LBSC706-0101: Seminar in International and Comparative Librarianship and Information Science-Spring 2014

Wendy Simmons

Jump to Today

Wednesdays, 2:00 - 4:45 pm, Hornbake 4113

Note: there may be minor changes in the schedule and readings between now and January 29, the first day of class.

Course Content:

This course analyzes global trends and contemporary constraints in access to information around the world. We will compare and contrast information delivery systems, information policy issues, service arrangements and professional patterns, focusing primarily on developing countries. We will view libraries, 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.

Participants will gain an overview of the myriad topics that make up international librarianship and other information institutions, and survey some of the specific topics in world affairs that make library and information work challenging in all parts of the globe. Each student will take an in-depth look at information environments in specific countries, as well as analyze worldwide initiatives.

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 706 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 own chosen country as well as the rest of the world. In addition, some articles also offer a particular focus into a region of the world and its particular challenges. 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.

Weekly: Each class will start with the Week in Review. The first Week in Review is due Wednesday, February 5.

Each week, find one current article from one of the following newspapers or magazines that relates (broadly) to an international aspect of information issues: The New York Times, The Washington Post, The Wall Street Journal, The Los Angeles Times, Christian Science Monitor, Time, The Economist or another serious news source. Because libraries, archives or similar institutions are not often mentioned,
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 any 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 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, 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 don’t know in what region your selected country falls, ask the instructor. 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, consider choosing a location 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 ‘library ambassador’ for LBSC 706. 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 librarians from the country or American librarians who have been there or know the country.

Week Seven (March 12): 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 libraries and information institutions and issues. Use MLA style for citing resources. Research the library or archives community in your country, the library education available, the variety of information institutions and the profession of librarianship or archivist in the country. Also explore the information infrastructure, telecommunications and Internet profile of the country. Describe the country’s library 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. Describe the country’s library / archive community’s involvement in regional and international associations. Your paper should show evidence of having spoken with (or written to) at least one librarian from the country or an American with experience in that country’s library community. In your conclusion, you should compare broad aspects of your country’s library and information environment with that of the United States. Your
Before Spring Break: Choose Final Research Paper Topic

Choose a topic in international librarianship 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
- Censorship challenges around the world / Freedom of Information challenges
- Intellectual Property Rights / 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 internationally
- 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 Spring Break (by March 15th). This may be done 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. 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: May 7.

Grading

Choice of country and final paper topic on time: 5% 5 points

Classroom participation / Evidence of Reading Assigned Articles: 30% 56 points
Week in Review assignments: 20% 33 points

(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)

Country paper: 20% (30% of grade is presentation, 70% of grade is paper) 100 points

Outline / Proposal for final presentation: 5% 6 points

Final presentation: 20% (30% of grade is presentation, 70% of grade is paper) 200 points

Total Points: 400

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

Classroom Etiquette:

This course is a seminar, 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](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](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. The articles listed in the course outline are freely available Web sites, or are available on E-Reserve. 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:**


**Recommended:**

- *The Story of Libraries: From the Invention of Writing to the Computer Age*, by Fred Lerner. Continuum, 2009. (on Reserve at McKeldin Library)

(DRAFT - May change due to availability of guest lecturers)

**January 29 Introduction**


**February 5 Development and Innovation**


February 12 Globalization


*Globalization 101: SUNY Levin Institute.** **Required reading.** Section on Globalization and Culture.


*Internet and Globalization.** **Highly recommended.** From Gale Global Issues in Context/Global Technology Issues.


*Global Sherpa.* Collection of links to globalization indexes.

*yale Global Online.* A Publication of Yale Center for the Study of Globalization. Review content or use for country/special topic research

February 19 Comparative Librarianship: History and Overview

*Some Overarching Problems, in Librarianship in Developing Countries.* **Required reading.** By Lester Asheim. (on e-Reserve: Modules)


February 26 The Digital Divide

**Guest Speaker: Jane Kinney Meyers, Director, Lubuto Library Program**


Peculiarities of the Digital Divide in Sub-Saharan Africa. **Recommended.** By Stephen M. Mutula, Professor at the Department of Library and Information Studies, University of Botswana. 17 pages.

*The Divided Views of the Information and Digital Divides: A Call for Integrative Theories of Information Inequality.* **Recommended.** By Liangzhi Yu from the Journal of Information Science, November 14, 2011.

**March 5 International Librarianship & IFLA**  
Guest Speaker: Barbara Ford & Susan Schnuer, U of Illinois, Mortenson Center


Peruse IFLA site at: [http://www.ifla.org](http://www.ifla.org)

**March 12 Country presentations / Country papers due**

**March 19 Spring Break**

**March 26 Development Aid / Book Donations**  
Guest Speaker (tentative): Marcy Carroll, Peace Corps


Have a look at:


**April 2 International Publishing**


Middle East information literacy awareness and indigenous Arabic content challenges. **Required reading.** By Engy I. Fahmy and Nermine M. Rifaat. The International Information & Library Review, Vol. 42, No. 2 (2010). p. 111-123. **Focus article on the Middle East.**

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


April 9 International Archives & ICA

Guest Speaker: Ricardo Punzalan, iSchool, University of Maryland

**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.


April 16 Library and Information Science Education


"In the middle of difficulty lies opportunity" - Using a case study to identify Critical Success Factors contributing to the initiation of international collaborative projects. Required reading. By Ian M. Johnson. In Education for Information, Vol. 23 (2005), p. 9-42. **Focus article on Latin America.**

**Library and Information Science Education in Developing Countries. Highly recommended.** By Catherine A. Johnson in The International Information and Library Review, vol. 39, June 2007, p. 64-71.

Global Library and Information Science. A Textbook for Students and Educators. **Recommended** - Read about LIS Education in the chapter covering the region of your selected. Edited by Ismail Abdullahi. With Contributions from Africa, Asia, Australia, New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America.

*Library education in Peru: some reflections. Recommended.* By Ana Maria Talavera-Ibarra. Accepted for publication in Bibliothek Forschung und Praxis.

**April 23 Information Ethics / Infrastructure / WSIS**

*Guest Speaker (tentative): David Wallace, University of Michigan*


**April 30 American Librarians Overseas**

*Guests: TBD*


**May 7 Final Presentations**