LBSC 706: Seminar in International and Comparative Library and Information Science

Tuesdays 2:00 - 4:45 pm
Room 4115
Fall 2015

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Note: there may be changes in the schedule and readings before the first day of class.

Books Borrowed from Public Libraries http://www.worldmapper.org/display.php?selected=344 (Links to an external site.)

Course Content:
This course analyzes global trends and contemporary constraints in access to information around the world, focusing primarily on developing countries. We will compare and contrast information delivery systems, information policy issues, service arrangements and professional patterns. We will view libraries, archives, information organizations and information systems against the backdrop of national cultures and diverging paths of development. We will highlight influences of social, political and economic factors upon these paths.

Objectives
At the completion of the course, students will have:
• Examined theoretical models and contemporary thought concerning economic development
and the digital divide,
• Evaluated political, economic, social and cultural factors that influence information and library services in the development world,
• Become familiar with international organizations and institutions that support library, archival and ICT development worldwide,
• Surveyed specific topics in world affairs that make information work challenging in all parts of the globe, and
• An in-depth understanding information environments in a specific country.

Course Expectations

As this class is a small seminar, your class participation is critically important to its success and assigned readings will provide the required background in topics you may not have from other iSchool classes. Please bring your energy, enthusiasm, openness and willingness to share. I welcome your contributions of interesting articles, websites, videos, blogs or other resources to the Canvas site.

Assignments:

Readings: The assigned readings were chosen to introduce you to the topic, to hear from non-American authors, and provide background to contribute to your understanding of your chosen country as well as the rest of the world. Readings will be reviewed each week and your class participation will, in great part, be based on evidence of having read and thought about the new material.

Each week, one student will be assigned to summarize the focus article of the week, pull out two or three quotes that provoked their thinking, and develop discussion questions for the rest of the class, in writing, to be submitted by the morning of that class.

Weekly: Each class will start with the Week in Review. The first Week in Review is September 8 (Week 2).

Each week, find one current article from one of the following sources that relates (broadly) to an international information issues: The New York Times, The Washington Post, The Wall Street Journal, The Los Angeles Times, The Guardian (London), Christian Science Monitor, Time, The Economist or the BBC. Because libraries, archives and similar institutions you may choose an article that is related to information issues, institutions or policy. Write one short paragraph to turn in that summarizes the article. Be prepared to discuss the article in class.

In addition, each week search newspapers, magazines or blogs, from or about your chosen country for a current article related to an information/library issue in your country (see instructions under “Before Week Two” below). Write a short paragraph to turn in summarizing the article. Preference is for recent articles from local media, to gain the local perspective, but
international media sources are allowed, too. Hand in during the class, and be prepared to give a brief readout.

We will have time for five to six readouts for each class session, so depending on class size, we will rotate among participants, but everyone must turn in the two paragraphs for each class except Week 7 and Week 14 & 15 when major assignments are due. Preference is for these to be turned in in print, on one page, each week.

Before Week Two: Choose Country for Course Focus and 1st Research Paper
Choose a country you are interested in following for the semester, excluding Western Europe, Japan, Singapore, Taiwan, Korea, Canada, Australia or New Zealand. Given the size of the class, to get global diversification, not more than 2 students can choose countries in same region. The regions are: Sub Saharan Africa, East Asia, Eastern and Central Europe, Middle East and North Africa, South and Central Asia, Western Hemisphere and the Caribbean. If you are uncertain about an interesting country to pick, I can also help. If you are intimately familiar with one country or region already, choose another location, preferably on the other side of the globe! Ability to read in the local language is certainly a help, but many resources exist in English, and well-educated librarians often are comfortable communicating in English.

You are your country’s ‘ambassador’ for LBSC706. Consider the perspective of your country, as you understand it, to whatever topic we are discussing in the class. Inform yourself by reading local newspapers, joining library-related listservs, social networking sites or other discussion groups, reading background articles or books, reviewing Websites and blogs. Contact information professionals from the country or Americans who have worked there or know the country.

Week Seven (October 13): Country Research Paper and Presentation Due
Prepare a FIVE minute presentation on your country for the class, and turn in a 10-12 page paper that highlights information institutions and issues. Use MLA style for citing resources. Research the library, archives or information entrepreneurial community, including the higher education available for the information professions, the variety of information institutions and the professional associations in the country. Also explore the information infrastructure, telecommunications and Internet profile of the country. Describe the country’s community’s involvement in regional and international associations. Many of the recommended readings and websites on Canvas and shown in class will point you toward resources on your countries.

Try to discover any outside aid or donor sources to the library or achieves community. Your paper should show evidence of having spoken with (or written to) at least one information professional from the country or an American with experience in that country’s information services. In your conclusion, you should compare broad aspects of your country’s information environment with that of the United States. Your bibliography should reflect a range of resources consulted, including peer-reviewed academic journals. Your grade will go down for multiple grammar and spelling errors.
Due before October 6 (Week 6): Choose Final Research Paper Topic
Choose a topic in international information work that has global reach or global impact, and that challenges the information profession. Here are some possible topics in no particular order:

- International initiatives to serve children, youth, the aged, minority language speakers, refugees, special needs, or immigrants (for example)
- Health and agriculture information challenges and information innovations being used to overcome them
- Censorship challenges around the world / Freedom of Information challenges
- Intellectual Property Rights debates / Global Copyright efforts
- Internet governance from a non-U.S. perspective
- Relevancy of libraries considering Internet access, mobile technology, etc.
- Global integration of uniform record formats
- Cooperative trans-border digital library services
- Information literacy initiatives globally
- Open source software pros and cons for libraries in developing countries
- Cloud computing: international storage, technical and access issues
- Language and non-Roman scripts, automated translation software
- Libraries as content creation centers, including use of technology
- Disaster planning for libraries and archives
- Computer donations / training programs for less developed countries
- Distributed information services in support of MOOCs or other online global, education initiatives

Prepare a brief overview (1-2 paragraphs) of your final paper and discuss with me before November 17. This may be done before online, before class or by appointment.

Prepare an EIGHT to TEN minutes presentation (maximum 12 slides) and a 12-15 page paper that describes and analyzes the topic and may pinpoint a plan of action (financial, political, and technological) to address the issue. Your topic should, as a take-off, come from one of the many readings below. Use the MLA style guide for citing resources. While your paper may be a general discussion of the topic, in your presentation, please include what you think should be done by the US government, American universities or other institutions, to contribute toward resolving the issue or contributing toward global improvement in this arena. Make a presentation for the class and be prepared for questions and discussions. Your bibliography should reflect a range of resources consulted, including peer reviewed academic journals. We will mark down for multiple grammar and spelling errors. Due: December 8.
**Grading**

Choice of country and final paper topic on time: ungraded but you will lose points for being late!

Classroom participation / Evidence of Reading Assigned Articles: 25%  (based on a 4 point system – 1 for no participation, 2 for low participation, 3 for good participation, 4 excellent participation) 60 total for 15 classes

Prepare summary on class reading and lead in class discussion: 5%  12 total

Week in Review assignments: 20%  (based on a 3 point system - 1 for handing in but not meeting assignment, many typos, grammar problems, 2 for adequate, 3 for excellent choice + well-written summaries) 30 total for 10 classes

Country paper: 20% (30% of grade is presentation, 70% of grade is paper) 48 points

Outline / Proposal for final presentation: 5%  12 points

Final presentation: 25% (30% of grade is presentation, 70% of grade is paper)  60 points

Total Points:  222

Late weekly assignments are not allowed without prior consent of the instructor; late papers and projects are not allowed.

**Classroom Etiquette:**

This course is seminar-style, predicated upon active student participation, which is an important part of your grade. As professionals, it is essential you can articulate ideas clearly and persuasively. Therefore, it is important that everyone participates in classroom activities, discussion, and assignments. Learning involves dialogue and exchange, taking risks, asking questions, challenging conventional wisdom, and sharing ideas. All students are thus expected to actively participate on a regular basis in the classroom to promote a successful educational experience.

Class participation means coming to class regularly and being prepared to participate in different class formats. Students should be prepared to discuss required readings for all class sessions. Assessment of student participation is based on:

- Attending class regularly and being truly “present”;
- Completing readings prior to class;
- Verbally participating in both small and large groups in a collaborative manner;
- Providing substantive comments based on readings, class material, personal experience, and/or relevant current events;
• Being open to a range of viewpoints and being respectful of others in the class;
• Raising concerns or questions in a solution-oriented manner.

*This includes texting and use of computers for other than note-taking, and cell phones for any reason without the instructor's prior permission. Violation of this policy indicates you are not truly “present” nor contributing to a positive class atmosphere.

**Academic Integrity:** This course follows all University policies in the Code of Academic Integrity: http://www.president.umd.edu/policies/iii100a.html, including issues related to plagiarism, citing resources used for written papers, and not infringing on copyrights of authors or publishers in any publication or electronic resources.

**Students with Disabilities:** The University has a legal obligation to provide accommodations for students with disabilities. Please let us know at the beginning of the semester if you have any kind of physical or learning disability that will require accommodation. The staff at Disability Support Services is available to ensure that accommodations are made. Contact them at: 301-314-7682. http://www.counseling.umd.edu/DSS

**Attendance policy:** I appreciate knowing if you cannot attend class. You must finish all assignments in order to receive credit for the class. The University’s attendance policy is found at: http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540.

**Readings:** There are at least two readings for each class session. Please come to class prepared to discuss the ideas you glean from them. Each week, one student will be assigned to read another article on the topic, report on that and co-lead the discussion with me. Articles listed in the course outline are freely available via linked Web sites, or on ResearchPort. There are also some books available on Reserve in McKeldin Library. There are no required texts for the course, but there are a few books you should look at during the semester. They will help you get a handle on this field of study.

**Highly recommended:**
Librarianship in Developing Countries, by Lester Asheim. University of Illinois Press. 1966. (on Reserve at McKeldin Library)
**Recommended:**
The Story of Libraries: From the Invention of Writing to the Computer Age, by Fred Lerner. Continuum, 2009. (on Reserve at McKeldin Library)
Global librarianship, edited by Martin Alan Kesselman, Irwin Weintraub. Marcel Dekker, c2004. (on Reserve at McKeldin Library)

**Course Schedule** (Proposed class topics / Outside speakers indicated by **)

Week 1 (9/1) – Introduction

*Readings:*

Week 2 (9/8) – Development and Communications Innovations

*Readings:*

Week 3 (9/15) – Globalization

*Readings:*
Globalization 101: SUNY Levin Institute (Links to an external site (Links to an external site). Required reading. Section on Globalization and Culture.
Global Sherpa. (Links to an external site.) Collection of links to globalization indexes.

Yale Global Online. (An external site.) A Publication of Yale Center for the Study of Globalization. Review content or use for country/special topic research.


Week 4 (9/22) – Digital Divide

Guest speaker: Cliff Missen, Widernet

Readings:


Week 5 (9/29) – International & Comparative Library Issues

Readings:
Some Overarching Problems, in Librarianship in Developing Countries. Required reading. By Lester Asheim.


Peruse IFLA site at: http://www.ifla.org

International and Comparative Librarianship: Definitions, scope and dimensions. (Links to an external site.) Recommended. First chapter by Peter Lor. http://peterlor.com/the-book/ (Links to an external site.).

Week 6 (10/6) – International Archives Issues & ICA

Guest speaker: Ricardo Punzalan, iSchool

Readings:

Pluralizing the Archival Paradigm: Can Archival Education in Pacific Rim Communities Address the Challenge? Required reading. By Anne Gilliland, Sue McKemmish, Kelvin White, Yang Lu, and Andrew Lau. In The American Archivist, v. 71 (Spring/Summer 2008). p. 87-117. **Focus article on Southeast Asia


Week 7 (10/13) – Country reports

Week 8 (10/20) – Americans Working Overseas

Guest speakers: Natalie Baur, University of Miami / Fulbright Fellow – Mexico

Henry Mendelsohn, Information Resource Officer, Dept. of State

Bill Middleton, Information Resource Officer, Dept. of State

Readings:


Week 9 (10/27) – International Publishing Issues

Guest speaker: Tanya Torres, Lontar Foundation - Jakarta

Readings:


Publishing in the Two Economies. Highly recommended. By A’Watif Ahmad, on Universiti Sains Malaysia website.


Week 10 (11/3) – ICT4D and Information Entrepreneurship

Guest speakers: Marshini Chetty, iSchool

Vanessa Frias-Martinez, iSchool

Alex Pompe - IREX

Readings:


Week 11 (11/10) – International Policy Issues I

Guest speaker - Miriam Nisbet, NARA (ret.)

Readings:


Recommended: Peruse: Copy South Dossier.


Readings:


Peruse these sites for information on your country or region:

Reporters Without Borders: http://en.rsf.org/

Freedom Info: http://www.freedominfo.org/
Week 13 (11/24) – Reading Day

Week 14 (12/1) – Development, Donors and Book donations

Readings:


Have a look at:


Week 15 (12/8) – Final reports