Seminar in International and Comparative Libraries

INSTRUCTOR
Dr. Ana Ndumu
(pronounced EN-doo-moo)
andumu@umd.edu

DESCRIPTION
This course compares and contrasts library systems throughout the world, with emphasis on social inclusion and human rights. The goal is to critically examine the influence of ideological, political and economic agendas in library development. We thus explore past and present issues in international librarianship and survey cases from a range of countries. Students take an in-depth look at the library and information environment in a specific country.

OBJECTIVES
Upon successfully completing this course students will be able to:
1. Assess the relationship between libraries, human rights, and regional or national development.
2. Describe the major issues in international information relations, including economic and political factors affecting information flows between developed and developing countries.
3. Evaluate the history and impact of library and information science education throughout the world.
4. Analyze library development, librarian professionalization, and contemporary LIS practice in a country outside of the United States.

PREREQUISITES
None

TEXTBOOK
None

DELIVERY
Online, Asynchronously

COMMUNICATION & OFFICE HOURS
For quicker response, please use the ELMS email feature. I will respond to email within 24 hours, unless otherwise noted in an “Out of Office” message. Office hours are welcome! Email me to schedule an appointment.
Civility, Inclusion & Representation
I am committed to fostering a civil and equitable classroom environment. Although we will cover sociopolitical topics, LBSC706 is not a political science course, nor is it a political forum. Please be respectful.

How you identify in terms of your gender, race, socioeconomic status, sexual orientation, national origin, religion, and dis/ability is important and entirely your choice to disclose or self-identify. I will strive to acknowledge and address all students accordingly, and I ask you to do the same for all of your fellow Terps.

Engagement
This course is online and asynchronous. You are expected to familiarize yourself with the course website, readings, syllabus, and other materials. If you have questions, please email me AFTER checking the website and syllabus for an answer to your question.

The flexible nature of this class means that you will need to take greater responsibility in the learning process. Students that achieve high attainment in this course submit polished work, maintain an active presence, engage regularly with the course material, collaborate with groupmates on work and activities, and communicate with the instructor when difficulty or questions arise.

Tips for Success
Participate.
Log in to Canvas ELMS several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due. Discussions and group work are a critical part of the course. Full disclosure: since this is a virtual, asynchronous course, the best way for me to assess “attendance” is by regularly evaluating ELMS Student Analytics. This is not punitive nor are students graded based on level of activity/access reports; I use this metadata to determine potentially struggling students and intervene accordingly.

Manage your time.
Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems. Please plan accordingly.

Stay organized.
UMD College Park provides students with access to Google Suite, which is comprised of a host of productivity applications such as Drive, Calendar, Tasks, Jamboard, Keep and more. Although UMD controls and sets GSuite privacy settings for the university, make certain to customize your own Google privacy settings. Also, utilize the Canvas ELMS settings to ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.

Ask for help, if needed.
Your wellbeing is important. If you are struggling with the course, talk to me so that I can help you succeed academically. Together, we can also determine next steps to face personal challenges. UMD College Park provides comprehensive support to help students overcome psychological, physical, and financial hardship.
Campus Policies
It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

READINGS

COURSE OVERVIEW

Week 1 - Course Requirements & Expectations
Thinking Globally


UNIT 1: National & Public Libraries throughout the World
Week 2 - Public Libraries, Human Rights, & Globalization


Week 3 - Guest Lecture: Pat Herron on a Grassroots Library in Nicaragua

- HJH Libraries for All

UNIT 2: Academic & School Libraries
Week 4 - Libraries in Educational Settings


Week 5 - Guest Lecture: Chris Iweha on Academic Librarianship in Nigeria

UNIT 3: Worldwide Library Education & Professionalization

Week 6 - Standards and Ongoing Education

Week 7 - Guest Lecture: Biyang Yu, Florida State University Doctoral Candidate

UNIT 4: Crossnational Library Advocacy & Organization

Week 8 - Crossnational Library Support

Week 9 - Guest Lecture - Mega Subramanium, Fulbright Program to Kyrgyzstan Republic
- Kyrgyzstan Library and Information Consortium
- Bibliotekistan: A Tour of Libraries in Kyrgyzstan

UNIT 5: Emerging & Critical Issues

Week 10 - Ongoing Challenges & Consideration in International LIS
Week 11 - Webinar - Mortensen Center for International Library Programs
- Mortensen Center for International Library Programs
- Libraries for Peace

UNIT 6: Embarking on International Librarianship
Week 12 - All Aboard!

Week 13 - Webinar - Librarians without Borders
- Librarians without Borders

COURSE DEBRIEF
Week 14

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<th>Learning Assessments</th>
<th>#</th>
<th>Points Each</th>
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<th>Category Weight</th>
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<td>50</td>
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<td>Interactive Activities</td>
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<tr>
<td>Capstone Project: Country Poster Presentation</td>
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<td>400</td>
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**TOTAL:** 1000 100%

Final Grade Cutoffs

| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% |

A 94.00% B 84.00% C 74.00% D 64.00% F <60.0%

Unit Rhythm

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<th>Monday 8AM</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday 11:59PM</th>
<th>Saturday</th>
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<th>Sunday 11:59PM</th>
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<tr>
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<td>Reflection Post Due</td>
<td>2 Responses Due</td>
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<tr>
<td>Guest Lecture &amp; Activities Available</td>
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<td>Country Profile &amp; Activity Due</td>
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Readings
It is important to read the course material. The lectures are designed to augment, not supplement, the scholarly discourse. When students do not read, it is evident through vague discussion posts along with assignments that present rudimentary arguments, erasure of key thought leaders, and a lack of evidence and theoretical grounding.

Reflections
Students will reflect on the unit lecture and readings by posting a response to a prompt on the Class Discussion Board. Reflections must be 200 words minimum and are worth 30 points. Reflection Post details and point scale are available on the course website. The post with the lowest score will be dropped.

Capstone Project
Throughout the course, students will explore a single country’s entire library ecosystem, taking care to describe the various types of libraries along with stakeholders, customs, and ongoing development. Students’ ongoing research will culminate in a Final Presentation that will be structured as an LIS conference poster presentation.

Interactive Activities
These formative assessments are intended to foster collaboration among students and gauge students’ understanding of the unit.

Rubrics
I do not care for grading rubrics. However, the longer I teach, the more it seems that students request rubrics. As such, I take a student-centered approach to using rubrics; students are required to evaluate their own work prior to submitting high-stakes assignments - in this case, the capstone project. In other words, students will submit a single document comprised of 1.) an assessment of how they think they fared (on page 1) and 2.) the actual capstone assignment (beginning on page 2).

Effort versus Attainment
When it comes to the awarding of grades, some students conflate effort and attainment. Put simply, within this course, students are evaluated/graded on their attainments (the work they produce) and the not their effort (the time and exertion it took to generate their work). Students are graded on the mastery, understanding, and expression of the course concepts and knowledge base, not the time they expended in this process.

Late Assignment Policy
Late work will not be accepted. Please plan to have submit well before the scheduled deadline.

Turnitin
The two writing assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help improve students’ scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](https://www.turnitin.com/).