COLLEGE OF INFORMATION STUDIES
Fall 2014

LBSC 620   **Diverse Populations, Inclusion, and Information**

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Preferred communication: Canvas messaging system
Follow me on Twitter - @mmsubram

OFFICE HOURS: Can be arranged by appointment

ONLINE COURSE SPACE: https://myelms.umd.edu/login

SYNCHRONOUS MEETING SPACE: URL will be distributed prior to meeting(s).

TWITTER HASHTAG: #lbsc620 (All students must have a Twitter account)

COURSE DESCRIPTION

Information underlies virtually every interaction, is a vital social and political equalizer, and is a unifying thread throughout all human actions. Given the importance of equal access to information by all members of society, the study of information must be framed in the most inclusive terms possible, including issues of socio-economic status, education, geography, language, literacy, gender, age, sexual orientation, disability, race, ethnicity, and national origin. This course is designed to prepare future information professionals to develop and provide inclusive services to diverse and underrepresented populations, and to analyze and evaluate services to ensure equality of access to information in a range of institutional settings.

COURSE GOALS

The goals of this course are to introduce students to:
  o   The concepts of inclusion and equal access in terms of information;
  o   The social, political, and technological barriers to access in society;
  o   The specific information needs of various diverse and underrepresented populations;
  o   The history of the provision of services to underrepresented and diverse populations;
  o   The means of designing, implementing, analyzing, assessing, and evaluating information services in terms of equal access;
  o   The issues of diversity and underrepresentation in information education; and
  o   The importance of equality of information access to society.
These goals will be accomplished through exposure to a mix of history, pedagogy, practice, and

research.

TEXT & READINGS

There is no textbook assigned for this course. All readings are listed at the end of this document, organized by weeks. All readings are available through Course Reserve (Modules link in Canvas), with the exception of articles with direct links to the entire article.

COURSE METHOD

In order to engage various learning styles in an online environment, this course will utilize a variety of instructional strategies to deliver the content for each week and various assessment methods to measure the achievement of learning objectives each week. There will be only one synchronous meeting throughout the semester. We will meet in the first week via Adobe Connect. In preparation for the Adobe Connect session, please make sure that you run the system test to ensure compatibility with Adobe Connect - https://umdischool.adobeconnect.com/common/help/en/support/meeting_test.htm

We will also meet in-person on Oct 22 2014 (Wednesday) during the e-government cohort trip to the University of Maryland. If you are not attending the meeting, please contact the instructor as soon as possible.

It is essential that candidates read the course readings, participate in asynchronous activity planned for each week (if any), and complete all the assignments. Candidates must read the assigned readings before completing the asynchronous activity planned for each week (if any). Class lectures or notes for each week will be released at least ONE week before the actual topic discussion/activity. For example, the lecture notes for September 15 2014 will be released on September 8.

Based on critical examination of course readings, each candidate should develop an analytical stance concerning the issues in the course. The candidates are expected to question, challenge, argue, and discuss issues and topics related to that week's readings.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

ATTENDANCE POLICY

Regular participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary delayed participation, a reasonable effort should be made to notify the instructors in advance of the class. The notification (can be in the form of a message through Canvas or phone call) must identify the week that your participation will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.

2. If a candidate is delayed more than TWO times consecutively, the instructor may require documentation signed by a health care professional.

3. If a candidate is unable to submit an assignment before or on the due date, he or she is required to notify the instructor in advance (via a message through Canvas or phone), and upon returning to class, send the documentation of the illness, signed by a health care professional, via email.

EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Candidates who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.

CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the instructor. This should be done by the second week of class.

EMERGENCY PREPAREDNESS

Please check the University's inclement weather number (**301-405-SNOW [7669]),** which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before.   While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus is available at http://www.umd.edu/emergencypreparedness/. Information about possible rescheduling of synchronous activities and assignment deadlines will be provided via Canvas once the campus has reopened.

ACADEMIC HONESTY

Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GRADING

Candidates grade will be determined through performance on class participation, two group reflective papers, an interview assignment, the diversity initiatives paper and presentation and responses to presentations by other candidates in the class.

Reflection on first scholarly reading	50 points
Reflection on second scholarly reading	50 points
Class participation	100 points
Interview	200 points
Diversity initiative paper	300 points
Diversity initiative presentation	200 points
Responses to diversity initiative presentations	100 points

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining student's grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative. Attendance at each class is required unless prior arrangements have been made.

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-.

COURSE SCHEDULE

Module/Date	Topic(S)	Class Activity	Graded Assignments due 5.30 pm (EST)
(1) September 2 – September 7	Introductions Course Overview	Synchronous meeting via Adobe Connect – Date: September 5, 2014 (Friday); Time: 7.00 to 9.00 pm EST Write a short introduction about yourself under the "Who am I? Why I am here" discussion board, you must provide answers to both of these questions ☺	
(2) September 8 – September 14	LIS and Inclusion	Watch Helen Turbull's TedxTalk - https://www.youtube.com/watch?v=zdV8OpXhl2g Read guiding questions prior to watching and as you are reading	
(3) September 15 – September 21	Service to Underrepresented Populations	Read Lecture Notes prior to doing the readings	
(4) September 22 – September 28	Political, social and technological divides	Read guiding questions provided as you are reading	
(5) September 29 – October 5	Information poverty and socio-economic status	Read guiding questions provided as you are reading	*Scholarly Reflection One Due – September 29 2014*
(6) October 6 – October 12	Race, ethnicity and national origin	Watch pre-recorded lecture by guest speakers (tentative): Dr. Kafi Kumasi (Wayne State) and Dr. Nicole Cooke (Illinois)	

Week/Date	Topic(S)	Class Activity	Graded Assignments due (EST)
(7) October 13 – October 19	Gender	Read Lecture Notes prior to doing the readings	
(8) October 20 – October 26	Trip to the University of Maryland	LBSC620 students will meet for 3-hours scheduled for October 22 at the University of Maryland (Time: TBD) Meeting with personnel from various libraries and information institutions who provide innovative services for populations that are disadvantaged, underserved and underrepresented.	
(9) October 27 – November 2	Sexual orientation and gender identity	Watch pre-recorded lecture by a guest speaker, Fiona Jardine	*Scholarly Reflection Two Due – October 27 2014*
(10) November 3 – November 9	Disability and age	Watch pre-recorded Adobe Connect lecture by Dr. Subramaniam	
(11) November 10 – November 16	Migration and immigration	Read guiding questions provided as you are reading	*Interview assignment due – November 10 2014*
(12) November 17 – November 23	Incarceration	Read lecture notes prior to doing the readings	
(13) November 24 – November 30	Evaluation and assessment of services for diverse populations	Watch pre-recorded Adobe Connect lecture by Dr. Subramaniam	

Week/Date	Topic(S)	Class Activity	Graded Assignments due (EST)
(14) December 1 – December 7	Thanksgiving Holiday!	NO WORK THIS WEEK. HAPPY THANKSGIVING!	
(15) December 8 – December 14	Diversity Initiatives Presentations	Present via present.me	*Diversity Initiatives Presentation – due December 10 2014*
(16) December 15 – December 21	Wrap-up		*Responses to presentation – December 16 2014 Diversity Initiatives Paper – December 16 2014*

CLASS PARTICIPATION

Class participation points will be based on active asynchronous participation during the 11 weeks where actual course content will be discussed, that is Week 2 through Week 12 (10 points per week (Week 8 is excluded), with an extra week to include missed participation due to sickness or other life commitments). Every week, candidates will do the following: (1) Complete the readings for the week; (2) View a pre-recorded lecture/webinar OR read lecture notes OR read the guiding questions; and (3) Complete the activity assigned for each week that will count toward the participation points.

To clarify point (3) above, for each week, the instructor will assign one activity that will count towards your participation points. For example, some asynchronous participation activities include providing responses to questions in the discussion board or writing tweets in response to a question/prompt posed. The specifics of the actual activity/question/response needed will be shared in the weekly pre-recorded lectures, lecture notes or guiding questions. Please take note that you will only be able to participate in these activities in a timely manner if you have completed the readings for the week, and have watched/read the lecture presentations/notes for that week. The instructor will post the first half of the participation grade in Week 7 and the other half on Week 15.

REFLECTIONS ON SCHOLARLY WRITINGS
Due: September 29 AND October 27 at 5:30 PM EST

Although this is an online class, it is essential that we still have opportunities to engage in class discussions. As a result, for the two scholarly writing assignments, you will be randomly assigned through Canvas to pairs (two students in a group). You will be working with a different person for each reflection.

For the reflection due on September 29, 2014, you are expected to meet online with the members of your group using a web conferencing collaboration tool such as Skype, Google Hangout, Adobe Connect or any other conferencing tool of your choice OR use tools such as Google Doc (in addition to email) to conduct discussion asynchronously. If web conferencing option is chosen, a member of each group should inform the instructor of the meeting time **one week prior to the meeting** and provide information about the web conferencing tool that will be used. The instructor will likely drop in for at least a portion of each collaborative meeting. If Google Doc option is chosen, please provide your instructor access to your Google Doc using her gmail address: manis2@gmail.com.

For the reflection due on October 27, 2014, you can make the same arrangement to work synchronously or asynchronously as you did for the previous reflection. However, an additional opportunity exist that will allow more richer discussion. The instructor will dedicate time for you to meet with your partner during the e-government cohort trip to the University of Maryland, scheduled on Oct 22 (for LBSC620), and highly encourage you to participate in face-to-face discussion with your partner. Be sure to notify your instructor what your choice of communication will be for the second reflection in early October when pairs are assigned.

Your group reflections should be turned in via the Canvas assignments tab on or before the due date for each assignment. Only one member of each group needs to turn in a reflection, but please list both members' names on the assignment.

For each scholarly reflection, your team will respond to the following questions:

1. What were the main points or arguments that was evident in the readings assigned in Week 4 (for the first reflection due on September 29) or Week 7 (for the second reflection due on October 27)?

2. Do you agree or disagree with the authors' main points conclusions? Why so?

3. How does this week's readings relate to other papers/materials that you have read/listened so far in this class?

4. What implications might these readings have for the development of e-government services/programs that meet the needs of underserved, underrepresented and/or disadvantaged populations?

Responses should be no longer than 2 single-spaced pages in 12 pt. type, with one-inch margins.

INTERVIEW WITH AN INFORMATION PROFESSIONAL THAT SERVE AS AN INTERMEDIARY BETWEEN GOVERNMENT AND COMMUNITY
Paper Due: November 10 at 5:30 PM EST

One of the roles that you may take on when you graduate from this program is to serve as an information intermediary between government and the population that you are serving. Another potential could be holding a position in the government whereby you are the key communicator of your agency's initiative to the general public. This assignment is designed to enable you to gauge what such professionals do and their agency's or library's commitment (or lack of) to ensuring that the needs of diverse populations are met and the services/programs/information provided is inclusive. Each candidate is expected to conduct an interview with ONE information professional that serve as an intermediary between government and community and submit an analytical and reflective paper based on the interview.

In your write-up, describe the agency/library that he/she works for, and the qualifications of the information professional and how long he/she has been in this position. Also, describe the roles and responsibilities of this information professional, including the design of programs/services that he/she is responsible for and other responsibilities. You will then find out if the information professional (and his or her agency) paid attention to political, social and technological divides and concept of inclusion that we talk about in this class – in designing and developing programs, services, assistance that they are providing. Regardless of his/her attention or knowledge to such diversity issues, probe him/her by asking specific questions about their target audience, needs analysis done, and how they incorporated feedback received from the community that they serve into the design of their services/programs (if any).

Do not identify the information professional and the agency/library that he/she works for in your report – you can use a pseudonym. Candidates will find an information professional of their choice, and it is recommended that candidates attempt to find this individual as soon as possible, and conduct an interview after Week 5. This assignment requires the administration of skills/knowledge learned in class sessions between Week 2 through Week 5. You must conduct this interview in-person or via phone/Skype/any other conferencing tools – email interviews are not allowed.

The write-up must not exceed 5 pages (single spaced) in 12 pt. type, with one-inch margins. Include the questions that you have asked the information professional in an appendix. Some preliminary examination of readings and advance planning will allow you to carry out an efficient and knowledgeable interview (about 30-45 minutes in length).

DIVERSITY INITIATIVES PAPER, PRESENTATION & RESPONSES TO PRESENTATION
Presentation Due: December 10 at 5:30 PM EST
Paper Due: December 16 at 5:30 PM EST
Responses due: December 16 at 5:30 PM EST

This paper – not to exceed 8 pages single-spaced in 12 pt. type, with one-inch margins – should identify and examine the diversity initiatives at TWO information institutions (e.g., public libraries, archives, government agency etc.). These information institutions preferably are NOT the information institution that you work or worked for, to maintain objectivity. If you would like to examine the diversity initiatives of your institution (employer), it has to be a branch within your institution, whereby you are not directly employed or were employed. The selected information institutions cannot be the same organization where your interviewer (from the interview assignment) is affiliated with, to ensure that you gather different perspectives in this class. If you are in doubt about your choice of information institutions, please email your instructor.

There are TWO options to complete this assignment:

OPTION 1: You are expected to spend at least a half day (a minimum of four hours) during the semester at two information institutions that you have selected - observing, shadowing and asking questions to the information professional. Remember that some institutions (such as libraries) are open during the weekends, so you can schedule a visit during the weekend, if you like. In addition, the website of each selected organization should be examined for posted policies about diverse populations and inclusive services, as well as any ongoing programs for specific populations. These materials should be analyzed and contrasted in terms of populations covered, types of inclusive services offered, extent and level of specificity of policies, and any other issues that seem important. Be sure to include the relevant URLs.
You will then make an oral presentation via Present.me (details below) and submit an analytical and reflective paper about your observation and examination.

OPTION 2: This option is for those of you who may have difficulty taking half-days off from work and will be attending our face-to-face meeting at the University of Maryland in October. Similar to the first option, this option also requires you to examine the diversity initiatives at TWO information institutions (e.g., public libraries, archives, government agency etc.). During your trip to the University of Maryland, you will be participating in a 3-hour session, where information professionals from various types of information institutions will present/share their diversity initiatives. These information professionals either serve as information intermediary between government and a disadvantaged population that they serve or hold a position in the government whereby he/she is the key person that manages their agency's diversity initiatives. At the end of their presentations, we will have a World Café, where you can obtain more information about ONE information organization of your choice that you are most interested in. For your second information institution, you will spend at least a half-day (a minimum of four hours) during the semester at another information organization that you have selected – observing, shadowing and asking questions to the information professional. Remember that some institutions (such as libraries) are open during the weekends, so you can schedule a visit during

the weekend, if you like. In addition to the above, the website of each selected organization should be examined for posted policies about diverse populations and inclusive services, as well as any ongoing programs for specific populations. These materials should be analyzed and contrasted in terms of populations covered, types of inclusive services offered, extent and level of specificity of policies, and any other issues that seem important. Be sure to include the relevant URLs.

For each information organization, you are to focus on the following issues, which also are the topics you are to address in your paper:

1. What are the policies that are in place that demonstrate these institutions commitment to diversity issues (or lack of commitment)? What criteria did you use to reach your conclusion? How are these institutions different (if they are)?

2. What are the aspects of diversity that these institutions pay attention to (i.e. race/ethnicity, gender, abilities, age, etc.)?

3. Do they have dedicated information professionals at these institutions whose primary or partial responsibility is to attend to diversity issues? If yes, delineate their responsibilities.

4. Describe examples of services/programs for diverse populations that you observed during your visits/listened to during the presentations. What populations are targeted and how?

5. What were the most striking differences that you observed between these information institutions in terms of their attention to diverse populations? What were the reasons for the differences (in your opinion or based on evidences)?

6. What are the strengths of these information institutions in terms of providing services/programs/access to diverse populations? What are the weaknesses of these information institutions in terms of providing services/programs/access to diverse populations? If weaknesses are identified, what are your recommendations to these institutions to ensure that they meet the needs of diverse populations?

7. What were the most important things that you learned about effective information institutions that are committed to diversity, as a result of your observations?

After completing Option 1 or Option 2, in addition to the paper, information gathered is to be presented to the class in a 20-minute oral presentation via Present.me. Most of you have used Present.me in the previous semesters, and should have an account to record and share your presentation. If you don't, please contact the instructor immediately. The analysis in the paper is to be guided by all seven questions listed above; however, **your oral presentation must focus on questions 5, 6 and 7.**

If you need assistance in identifying information institutions to visit, the instructor can provide you with the names and information institutions in the state of Maryland.

Additionally, you will be asked to respond in writing to specific questions about other candidates' presentations. You must watch at least five of your peers' presentations, and respond to specific questions that will be provided by the instructor in writing. The questions will be designed to help you focus your attention on the elements of diversity at these information institutions, and only brief responses are expected.

READING LIST

WEEK 2: LIS AND INCLUSION
- Balderrama, S.R. (2000). This trend called diversity. *Library Trends, 49*(1), 194-214.
- Jaeger, P. T., Subramaniam, M., Jones, C. B., & Bertot, J. C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library and Information Science*, 52, 166-183.
- Overall, P. M. (2009). Cultural competence: A conceptual framework for library and information science professionals. *Library Quarterly, 79*, 175-204.
- Jaeger, P. T., Bertot, J.C., Thompson, K.M., Katz, S., & DeCoster, E. (2012). The Intersection of Public Policy and Public Access: Digital Divides, Digital Literacy, Digital Inclusion, and Public Libraries. *Public Library Quarterly,* 31 (1). 1-20.

WEEK 3: SERVICE TO UNDERREPRESENTED POPULATIONS
- American Library Association. *Library Bills of Rights* and *Code of Ethics*. Available: http://www.ala.org
- Hall, T. D. (2007). Race and place: A personal account of unequal access. *American Libraries, 38*(2), 30-33.
- Hayden, C. D. (2004). Reaching out to the underserved. *American Libraries, 35*(3), 5.
- Malone, C. K. (2000). Toward a multicultural American public library history. *Libraries & Culture, 35*, 77-87.

WEEK 4: POLITICAL, SOCIAL, AND TECHNOLOGICAL DIVIDES
- Bertot, J.C., Gorham, U., Jaeger, P.T. & Taylor, N.G. (2012). Public Libraries and the Internet 2012: Key Findings, Recent Trends, and Future Challenges. *Public Library Quarterly,* 31 (4), 303–25.
- Josey, E. J. (1999). Diversity: Social and political barriers. *Journal of Library Administration, 27*(1/2), 191-201.
- Kinney, B. (2010). The Internet, public libraries, and the digital divide. *Public Library Quarterly, 29*(2), 104-161.
- Lazar, J., Subramaniam, M., Jaeger, P.T., Bertot, J.C. (in press). HCI public policy issues in public libraries and school libraries in the United States. *Interactions.*

WEEK 5: INFORMATION POVERTY AND SOCIO-ECONOMIC STATUS
- CNN. (2009). Hard economic times: A boon for public libraries. *CNN.com*. Available: http://www.cnn.com/2009/US/02/28/recession.libraries/index.html.
- Gehner, J. (2010). Libraries, low-income people, and social exclusion. *Public Library Quarterly, 29*(1), 39-47.
- Hersberger, J. (2002). Are the economically poor information poor? Does the digital divide affect the homeless and information access? *Canadian Journal of Information and Library Science, 27*(3), 45-63.
- Jaeger, P. T. & Bertot, J.C. (2011). Responsibility rolls down: Public libraries and the social and policy obligations of ensuring access to e-government and government information. *Public Library Quarterly,* 30 (2). 91-116.

WEEK 6: RACE, ETHNICITY, AND NATIONAL ORIGIN
- Adkins, D., & Hussey, L. (2006). The library lives of Latino college students. *Library Quarterly, 76*, 456-480.
- Burke, S. (2007). The use of public libraries by Native Americans. *Library Quarterly, 77*, 429-461.
- Hand, S. (2009). Transmitting whiteness: Librarians, children, and race, 1900-1930s. *Progressive Librarian, 38/39*, 34-63

WEEK 7: GENDER
- Audunson, R., Essmat, S., & Aabo, S. (2011). Public libraries: A meeting place for immigrant women? *Library & Information Science Research, 33*, 220-227.
- Lawson, K. C. (2001). The Saturday evening girls: A progressive era library club and the intellectual life of working class and immigrant girls in turn-of-the-century Boston. *Library Quarterly, 71*, 195-230.
- Fidishun, D. (2007). Women and the public library: Using technology, using the library. *Library Trends, 56*, 328-343.

WEEK 8: NO READINGS

WEEK 9: SEXUAL ORIENTATION AND GENDER IDENTITY
- Alexander, L. B., & Miselis, S. (2007). Barriers to GLBTQ collection development and strategies for overcoming them. *Young Adult Library Services*, Spring, 43-49.
- Curry, A. (2005). If I ask, will they answer? Evaluating public library reference service to gay and lesbian youth. Reference & User Services Quarterly, 45(2), 65-75.
- Pruitt, J. (2010). Gay men's book clubs vs. Wisconsin's public libraries: A political struggle for compatibility. *Library Quarterly, 80*, 121-141.
- Mehra, B., & Braquet, D. (2007). Library and information science professionals as community action researchers in an academic setting: Top ten directions to further institutional change for people of diverse sexual orientations and gender identities. *Library Trends, 56*, 542-565.

WEEK 10: DISABILITY AND AGE
- Hazard, B. (2008). Separate but equal? A comparison of content on library web pages and their text versions. *Journal of Web Librarianship, 2*(2/3), 417-428.
- Lazar, J., & Jaeger, P. T. (2011). Reducing barriers to online access for people with disabilities. *Issues in Science and Technology, 17*(2), 68-82.
- Bennett-Kapusniak, R. (2013). Older adults and the public library: The Boomer generation. *Public Library Quarterly, 32* (3). 204-222.

WEEK 11: MIGRATION AND IMMIGRATION
- Asher, C. (2011). The progressive past: How history can help us save Generation 1.5. *Reference & User Services Quarterly, 51*, 43-48.
- Caidi, N., & Allard, D. (2005). Social inclusion of newcomers to Canada: An information problem? *Library & Information Science Research, 27*, 302-324.

- Fisher, K. E., Marcoux, E., Miller, L. S., Sánchez, A., & Cunningham, E. R. (2004). Information behaviour of migrant Hispanic farm workers and their families in the Pacific Northwest. *Information Research, 10*(1). Retrieved April 27, 2009, from: http://informationr.net/ir/10-1/paper199.html
- Kennan, M. A., Lloyd, A., Qayyum, A., & Thompson, K. (2011). Settling in: The relationship between information and social inclusion. *Australian Academic & Research Libraries, 42*, 191-210.

WEEK 12: INCARCERATION
- Bernis, M. (2011). You work where? Prison librarian – an inside job with outsize benefits. *Library Journal*, Oct 15, 108.
- Dowling, B. (2010). The accidental prison librarian: An interview with Avi Steinberg. *Public Libraries*, November/December, 43-47.
- Payne, W., & Sabath, M. J. (2007). Trends in the use of information management technology in prison libraries. *Behavioral & Social Sciences Librarian, 26*(2), 1-10.
- Shirley, G. L. (2003). Correctional libraries, library standards, and diversity. *Journal of Correctional Education, 54,* 70-74.

WEEK 13: EVALUATION AND ASSESSMENT OF SERVICES FOR DIVERSE POPULATIONS
- Ballas, J. L. (2005). Does your library's website pass the usability test? *Computers in Libraries, 25*(9), 36-39.
- Becvar, K. M., & Srinivasan, R. (2009). Indigenous knowledge and culturally-responsive methods in information research. *Library Quarterly, 79*, 421-441.
- Jaeger, P. T., Bertot, J. C., & Franklin, R. E. (2010). Diversity, inclusion, and underrepresented populations in LIS research. *Library Quarterly, 80*, 175-181.