

**International and Comparative Librarianship
LIS 490 OL -- Spring 2011**

INSTRUCTOR INFORMATION

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CATALOG DESCRIPTION

Comparison of American and foreign library and information systems in terms of national and regional differences in philosophy, objectives, services, and information policies. Evaluation and comparison of collection policies, technical processes, public services, professional training, management, facilities and use of IT. Selected in-depth area studies. International cooperation and major projects in the information fields; contributions of international organizations. Lectures, media presentations, and individual research projects.

THIS IS AN ONLINE CLASS

As such there will be no formal lectures, but rather guided readings and active group and class discussions. The course is divided into 7 modules the first 6 of which are each 2 weeks in duration. The last module is only one week. As you can see in the chart below, the modules are divided into three parts: 1) work on your own, 2) group discussion and 3) class-wide discussion. These discussions take place in eLearning. Each module will begin on a Thursday. Here is the layout of a typical two week discussion module.

A Typical Two-Week Module In This Course						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				Begin reading on your own	Work on your own	Work on your own
Post comments to your group	Group Summary posted by 11:59 pm	Class-wide discussion of group posts and feedback	Class-wide discussion of group posts and feedback			
Class-wide discussion of group posts and feedback	Begin reading and working on next module					

TEXTBOOKS AND OTHER RESOURCES

There are no required textbooks for this class, but these resources will be particularly helpful. You have specific assigned readings in the eLearning modules and you are expected to find and discuss additional readings for each module.

Books (on reserve)

Abdullahi, I. (2009). Global library and information science : A textbook for students and

educators : With contributions from africa, asia, australia, new zealand, europe, latin

america and the caribbean, the middle east, and north america. München: K.G. Saur. ISBN

978-3-598-22042-5

McCook, K. d. I. P., Ford, B. J., & Lippincott, K. (1998). Libraries : Global reach, local touch.

Chicago: American Library Association. ISBN 0-8389-0738-5

Stueart, R. D. (2007). International librarianship : A basic guide to global knowledge access.

Lanham, Md.: Scarecrow Press. ISBN 0810858762

Journals

This list focuses on international librarianship topics. There are other general journals, such as Journal of Academic Librarianship that will have some international articles.

- International Information & Library Review
- Library and Information Science Research
- IFLA Journal
- Library Trends
- Inspel
- Libraries and Culture
- The Information Society

Library Guide

Library Science Librarian, Linda Watkins, has developed an extensive guide for this course. You can find it [here](#).

MODULE TOPICS AND DATES

Module Number	Module Topic	Dates
1	Introduction to International and Comparative Librarianship	1/27/11 to 2/9/11
2	Methodology of Area Studies	2/10/11 to 2/23/11
3	International Funding Organizations and International Library Organizations	2/24/11 to 3/16/11
4	Topics in international Librarianship: National Libraries, National Library Organizations, Library Legislation, Professional Education and Continuing Education	3/17/11 to 3/30/11
5	Topics in International Librarianship: Technology, Automated Systems, Networks, Preservation	3/31/11 to 4/13/11
6	Topics in International Librarianship: Services to Populations, Types of Libraries	4/14/11 to 4/27/11
7	Opportunities for International Library Experience	4/28/11 to 5/5/11

GRADED ASSIGNMENTS

Points	Title	Due Date
10	Scavenger Hunt	1/29/11
10	Comparative Librarianship Article Critique	2/10/11
10	Country Area Study	2/24/11
10	Library Issues Paper #1	3/17/11
10	Library Issues Paper #2	3/31/11
25	Final Project	4/21/11
25	Class Participation	Ongoing
100	Total	

HOW COURSE GRADES ARE DETERMINED

100-94	A
93-88	A-
87-83	B+
82-79	B
78-70	B-
Below 70	C

STANDARDS FOR CLASS BEHAVIOR

1. Active participation in all online modules is required. If a legitimate absence is anticipated, students should call or e-mail the faculty member and communicate to group members in advance. Unexcused absence from two or more modules will be reported to the Assistant Dean and will negatively affect the final grade.

2. Assignments are due on the date assigned. Students with legitimate excuse must request an extension in advance of the due date.
3. School policy dictates any decision regarding the granting of incompletes. School policy also covers plagiarism and the honor code. The instructor strictly adheres to these policies.
4. Please exercise good citizenship online. (See below)

How to use proper etiquette when working in this class

These guidelines are meant to provide you with information to be as successful as you can in communicating your own thoughts and ideas as well as effectively interacting with your classmates.

1. Be polite. All messages should be written in a civil tone with non-offensive language.
2. Avoid all caps. In the online world, ALL CAPS MEANS YOU ARE YELLING.
3. If you are confused or need a further explanation, post a question. If you need help, it is likely that others do as well.
4. If someone sends you an e-mail message, get their permission before forwarding their message or part of their message to another person or posting excerpts to a discussion group.
5. Read a sampling of messages in a discussion thread before posting your response that way you can avoid saying something that's redundant or off-topic.
6. Re-read your post before you post it. Make sure your sentences are complete and there are no typos. Your editing will help ensure that you have expressed yourself in the manner you wanted. In fact you may want to type it in Word and then paste it into the discussion space.
7. In the discussion forum please avoid using shorthand. If you are going to use shorthand, stick to more universally known shorthand/text messaging acronyms such as y for why and k for okay.
8. Sarcasm does not always work well online. If you are kidding, a :) or a lol (stands for laugh out loud) can be helpful if appropriate for the discussion and in line with instructor expectations around the use of shorthand.
9. Participate. If you have something to share, share it. If it is a fun item, post it to Java City forum. If you have a comment or an observation, post that as well. Your insight is invaluable!

COURSE OBJECTIVES

- To introduce students to the current information resources – both print and web-based, research and studies involving international and comparative librarianship in order to enhance their professional competence.
- To enhance students' general understanding of library and information development and services in other countries.

- To acquaint students with the major issues and problems impacting the development and management of libraries and information centers worldwide.
- To provide students with a knowledge of outstanding and leading global libraries and library leaders.
- To recognize the vital need for international communication and cooperation in our global profession, and to become acquainted with current developments in the area of worldwide library cooperation.
- To provide international students with an opportunity to share library service experiences in their homelands.
- To enable students to analyze library/information services and systems and specific problems in the other national, cultural, and societal environments.
- To explore the impact of new information technology on the development of libraries and library services in both developing and developed countries.
- To become familiar with the activities and contributions of professional organizations, inter-governmental agencies, non-governmental organizations (NGOs), and private foundations in the information field.

STUDENT LEARNING OUTCOMES

The GSLIS has embraced ten student learning outcomes to unify our curriculum. Of these, this course endeavors to have two of these outcomes

- Analyze, synthesize, and communicate information and knowledge in a variety of formats.
- Analyze information problems and develop solutions drawing from a wide range of information technology tools and practices.

DISABILITY ACCOMMODATION

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact Todd Herriott, ADA Specialist, in the Academic Support Center, early in the semester. Students with disabilities are also encouraged to contact your instructor to discuss your individual needs for accommodations.

SYLLABUS

This syllabus is not a contract. The instructor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions, and/or other legitimate pedagogical objectives. This is meant to serve as a guide.