Class times: Thursdays 9:00 am – 11:30 am
Place: Helen C. White Hall #4246
Office: Helen C. White Hall #4226
Office phone: 608-262-8952
Office hours: Mondays & Thursdays 11:30 am – 12:30 pm and by appointment
E-mail: ewhitmire@wisc.edu

Course Description
Development of American librarianship from Colonial times to the present, with special reference to the relationship of library institutions to their contemporary social, economic, cultural and political environments.

Course Objectives: (Learn to):

1. Identify appropriate primary sources for the history of librarianship and learn how to use them as evidence

2. Engage in critical analysis of relevant secondary literature

SLIS Program Level Learning Outcomes

Goal 1 Theory and history Students have a critical grounding in theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS, and that inform their professional practices, including research, with respect to the organization and management of information and providing access to information.

Goal 3 Techniques and technologies Students are competent and knowledgeable in the core skills of the innovative information professional, and in any chosen area of specialization.

- 3b. Students select and evaluate print and digital information resources.

Goal 4. Professionalism and leadership Students are reflective, creative, problem-solving leaders, able to communicate, collaborate, and instruct effectively.

- 4b. Students demonstrate good oral and written communication skills.
Required Readings:


Additional journal articles and books chapters will be available on electronic reserves on Learn@UW


Assignments
Scope statement for final research proposal (10%) Due February 21st
Research proposal (40%) Due May 9th
Digital media story (25%) and oral introduction (5%) Due May 9th
Oral presentation of your research proposal (10%) Due May 2nd
Attendance & class participation: (10%) Due throughout the semester

COURSE OUTLINE

For each reading, you should select a "most important sentence" (MIS) that is, a sentence that strikes you, perhaps because you agree or disagree, or because it expresses an idea that you have never encountered before, or on the contrary seems too obvious to be worth stating. You should also look at each reading from the library user’s and librarian’s perspective. For example, What impact does the subject of the reading have on the user and/or librarian?

Week 1 – January 24 — Introduction


Week 2 – January 31 – Libraries in the Colonial period and early Republic


*Introduction to Historical Research* with librarian Lisa Saywell to help find secondary sources.
Week 3 – February 7 – The Antebellum period; The invention of public libraries;


Dee Garrison, “Profile of the Library Elite.” Ch. 2 in Apostles of Culture: The Public Librarian and American Culture, 1876-1920 (Madison, Wis.: University of Wisconsin Press, 2003), 16-35 and 252-55 (notes).

Introduction to the resources at the Wisconsin Historical Society (WHS) with Rick Pifer and Michael Edmonds – to help find primary sources.

Week 4 – February 14 – Public Library Branches


Introduction to Digital Storytelling by Cheryl Diermyer for help with the digital media story.

Week 5 – February 21 – The early twentieth century; Librarianship and “outreach.


Assignement #1 – Scope Statement Due
Week 6 – February 28 – Carnegie; Special libraries


Week 7 – March 7 – Libraries and the Great Depression


Week 8 – March 14 – Education for Librarianship


Week 9 – March 21 – Between the wars: The New Deal, Civil Rights


Jean L. Preer, "This Year–Richmond!": The 1936 Meeting of the American Library Association,” Libraries & Culture v. 39 no. 2 (Spring 2004) 137-160.


Spring Break – No Class
Week 10 – April 4 – The post-war years; the rise of information industries; the Public Library Inquiry; Transformation of Academic Libraries


Week 11 – April 11 – 1950s and 1960s The McCarthy and Civil Rights Eras


Week 12 – April 18 – 1970s – 1990s; Library schools under pressure: the emergence of the iSchool


Week 13 – April 25 – Current State of Affairs of American Libraries


Documentary Trailer: Free for All: Inside the Public Library

Week 14 – May 2 – Presentation of Research Proposals

Week 15 – May 9 – Presentation of Digital Media Stories

Research proposal and digital media story due

Course Evaluation
**RESEARCH PROPOSAL & DIGITAL MEDIA STORY** You may select a topic, an institution or an individual about which there is substantial amount of primary source material information available locally. Your first step will be to provide background on the topic. You should then present a justification for your proposed research, highlighting the significance of the topic, and explaining the need for study by showing how the research you propose will contribute to the existing scholarship in this area. In addition, you must examine the primary sources available locally and discuss them in some detail, as well as indicating how you propose to carry out research on this topic.

**Assignment #1 – Scope Statment for Research Proposal (10%) due Week Five – February 21st.**

**Scope Statement** (500–750 words)

Provide brief background on the topic or individual you have chosen and explain why that topic or individual is significant.

Indicate the chronological limits of your paper and give the reason for your choice of beginning and ending dates.

Frame 4 or 5 research questions you intend to investigate. Be specific but flexible.

Suggest ways you might narrow or expand the topic if needed.

Briefly describe the primary and secondary sources available on this topic.

**Assignment # 2 – Research Proposal (40%) due Week Fifteen – May 9th**

1. **Scope Statement**  
   1a. Provide brief background on the topic or individual you have chosen and explain why that topic or individual is significant (expand on 1a above).  
   1b. Indicate the chronological limits of your paper and give the reason that for your choice of beginning and ending dates.

2. **Sources**  
   2a. Briefly discuss the nature and extent of primary source materials you intend to use.  
   2b. Prepare a bibliography of those published and unpublished PRIMARY source materials that you have located; for archival materials you may list categories rather than individual items (e.g. correspondence, 1920-1935; annual reports; photographs etc.)
   2c. Prepare a second bibliography that includes published SECONDARY sources that you plan to consult; you should include at least 6 to 8 books, dissertations, theses and articles.
3. Research Questions
3a. For each question indicate which of the sources above you expect will provide answers to those questions and describe the strengths, weaknesses and areas where documentation may be lacking or fragmentary.

4. Chronology
4a. List a few key dates relevant to your topic.
4b. Include on the list any major events that affected your topic.

Assignment #3 - Digital Media Story (25%) and oral introduction (5%) Due May 9th
A secondary goal of the course is to help each student research, write and create a 5 – 8 minute digital media story on the topic of their research proposal. A digital media story is a “short video which overlaps written and recorded voiceover with still and moving images.” Training will be provided and we will discuss the media story during the class sessions including a brief prospectus, a story circle and a storyboard in-class assignments.

Assignment #4 – Oral presentation of research proposal (10%) Due May 2nd
Prepare a presentation that discusses your research questions, the research process, the nature of the sources that you used, and your key findings. You may use PowerPoint but this is not required. Time your presentation to be sure that you can cover your major points in 15 minutes.

Assignment #5 – Attendance & Class Participation (10%) Due throughout the semester
Attendance at all class meetings is mandatory. A student who must be absent, leave early, or arrive late for a class meeting still has certain responsibilities:
1. To inform the instructor in advance, or if advance notice is not possible, as soon after the absence as possible.
2. To arrange for delivery to the instructor of any assignment due at the class meeting.
3. To obtain notes, handouts, etc. from a classmate (in anticipation of this need, each student is advised to exchange telephone numbers with one or two others in the class).
Points are deducted for: unexcused absences, coming late to class, or leaving class early. Active participation includes, but is not limited to the following: (1) Being involved in class discussions, (2) sharing information about the resources you encounter, and (3) asking relevant questions, debating, or challenging points raised in class.

Students with disabilities
Contact the McBurney Disability Resource Center, http://www.mcburney.wisc.edu/, 1305 Linden Drive, 608-263-2741 (phone), 608-263-6393 (TTY), FrontDesk@mcb.wisc.edu.

Academic integrity
See the University of Wisconsin’s Office of the Dean of Students web site: http://students.wisc.edu/saja/misconduct/misconduct.html