Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 222 Materials and Services to Diverse Populations

Bulletin Description: [25 words maximum]

This online course is an exploration of the information needs, seeking, and use of library constituencies referred to collectively as "diverse populations".

Prerequisite(s): None
Co-requisite(s): None

Course Objectives:
> On completion of this course, students will be able to:
> - Articulate variations in information needs and information seeking behaviors among diverse populations;
> - Identify the main barriers to information access, including the digital divide;
> - Identify and understand current issues related to the provision of information services to diverse populations;
> - Write a formal program review report;
> - Articulate an ethical and professional responsibility to work for social justice.
>
> **Personal Outcomes:**
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> Students will be able to:
> - Make effective use of technology;
> - Identify, interpret, and apply existing research to an LIS service problem;
> - Synthesize and apply information from primary and secondary sources;
> - Work independently and in groups to complete tasks;
> - Communicate effectively in an online environment;
> - Evaluate the strengths and weaknesses of group and individual participation in online activities.

Program Goals and Outcomes:

1A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.

1B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.

1C. Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.

1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

5B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

5C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

7A. Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.

7B. Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Units of Instruction:

Unit	Topic
1	Introduction to "Diverse Populations"
2	Looking at Ourselves
3	Cycle of Socialization/Discrimination/Creation of Stereotypes
4	Understanding Information Seeking Behavior
5	Listening to Others
6	Ethnic Variables and Information Access and Use
7	Poverty Variables
8	Age Variables
9	Physical/Cognitive Variables
10	Global Development Variables
11	Diversity Standards
12	Reporting on Local Library Programs for Diverse Populations
13	Presenting Programs for Diverse Clientele

Bibliography:

Adams, M., Blumenfeld, W., Casteaneda, C., Hackman, H., & Zuniga, X. (Eds.). (2000) Readings for diversity and social justice: An enthology on racism, sexism, anti-semitism, heterosexism, classism, and ableism. New York: Routledge Falmer.

Adkins, D. & Espinal, I. (2004). The diversity mandate. *Library Journal, 129*(7), 52-54

Berry, J. D (2004). White privledge in library land. *Library Journal, 129*(11), 50.

Diaz, R. (2005). Developing library outreach programs for migrant farm workers. *Florida Libraries, 47*(1), 12-14.

Naidoo, J., & Vargas, L. (2011). Libraries bridging the borderlands: Reaching Latino tweens and teens with targeted programming and collections. *Young Adult Library Services, 9*(4), 13-20.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

Asynchronous or synchronous Lecture
Assigned weekly reading
Weekly assignments (individual and group)
Active participation in online discussions
Research for semester-long projects (term papers, projects)
Presentations (online or face to face)
Academic Service-Learning projects (where appropriate)