture and announcements by Monday evening.

Students are expected to: listen/watch all instructor Screencast lectures; complete all assigned readings; listen/watch all lectures/webinars; examine all resources; actively participate on the discussion boards; complete all resource resource reviews; submit two papers; and engage respectfully with each other and the instructor.

Course schedule:
A course schedule delineating Weekly Module Topics, components and assignments is at the end of this syllabus.

Graded Assignments:
The assessment of all course assignments will be based on specific criteria including knowledge; comprehension; analysis; required postings; timeliness; writing quality.

Discussions (40% of grade) represent a major component of this online class. The discussion topics will be directly related to weekly readings. All students are expected to: respond to all aspects of the prompts; engage with classmates; offer critical analyses and make explicit references to the readings and lectures.

Resource Reviews (10% of grade)
Students will be asked to review and evaluate a variety of reference sources that support the informational, recreational, and/or educational needs of diverse user groups. Descriptions may include but are not limited to: subject; authority; content; scope; structure; special features; ease of use; target audience; technical support and dates of coverage. Consider each site’s strengths, usefulness and appeal. Please describe each source in 1 - 2 paragraphs.

Library Visit and Interview Assignment (30% of grade)
Select a library or information center that serves a specific community or culture (e.g. veterans, LGBT, Latinos, older adults, homeless populations, hearing impaired). Develop a 7 -10 page paper that analyzes the library and the diverse population that it serves. Begin by identifying published information (e.g. library’s mission, strategic goals) and consulting some of the demographic and data resources featured in the different course modules, then interview one key staff member (e.g. outreach librarian, correctional services librarian, collection development manager, LGBT subject liaison, programming librarian) who can provide you with information about the library’s unique programs, services, or collections for the specific community or culture.

Important questions to address:
- How well does the library and librarian support the specific population’s informational, recreational, and educational interests on-site and online?
- What community partnerships exist?
- How might the library’s services be enhanced or improved?

Incorporate and cite from assigned readings, resources, videos, and lectures.

Program Proposal (20% of grade)
Prepare a programming proposal for your local public library. The program—which can take place on-site, off-site or online—should be inclusive, aim to broaden cultural awareness and foster community engagement. The 3 - 5 page program proposal will include:
- Library description and mission
Students can use Programming Librarian's Program Model as a format guideline. Please see these sample public programs: Bike Ride: Visualizing the 1919 Chicago Race Riots in Today's City (http://www.programminglibrarian.org/programs/bike-ride-visualizing-1919-chicago-race-riots-today%E2%80%99s-city) and Tales and Travel (http://www.programminglibrarian.org/programs/tales-and-travel).

Method of Assessment and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Overall Grade</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>Due: Weekly</td>
</tr>
<tr>
<td>Resource Reviews</td>
<td></td>
</tr>
<tr>
<td>1. Developing Diverse Collections: EMIERT Resources and Bibliographies (<a href="http://www.ala.org/rt/emiert/usefullinks/links">http://www.ala.org/rt/emiert/usefullinks/links</a>) Due: Sunday, September 22, 2019</td>
<td>10%</td>
</tr>
<tr>
<td>Library Visit and Interview Assignment</td>
<td>Due: November 17, 2019</td>
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<tr>
<td>Program Proposal</td>
<td>Due: December 15, 2019</td>
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<td>TOTAL</td>
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Grading Scale:
IUPUI allows the following standard grades: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. An F is used for failing work. An FN is given to students whose lack of attendance is the basis for a failing grade. An incomplete, IN, can only be assigned to a student who due to unforeseen, and generally emergency, circumstances cannot finish coursework within the given semester; the student then has extra time to complete the coursework and have the grade changed or else the incomplete becomes permanent. Effective Fall 2010: No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree.
Late Policies:
All threaded discussions, resource evaluations and papers are due at the time and date listed in the syllabus and online course. Late work will result in points taken off. Please contact me directly with emergencies or any questions.

Etiquette:
This online course provides students with opportunities to establish personal connections, foster peer relationships, discuss meaningful ideas and share their knowledge. In this shared learning environment, students are expected to observe proper netiquette and make all of your interactions courteous and respectful. Here are five ground rules for online class discussions:

- Be a generous and active participant.
- Provide feedback, share your ideas, and help others learn.
- Save the time of the reader and stay on point.
- Give credit where credit is due and cite your sources.
- Use appropriate language and refrain from using profane, obscene, or vulgar language.

Course Schedule

<table>
<thead>
<tr>
<th>Modules &amp; Dates</th>
<th>Learning Resources &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Introductions and Course</td>
<td>Readings</td>
<td>1. Read the syllabus and view all of the sections in Canvas course including the discussions, assignments and resources.</td>
</tr>
<tr>
<td>August 26 - September 1</td>
<td>17-9. (<a href="http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/ALA%20DI%20After%20Access_final_12%2017%2015.pdf">http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/ALA%20DI%20After%20Access_final_12%2017%2015.pdf</a>)</td>
<td>3. DISCUSSION 1B: Initial postings due by Thursday, August 29, 11:59 pm EST. Peer replies due by Sunday, September 1, 11:59 pm EST.</td>
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<tr>
<td></td>
<td>Resources</td>
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<td>• ALA Equity, Diversity, Inclusion: An Interpretation of the Library Bill of Rights (<a href="http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI">http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI</a>)</td>
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<td>• &quot;White Privilege: Unpacking the Invisible Knapsack&quot; and &quot;Some Notes for Facilitators,&quot; Seed (<a href="https://nationalseedproject.org/Key-SEE">https://nationalseedproject.org/Key-SEE</a>)</td>
<td></td>
</tr>
<tr>
<td><strong>2: Cultural Competency</strong></td>
<td><strong>Readings</strong></td>
<td><strong>1. Read, review and view the assigned materials in Module 2.</strong></td>
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<tr>
<td><strong>September 3 - 8</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Initial postings due by Thursday, September 5, 11:59 EST.</strong></td>
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<td><strong>Videos</strong></td>
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<td><strong>How to Overcome Our Biases? Walk Boldly Toward Them, TED</strong> (<a href="https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldtoward_them">https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldtoward_them</a>)</td>
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<tr>
<td>Readings</td>
<td>Resources</td>
<td>Videos</td>
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### 3: The Library & Its Community: Assessing User Needs

**September 9 - 15**

**Readings**


**Resources**

- American Fact Finder (https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml)
- Assessing Community Needs and Resources, Community Tool Box (http://ctb.ku.edu/en/assessing-commuity-needs-and-resources)
- StatsIndiana (http://www.stats.indiana.edu/)  
- Stats Indiana: Education (http://www.stats.indiana.edu/topic/education.asp)

**Videos**

- Using Data to Understand Your

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**1. Read, review and view the materials featured in Module 3.**

**2. DISCUSSION**

Initial postings due by Thursday, September 12, 11:59 pm EST.

Peer replies due by Sunday, September 15, 11:59 pm EST.
<table>
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<tr>
<th>4: Developing Diverse Collections</th>
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<td>September 16 - 22</td>
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</table>

### Readings


### Resources

- **Diverse Collections: An Interpretation of the Library Bill of Rights** ([http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections](http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections))
- **EMIERT Resources and Bibliographies** ([http://www.ala.org/rt/emiert/usefullinks/links](http://www.ala.org/rt/emiert/usefullinks/links))

### Videos

- Creating an Inclusive Collection—Selecting and Evaluating Diverse Resources, YouTube ([https://youtu.be/ySYhQrCyY8uE](https://youtu.be/ySYhQrCyY8uE))
- The Windows and Mirrors of Your Child's Bookshelf | Grace Lin | TEDxNatick ([https://youtu.be/_wQ8wiV3Fvo](https://youtu.be/_wQ8wiV3Fvo))

### Screencast Lecture: Developing Diverse Collections

1. Read, review and view the materials featured in Module 4.
2. **DISCUSSION**
   - Initial postings due by Thursday, September 19, 11:59 pm EST.
   - Peer replies due by Sunday, September 22, 11:59 pm EST.

**Resource Review #1 Due**

Submit Resource Review #1 on **EMIERT Resources and Bibliographies** ([http://www.ala.org/rt/emiert/usefullinks/links](http://www.ala.org/rt/emiert/usefullinks/links)) by Sunday, September 22, 11:59 pm EST.
<table>
<thead>
<tr>
<th>5: Children’s Services</th>
<th>Readings</th>
<th>Resources</th>
<th>Videos</th>
</tr>
</thead>
</table>
● Naidoo, J. C., & Association for Library Service to Children. (2014). The Importance of Diversity in Library Programs and Material Collections for Children. Chicago: Association for Library Service to Children, American Library Association. ([http://www.ala.org/alsc/sites/ala.org.alsc/files/content/ALSCwhitepaper_importance%20of%20diversity_with%20graphics_FINAL.pdf](http://www.ala.org/alsc/sites/ala.org.alsc/files/content/ALSCwhitepaper_importance%20of%20diversity_with%20graphics_FINAL.pdf)) | ● ALSC Supporting Libraries in Today’s Changing Environment ([https://docs.google.com/document/d/1zv7DiiyOHrTwTJebrWbkE0UvJcZ0qDGCu9lhe1AHdhE/edit](https://docs.google.com/document/d/1zv7DiiyOHrTwTJebrWbkE0UvJcZ0qDGCu9lhe1AHdhE/edit))  
● CSMCL ([https://www.csmcl.org/](https://www.csmcl.org/))  
● Disability in KidLit ([http://disabilityinkidlit.com/](http://disabilityinkidlit.com/))  
● EMIERT Bibliographies and Resources for Multicultural Literature ([http://www.ala.org/rt/emiert/usefullinks/links#Bibliographies](http://www.ala.org/rt/emiert/usefullinks/links#Bibliographies))  
● NY Library Brings Drag Queens to Kids Story Hour, YouTube ([https://youtu.be/YOFkVZQ8etE](https://youtu.be/YOFkVZQ8etE)) |
<table>
<thead>
<tr>
<th>6: Teen Services</th>
<th>Readings:</th>
<th>Resources:</th>
<th>Videos:</th>
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</table>
Teen Programming Guidelines (http://www.ala.org/yalsa/teen-programming-guidelines)  
YALSA July 2018 Webinar: Youth Engagement & Leadership, YouTube (https://youtu.be/sasM51wPzo0) |

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<thead>
<tr>
<th>7: Services to Older Adults</th>
<th>Readings:</th>
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<tr>
<td>8: Services to Gay, Lesbian, Bisexual, and Transgender People</td>
<td>Readings</td>
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2. DISCUSSION
Initial postings due by Thursday, October 10, 11:59 pm EST.
Peer replies due by Sunday, October 13, 11:59 pm EST.

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**Resources**

- **Keys to Engaging Older Adults Toolkit**
  [http://www.ala.org/aboutala/sites/ala.org/aboutala/files/content/Keys%20to%20Engaging%20Older%20Adults_0.pdf](http://www.ala.org/aboutala/sites/ala.org/aboutala/files/content/Keys%20to%20Engaging%20Older%20Adults_0.pdf)
- **RUSA Guidelines for Library Services with 60+ Audience: Best Practices**
- **Stories About Stories: Diversity and Complexity at Two Memorable Memoir Events**

**Videos**

- **Healthy Aging**, YouTube
  [https://youtu.be/O8PG4yVy5EI](https://youtu.be/O8PG4yVy5EI)
- **Let’s End Ageism**, TED

**Screencast Lecture: Services to Older Adults**
## Resources

- **National Resource on LGBT Aging**  
  (https://www.lgbtagingcenter.org/)
- **Rainbow Book List - GLBTQ Books for Children & Teens**  
  (https://glbtrt.ala.org/rainbowbooks/archives/1324)
- **Serving the GLBT Community in Your Library Toolkit- American Library Association**  
  (http://www.ala.org/rt/sites/ala.org.rt/files/content/professionaltools/160309-glbt.rt-open-to-all-toolkit-online.pdf)

## Videos

- **Lindsay Amer: Why kids need to learn about gender and sexuality**, TED  
  (https://www.ted.com/talks/lindsay_amer_why_kids_need_to_learn_about_gender_andosexuality?)

## Screencast Lecture: Services to Gay, Lesbian, Bisexual, and Transgender People

### Readings


### Resources

- **EMIERT Guidelines for Outreach to Immigrant Populations**  
  (http://www.ala.org/rt/sites/ala.org.rt/files/content/professionaltools/160309-glbt.rt-open-to-all-toolkit-online.pdf)

### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 19</td>
<td><strong>9: Ethnic and Immigrant Services</strong></td>
</tr>
<tr>
<td>October 19</td>
<td>FALL BREAK—No class</td>
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<tr>
<td>October 21</td>
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<tr>
<td>October 21</td>
<td><strong>Readings</strong></td>
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<tr>
<td>October 21</td>
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<tr>
<td>October 21</td>
<td>1. Read and review the materials featured in Module 9.</td>
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<tr>
<td>October 21</td>
<td>2. DISCUSSION Initial postings due by Thursday, October 24, 11:59 pm EST. Peer replies due by Sunday, October 27, 11:59 pm EST.</td>
</tr>
</tbody>
</table>
Readings

- Williams, T., & Hagood, A. (2019). Disability, the Silent D in Diversity. Library Trends, 67(3), 487–496.

Resources

- ASCLA Library Services for People with Disabilities Policy (http://www.ala.org/ascla/resources/librar yservices)
- How to Serve the World @ Your Library (http://www.ala.org/aboutala/offices/ol os/toolkits/servetheworld/servetheworldhome)
- Immigrant Welcome Center (https://www.immigrantwelcomecenter.org/)
- Libraries Respond: Immigrants, Refugees, and Asylum Seekers

Videos

- Newcomers Welcome! Providing Services for Refugees and Immigrants, YouTube (https://youtu.be/9WW7GuXH5jA)

Screencast Lecture: Ethnic and Immigrant Services

1. Read, review and view the assigned materials in Module 10.
2. DISCUSSION
   Initial postings due by Thursday, October 31, 11:59 pm EST.
   Peer replies due by Sunday, November 3, 11:59 pm EST.
3. Resource Review #2 Due
   Submit Resource Review #2 on Services to People with Disabilities: USA.gov (https://www.usa.gov/disabi lity-programs) by Sunday, November 3, 11:59 pm EST.

- **Project ENABLE Resources** (https://projectenable.syr.edu/RESOURCES)

### Videos
- Librarian JJ Pionke on Diversity, Equity, and Inclusion in Libraries: "It's personal to me" (https://youtu.be/S8FmzIjFzzs)
- **You Belong @ Your Library: Programming for Adults with Developmental Disabilities** (https://youtu.be/fuSRAuX_FEc)

### Screencast Lecture: Services to People with Disabilities

### 11: Services to Veterans

**November 4 - 10**

<table>
<thead>
<tr>
<th>Readings</th>
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<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>U.S. Department of Veterans Affairs (<a href="https://www.va.gov/">https://www.va.gov/</a>)</td>
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<tr>
<td>Veterans Connect @ the Library (<a href="https://calibrariesforveterans.org/index.html">https://calibrariesforveterans.org/index.html</a>)</td>
</tr>
<tr>
<td>Veterans History Project (<a href="https://www.loc.gov/vets/">https://www.loc.gov/vets/</a>)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Videos</th>
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<tbody>
<tr>
<td>The Moral Obligation to Know Our Veterans: Mike Haynie at TEDxUniversityofNevada, YouTube (<a href="https://youtu.be/oSWh1UIgGang">https://youtu.be/oSWh1UIgGang</a>)</td>
</tr>
<tr>
<td>Why homecoming can be particularly hard for female veterans</td>
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</tbody>
</table>

### Readings
1. Read and review the materials featured in Module 11.
2. **DISCUSSION**
   - Initial postings due by Thursday, November 7, 11:59 pm EST.
   - Peer replies due by Sunday, November 10, 11:59 pm EST.
<table>
<thead>
<tr>
<th>12: Services to Impoverished and Homeless Populations</th>
<th>Readings</th>
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</thead>
</table>
| **Outreach Resources for Services to Poor and Homeless People** [Link](http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/service)
| **Resources, Hunger, Homelessness & Poverty Task Force – SRRT/ALA** [Link](http://hhptf.org/resources/#library-services-for-poor-people) |
| **United State Interagency Council on Homelessness** [Link](https://www.usich.gov/tools-for-action/map/#fn[]=1500&fn[]=2900&fn[]=6100&fn[]=10100&fn[]=14100) |
| Videos |
| **The critical role librarians play in the opioid crisis | Chera Kowalski, YouTube** [Link](https://youtu.be/1w3NXBXdYSc) |
| **Rural Poverty Fifty Years After The People Left Behind** [Link](https://youtu.be/dNWNKElbdXU) |
| **Understanding and Serving People Experiencing Homelessness: A Trauma-Informed Approach to Library Service, Part I and II** [Link](http://www.ala.org/pla/education/onlinel earning/webinars/archive/homelessness) |

**Readings:**
1. Read, review and view the assigned materials in Module 12.
2. **DISCUSSION**
   Initial postings due by Thursday, November 14, 11:59 pm EST.
   Peer replies due by Sunday, November 17, 11:59 pm EST.
3. **Library Visit and Interview Assignment Due**
   Submit 7-10 page paper due by Sunday, November 17, 11:59 pm EST.
### 13: Religion and Spirituality  
**November 18 - 23**

**November 24 - THANKSGIVING BREAK - No class**

**Readings**

**Resources**
- Religion in American Libraries ([http://wwwALAorg/advocacy/intfreedom/religionfaq](http://www.al.org/advocacy/intfreedom/religionfaq))

**Videos**
- Is the Fear of Islam a Threat to the First Amendment? ([https://youtu.be/g648kYh-CTM](https://youtu.be/g648kYh-CTM))
- Quantifying Hate: A Year of Anti-Semitism on Twitter ([https://youtu.be/wbXA-xjH0KA](https://youtu.be/wbXA-xjH0KA))

**Screencast Lecture: Services to Impoverished and Homeless Populations**

**1. Read and review the materials featured in Module 13.**

**2. DISCUSSION**

Initial postings due by Thursday, November 21, 11:59 pm EST.

**Peer replies due by Saturday, November 23, 11:59 pm EST.**

### 14: Services to the Incarcerated and Detained  
**November 25 – December 1**

**Readings**

**Screencast Lecture: Religion**

**1. Read and review the materials featured in Module 14.**

**2. DISCUSSION**
<table>
<thead>
<tr>
<th>Resources</th>
<th>Videos</th>
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<tbody>
<tr>
<td></td>
<td>Screenicast Lecture: Services to the Incarcerated and Detained</td>
</tr>
</tbody>
</table>
| 15: Marketing and Social Media | Readings | 1. Read and review the materials featured in Module 15.  
2. DISCUSSION Initial postings due by Thursday, December 12, 11:59 pm EST.  
Peer Replies: Review your classmates’ posts and respond to at least one (1) of their posts. Postings due by Sunday, December 15, 11:59 pm EST.  
3. Program Proposal Assignment due by Sunday, December 15, 11:59 pm EST. |
Resources | ● Social Media Guidelines for Public and Academic Libraries (http://www.ala.org/advocacy/intfreedom/socialmediaguidelines)  
Videos | ● Use of Social Media in the Library. YouTube (https://youtu.be/uWI5qchghFc) |  
Screencast Lecture: Marketing and Social Media |
| 16: Library Staffing, Management and Course Wrap Up | Readings | 1. Read and review the materials featured in Module 16.  
2. DISCUSSION **Initial postings due by Wednesday, December 18, 11:59 pm EST.**  
**Peer replies due by Friday, December 20, 11:59 pm EST.** |
● Building Equity from the Ground Up. Library Journal, 141(20), 38-40 |
<table>
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<th>Resources</th>
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<tr>
<td>● Building a Diversity Plan - Strategic Planning for Diversity</td>
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<td>(<a href="http://www.ala.org/advocacy/diversity/workplace/diversityplanning">http://www.ala.org/advocacy/diversity/workplace/diversityplanning</a>)</td>
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<td>● Strategic Direction: Equity, Diversity, and Inclusion Implementation Plan October 2017</td>
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<td>(<a href="http://www.ala.org/aboutala/sites/ala.org/aboutala/files/content/diversity/EDI-SD-Implementation-FINAL.pdf">http://www.ala.org/aboutala/sites/ala.org/aboutala/files/content/diversity/EDI-SD-Implementation-FINAL.pdf</a>)</td>
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<td>● Howard C. Stevenson: How to resolve racially sensitive situations</td>
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<td>(<a href="https://www.ted.com/talks/howard_c_stevenson_how_to_resolve_racially_stressful_situations">https://www.ted.com/talks/howard_c_stevenson_how_to_resolve_racially_stressful_situations</a>?)</td>
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<td>● Melinda Epler: 3 ways to be a better ally in the workplace, TED</td>
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<td>(<a href="https://www.ted.com/talks/melinda_epler_3_ways_to_advocate_for_a_more_inclusive_workplace">https://www.ted.com/talks/melinda_epler_3_ways_to_advocate_for_a_more_inclusive_workplace</a>)</td>
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Screencast Lecture: Library Staffing, Management and Course Wrap Up