PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LIS 737-01
LIBRARIANSHIP FOR A DIVERSE POPULATION
SYLLABUS Spring 2011
Thursday 4:30-6:20
January 18 to May 5, 2011
NYU Bobst Library
Long Island University
© Amy Spaulding

Thursdays

January 20
27

February 3
10
17
24

March 3
10 [Presentations]
17 NO CLASS [March 14 - 20 Spring Recess]
24 Presentations
31

April 7 Presentations
14 (FINAL EXAM) Presentations
21 [Presentations]
28

May 3

FIELD TRIPS MAY BE ARRANGED.
1. COURSE NUMBER AND TITLE: LIS 737 LIBRARIANSHIP FOR A DIVERSE POPULATION

2. COURSE CHAIRPERSON: Amy Spaulding

3. BULLETIN DESCRIPTION:

A seminar on services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second-language; gifted and talented; latchkey children; homeless, aging, etc. Covers Federal Regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.

4. PREREQUISITES: LIS 510 and 511.

5. TECHNOLOGY:

Examination of databases and websites specific to the content of the course. Examination of adaptive technology (e.g. Kurzweil machine and later speaking software, Magnifying equipment, TDD, software for literacy training, etc.).

6. PALMER SCHOOL OBJECTIVES MET BY THIS COURSE:


   1a. Students will articulate the ethics, history, values, legal and foundational principles of the library and information profession.
students will consider these values in terms of outreach].
1b. Students will demonstrate an understanding of the global policies and trends of significance to the library and information profession.
   [in terms of library users from all over the world]

2. Information Services:
   3a. Students will distinguish among different types of libraries and information organizations.
       [not taught, students will use in this class]
   3b. Students will understand and be able to articulate their role in rapidly changing information services and technologies for a diverse global society, including serving the needs of underserved groups.
   3c. Students will be able to utilize and assess both existing and emergent resources, systems and services and develop new ones. [not taught, students will use in this class]
   3d. Students will analyze and interpret the information needs of individuals and communities in the context of demographic and ethical factors.
   3f. Students will demonstrate competency in multiple literacies, such as information literacy, technology literacy and visual literacy. [not taught, students will use in this class]
   3h. Students will be able to assess and respond to diverse user needs and experiences.

4. Administration and Management:
   4a. Students will understand and be able to participate in the strategic planning process. [not taught, students will use in this class]
   4e. Students will understand and be able to apply a variety of information systems and technologies that facilitate the development, management, use and dissemination of information and information services. [not taught, students will use in this class]

5. Professional Development and Leadership:
   5a. Students will understand and apply leadership principles.
   5b. Students will understand the fundamentals of quantitative and
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qualitative research.
5c. Students will assess the actual and potential value of research.

7. SPECIFIC COURSE OBJECTIVES:

Upon successful completion of this course participants are expected to be able to:

1. Understand major psychological and sociological issues relating to cross-cultural library services and service to individuals with special needs.

2. Describe (and adopt) the proper professional attitude of those servicing library users of diverse backgrounds and needs.

3. Describe (and adopt) professional attitudes toward co-workers of other backgrounds and/or with impairments or other special needs.

4. Analyze the techniques employed by librarians to help individuals of diverse backgrounds and needs, based on philosophy, knowledge, objectives, standards and policies.

5. Compile a current bibliography of print and non-print material relating to the field and/or one appropriate patron group.

6. Handle the equipment needed to work successfully with the sensorily impaired and/or aged.

7. Develop a special program for an appropriate population of library users.

8. Organize and administer a service within a library relating to one of these special populations.
9. Service library users of diverse populations with ease and confidence.
10. Develop and administer library services that provide a comfortable environment for groups of users from more than one background.

It is assumed that the student already has the following:

Knowledge:
. knowledge of goals and responsibilities of different types of libraries.
  library literature.
. knowledge of basic library programs and services.

Skills:
. ability to interview individuals.
. ability to do research and write.
. apply (in theory) basic management skills.
. basic computer skills.
. ability to understand legislation.

Attitudes:
. respect for differences among individuals.
. willingness to experiment and design services.
. willingness to play ombudsman for new and special library services and groups.
. willingness to use both standard and electronic materials and equipment.

8. TOPICAL OUTLINE:
   Note: all topics will be covered, but emphasis will vary, depending on the interests of individuals in the current class.

I. BASICS:
1. Introduction  
   a. Scope of the course  
   b. basic concepts  
   c. Definitions  
   d. library roles  
      ■ traditional and current  
      ■ differences by types of libraries, e.g. public vs academic vs school.  
   e. the age of information in a multi-cultural world  
2. Respect and Sensitivity  
   a. Differences as opposed to deficiencies.  
   b. Overcoming mutual ignorance of values and needs.  
   c. Ethnic Diversity as a strength.  
3. Relationship between Librarian and Individual perceived as “other.”  
   a. showing respect  
   b. overcoming ignorance  
   c. understanding special attitudes and manners  
   d. Communication  
4. Relationship between staff and “other” users and between different user groups.  
5. issues of availability: formats, material and content.  
   a. formats and availability - print, media, technology, braille, etc.  
   b. broader view – world issues  
   c. political concerns – access, attitudes, quality.  
   d. access issues – literacy, impairments, what printed (or not), etc.  
   e. how to get materials – acquisition issues.  
   f. Selection issues.  
5. issues of service.  
   a. programs  
   b. collection housing  
   c. advertising  
   d. cooperating with other groups  
   e. community information.  
6. Technological issues.  
II. READERS WITH IMPAIRMENTS AND/OR HEALTH ISSUES:
1. mobility impairments
2. sensory impairments:
   a. Visual impaired
   b. Hearing & speech impaired
3. Mentally impairments
4. Emotional disturbances
5. book/print impaired
   a. dyslexia
   b. other learning disabilities.
   e. diseases and mobility impairments preventing the use of books
6. HIV and other health issues.
7. Relationship between Librarian and Individual with impairment
   a. Attitudes and understanding
   b. Impaired person's acceptance
   c. Impaired person as user
      d. Communication
      e. Psychology of the exceptional person
      f. infirmities of age.
8. History of Service to Individuals with Impairments.
   a. LBPH
   b. public library services
   c. school services
   d. electronic equipment
   e. electronic data transfer.
   a. Accessibility
   b. Education
   c. Employment
9. Library Quarters for users with Impairments.
   a. Planning and estimating space needs
   b. Accessibility for mobility impairments
   c. Furniture requirements
      d. Atmosphere (floor, lights, signs, etc.)
5. Special needs for Deaf, Blind, etc.
6. Problems of service in different types of institutions.

III. CROSS-CULTURAL POPULATIONS:
1. Language issues.
2. Attitudinal issues.
   a. Librarians toward ethnic groups
   b. Librarians toward illiterate and aliterate groups
   c. Ethnic group vs class distinctions and attitudes
   d. Different groups’ views of libraries and other institutions
3. Awareness of groupings beyond language. e.g. Hispanic: Chicano vs Puerto Rican vs other Caribbean vs South American vs Spanish.
4. Community composition: ethnic groups, religious groups, wealth and educational differences, etc.
5. Multi-cultural vs cross-cultural.
6. Alternative lifestyles and other special groups
   a. Gay issues
   b. Home schoolers
   c. Homeless
   d. Gifted children
   e. Others
   a. Collection development
   b. Formats and cultures

IV. INDIVIDUALS IN INSTITUTIONS
1. Prisons
2. Hospitals
3. Institutionalized elderly and other group homes
4. Others

V. READERS WITH LITERACY NEEDS
1. Social issues
2. Physical and psychological issues
3. library role in teaching.
   a. political issues
   b. teaching methods
4. library role in providing materials.
   a. easy-to-read materials
   b. non-print materials
5. history of libraries and literacy.

VI. READING SKILLS AND SOCIAL ISSUES.
1. English as a Second Language
2. Ethnic groups with special needs
3. homeless and latchkey children issues
4. Sociology and Psychology of individuals who need special support in using libraries.
   a. individuals from cultures or classes unused to print or to libraries.
   b. children and adult needs
5. Materials Supporting groups with special needs.
   a. collection development
   b. non-English materials
   c. non-print materials
   e. electronic services
6. Programs Supporting groups with special needs.
   a. ESL programs
   b. ethnic programs
   c. programs in other than English
   d. other special programs
7. History of Service to special groups.
   a. early immigrant groups & public libraries
   b. current services at NYPL, QPL, etc.
   c. school services to special groups.
8. Bibliotherapy.
   a. principles.
   b. Agencies.
   c. Library as support.
VII. SERVICES TO OLDER ADULTS/ AGING
1. History of Services to the Aging
   a. early services
   b. Brooklyn Public
   c. Nassau/Suffolk
   d. In library, at-home, institutional services.
   e. Special collections
   f. Programs.

VIII. HOMESCHOOLERS
1. Family issues relating to why homeschooling
2. Library relationships with homeschoolers
3. Materials; on-line and print services

IX. PLANNING SERVICES
1. Standards
2. Goals and objectives
3. Search for resources
4. Evaluation

X. COOPERATION--LIBRARY SYSTEMS
1. Patterns (informal, reciprocal, contractual).
2. National, regional, state, county, municipal libraries.
3. Systems and networks
4. Technological potential

XI. CONCLUSION & FUTURE ISSUES

9. ASSIGNMENTS:

1. OUTSIDE READINGS AND REPORTS
   It will be assumed that each student will have read, viewed or listened to something pertaining to the topics under discussion in each class session and be prepared to join in discussion. The bibliographies are there for suggestions, but students are encouraged to find other materials and bring
them or information about them in.

It is recommended that each student make a very brief outline or very short (one sentence or so) critique of the material. These may be asked for at the end of class. Do not hesitate to indicate that an article, cassette or book is not good, but state why.

2. **COMPIULATION OF A CURRENT BIBLIOGRAPHY**
   Choose a topic related to this field, receive the approval of the professor, and compile a suitable bibliography of the best current materials, web-sites, etc. Very brief annotations are welcome. Be prepared to share it with the class.

3. **SPECIAL PROGRAM and/or RESEARCH PROJECT**
   After your idea has been approved by the professor, work out the details of a special program for one special population. Make an outline first, which can then be used for your oral class presentation. Discussion follows each presentation.

   In addition to or instead or the special program above, each member of the class will choose a topic for a paper/presentation. Research on this topic should be gathered in a paper or some other tangible manner. An outline of the topic shall be discussed with the professor early in the semester to assure you of the correct interpretation and amount of coverage of the idea. This same outline may be used when an oral presentation (not a reading of a paper) by each student will be given on the topic researched. Consult experts, practicing librarians, the literature, but all sources must be noted bibliographically and footnoted properly, even interviews.

3. **VISITS/ FIELD TRIPS**
   Visit a library service designed for a special population. The class may schedule field trip(s), but students are responsible for visiting sites in the field of their particular concern.
4. **EQUIPMENT LABORATORY**
   When appropriate, it may be required that competence in handling equipment used by the sensorily-impaired should be demonstrated to the professor.

10. **CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE:**

Estimated Time to be spent:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading readings average 2 hr per week x 15</td>
<td>30</td>
</tr>
<tr>
<td>Reading on-line sources 2 hr per week x 15</td>
<td>30</td>
</tr>
<tr>
<td>Viewing videos</td>
<td>6</td>
</tr>
<tr>
<td>Visiting external institutions</td>
<td>6</td>
</tr>
<tr>
<td>Writing up descriptions for bibliography/mediagraphy 1 hr per week x 15</td>
<td>15</td>
</tr>
<tr>
<td>Working on group project/presentation</td>
<td>5</td>
</tr>
<tr>
<td>Informal on-line discussion 3hrs</td>
<td>3</td>
</tr>
<tr>
<td>Preparing presentation and writing it up. 30 hrs</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>120 hrs</strong></td>
</tr>
</tbody>
</table>

Class participation and verbal reports/analysis of visits to appropriate libraries and agencies as well as written work such as bibliographies, papers or project designs, will be considered in grading. This pattern is loose because this is a course in which the emphasis is largely based on the interests of the students, both as a group and individually.

Criteria for grades:
Note: Proportions may vary with the individual class. Depending on the interests and concerns of the students in the class, for example a group project might be set up. If that should happen, we will discuss and decide on grade balance, and whether to have a group grade or for individual portions of it.

Class participation 20%
[Group Project]

Individual project content 20 %
Individual project write up 20 %

Library/Instution Visit reports 20 %
Bibliography 20 %

There is no text, since the course covers many different areas.
The only area covered by a text is outreach to the disabled, and those are all out of date.

11. TEXT or MAJOR REFERENCE WORKS:

Because of the large number of topics being covered, no single text is sufficient.

Reading lists will be provided for each section.

12. RESOURCE REQUIREMENTS:

Access to databases related to the various topics of the course; access to hardware supporting the needs of individuals with impairments (to be met by field visits, when equipment not available on campus). Because of the special nature of the course, and because each student will have a personal focus, much of their work will be done outside the standard resources of the library school.

There will be field trips or assignments to meet the focus of the individual student.

Writing assignments will be based on the focus of the individual student.

13: POSSIBLE SITES FOR VISITS:
Long Island Libraries Serving Individuals with Disabilities

Helen Keller National Center for Deaf-Blind Youths and Adults
11 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900

Helen Keller Services for the Blind
Braille Library
1 Helen Keller Way
Hempstead NY 11550
(516) 485-1234 (ext 243)

Henry Viscardi School (for children with special needs)
(formerly included National Center for Disability Services)
201 I.U. Willets Rd, Albertson NY 11507
(516) 465-1669

Library for the Blind and Physically Handicapped (New York)

Regional Library

The New York Public Library
Andrew Heiskell Braille and Talking Book Library
40 20th Street
New York, NY 10011-4211

Librarian: Robert McBrien
Library Code: NY1A
Telephone: (212) 206-5400 and (212) 206-5425
TDD: (212) 206-5458
FAX: (212) 206-5418
E-mail: ahlbph@nypl.org
Web site: http://www.nypl.org/branch/lb/
Hours of Operation: 9:00-5:00 M-F

Serves: New York City and Long Island
Subregional Library

Long Island Talking Book Library (LITBL)
Outreach Services
Suffolk Cooperative Library System
627 North Sunrise Service Road, P. O. Box 9000
Bellport, NY 11713-9000

Librarian: Valerie Lewis
Library Code: NY1B
Telephone: (631) 286-1600
Toll-free (In-state): (866) 833-1122
TDD: (631) 286-4546
FAX: (631) 286-1647
E-mail: vlewis@suffolk.lib.ny.us or lbph@suffolk.lib.ny.us
Web site: http://www.litbl.org

Hours of Operation: 9:00-5:00 M-F

Serves: Nassau and Suffolk counties

LILRC (Long Island Library Resources Council)
Melville Library Building Ste E5310, Stony Brook, NY 11794-3399
(631) 632-6650

NATIONAL ORGANIZATIONS
ALA (Parent of many organizations, within ASSOCIATION OF SPECIALIZED AND
COOPERATIVE LIBRARY AGENCIES)
ALA.org

In New York City:

Project Access of The Mid-Manhattan Library, The New York Public Library,

The International Center for the Disabled in NYC
The Library for the Blind and Physically Handicapped. The New York Public Library. NYC (see above)
Reading and Writing Centers. St Agnes Branch of The New York Public Library.

Langston Hughes Center. Queensborough Public Library

Schomburg Collection. The New York Public Library

Aguilar Branch Branch of . The New York Public Library (Hispanic).

Chatham Square Branch of The New York Public Library