Course Syllabus

LI825XI/XJ

Multicultural Resources and Services for Librarians

Fall Semester 2015

Faculty: Robin F. Kurz
E-mail: rkurz@emporia.edu
Primary Phone: (620) 341-5069
Online Course Login: canvas.emporia.edu
Credit Hours: 03
Meetings: Online & Optional Adobe Connect Sessions

Important Dates for Fall 2015

8/17 First Day of Class 8/28 Last Day to Add/Drop 9/7 Labor Day (ESU Closed)
10/23 Last Day to Withdraw 11/11 Veteran’s Day 11/25-29 Thanksgiving (ESU Closed)
12/4 Last Day of Classes 12/12 Commencement 12/15 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

The course introduces a wide range of multicultural resources in all formats. Students apply knowledge of educational theories to the design of readers’ advisory services, library programs, and literacy activities in academic, public, and school library settings. Emphasis is given to meeting the recreational, cultural, informational, and educational needs of African American, Asian American, Latina/o, Native American, and bi/multiracial children, young adults, and adults. *(Approved 12/18/2014)*

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify historical and contemporary access issues for traditionally oppressed racial groups in libraries and other spaces.</td>
<td>PO 1</td>
<td>PV 1</td>
<td>1A, 1B, 1F, 1H, 1I</td>
</tr>
<tr>
<td>2 Describe and discuss the ways in which African American, Asian American, Latina/o, Native American, and bi/multiracial populations differ from other groups, the importance of library service to these populations, and the differentiation between various subcultures populations.</td>
<td>PO 1, PV 1, PV 3</td>
<td>1A, 1B, 1F, 1H, 1I</td>
<td></td>
</tr>
<tr>
<td>3 Read widely across all genres to maintain a broad knowledge of multicultural literature for various individuals and groups, including those of various abilities, beliefs, gender identities, sexual orientations, and socioeconomic levels</td>
<td>PO 2, PO 7</td>
<td>PV 1, PV 3</td>
<td>2B, 2C, 2D, 2E, 7A</td>
</tr>
<tr>
<td>4 Evaluate print and non-print media in the particular and as a whole, appreciating the ways in which these materials may be used in integrated advisory and programming.</td>
<td>PO 2</td>
<td>PV 1</td>
<td>2B, 2C, 2D</td>
</tr>
<tr>
<td>5 Apply the principles of collection development to the creation of print and non-print collections encompassing the needs of these groups for specific types of libraries</td>
<td>PO 2</td>
<td>PV 1</td>
<td>2B, 2C, 2D</td>
</tr>
<tr>
<td>6 Construct a repertoire of methods for providing programming and services to multicultural populations</td>
<td>PO 1, PO 2, PO 5, PO 8</td>
<td>PV 4</td>
<td>5C, 5E, 5F, 8C</td>
</tr>
<tr>
<td>7 Design, develop, implement, evaluate, and promote multicultural programs for specific library settings</td>
<td>PO 1, PO 2, PO 5 PO 8</td>
<td>PV 4</td>
<td>5C, 5E, 5F, 8C</td>
</tr>
</tbody>
</table>

*Approved 12/18/2014*
Instructor Contact Information

My office hours for the Fall 2015 semester are on Wednesdays between 9:30 am and noon CT and between 5:30 pm and 8:00 pm CT (via email, Adobe Connect, or Google Hangouts) and by appointment.

My office hours are set aside exclusively for communicating with you; however, please feel free to contact me at any time through any means. During office hours, I will be more likely to respond immediately. During other times, I will make every effort to respond within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (outside of office hours).

When emailing from outside of Canvas, please always include the course number (e.g. LI825) in the email subject line, as I will respond more quickly if I realize your email pertains to the course.

You can find me on Twitter at @robinkurz.

Required Readings

Required Textbook: None


Required Books for Literature Circles: Every student will select one of three tracks for the course and will remain in that track for the entire semester. Choose the column that best fits your interests and read all of the titles under that column. Books will be discussed in Literature Circles throughout the semester. (Check public libraries as copies are available of most of these. Used copies are also available through many online sources):

<table>
<thead>
<tr>
<th>Children’s</th>
<th>Young Adult</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s</td>
<td>Young Adult</td>
<td>Adult</td>
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<tr>
<td>------------</td>
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</tbody>
</table>

**Selected Readings for Discussions:**

A selected bibliography of course readings is included below. Not every student will read every article/selection, as some weeks will feature track-specific reading assignments.


Learning Activities

This is a highly participatory, seminar-style course; therefore, many of the learning activities will allow students to engage with each other. While other learning activities are less participatory, they may include participatory elements, such as posting your book review on the class blog or sharing a paragraph from your reflection journal in a discussion.
**Student Responsibilities:** Students will contribute to the success of the course through active participation and thoughtful involvement, remaining cognizant of each other’s differences and respectful of differences in age, gender, race, ethnicity, sexual orientation, physical ability, religion, etc. Students should also remain aware of the individuals and groups they will be discussing (either theoretically or actually) and should avoid using terminology that others deem offensive.

Over the course of the semester, every student in the class will facilitate a literature circle and a discussion circle. I will provide support for your facilitation efforts and your facilitation activities will be reflected in your grades for a particular assignment, as will your participation as a participant in other discussions.

**Instructor Responsibilities:** In order to achieve the course learning outcomes, I will foster an open, inclusive learning environment that combines occasional traditional lectures with readings, discussions, activities, videos, and interviews with professionals. In order to facilitate student participation and active engagement, I will provide a due date checklist during the first week of class. This document, in conjunction with the syllabus, is crucial to a successful semester. While this document will be subject to occasional changes, it provides a detailed, chronological list of course assignments.

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Video</td>
<td>--</td>
<td>Aug. 23</td>
<td>3</td>
</tr>
<tr>
<td>Literature Circles</td>
<td>1, 2, 3, 4</td>
<td>Throughout See specific dates below</td>
<td>20</td>
</tr>
<tr>
<td>Class-Wide Discussions (3 total)</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Throughout See specific dates below</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Circles (5 total)</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Throughout See specific dates below</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Oct. 11 &amp; Dec. 6</td>
<td>10</td>
</tr>
<tr>
<td>Identity Narrative</td>
<td>1</td>
<td>Sept. 14</td>
<td>10</td>
</tr>
<tr>
<td>Long-Form Book Review</td>
<td>2, 4, 5</td>
<td>Sept. 27</td>
<td>7</td>
</tr>
<tr>
<td>Field Visit Reports</td>
<td>1, 4, 6</td>
<td>Oct. 5 &amp; Nov. 16</td>
<td>10</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>4, 6, 7</td>
<td>Dec. 9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Highly Participatory Assignments**

**Intro Video:** 3 points—[Link shared in Canvas before Midnight]—For this assignment, students will record short videos introducing themselves to the rest of the class. Videos should be approximately 5 minutes in length and include at minimum the information requested in the assignment instructions. Full details will be provided on the first day of class. **Due date—August 23**
Literature Circles: 20 points—Completed throughout the semester on designated discussion boards in Canvas—During the second week of class, I will split students into literature circle groups based on track and further divided into smaller groups as necessary (ideally 4-5 students per circle). The students in each group will read the titles in their respective track and be responsible for rotating facilitation of the book discussions. There will be five literature circles over the semester (see tentative course outline below and Due Date Checklist for dates), each one week long. Students are expected to have read the title(s) for that discussion before it begins. Facilitators post questions on/before the first day of the discussion, with each discussion lasting a full week. Multiple posts per students are expected. Full details on the requirements for this assignment will be provided during the first week of class. **Due date—Throughout**

Class-wide Discussions: 10 points—Completed throughout the semester on designated discussion boards in Canvas—There will be three class-wide discussions over the course of the semester based on specific prompts/questions I provide. I will post questions/prompts before the first day of the discussion, with each discussion lasting a full week. Multiple posts per students are expected. For each class-wide discussion, there will also be an optional live Adobe Connect session for students wishing to meet in real time online. Full details on the requirements for this assignment will be provided during the first week of class. **Due date—Throughout**

Discussion Circles: 20 points—Completed throughout the semester on designated discussion boards in Canvas—Discussion circles will be small group discussions on course materials composed of the same groups as the literature circles. There will be five discussion circles over the semester (see tentative course outline below and Due Date Checklist for dates), each one week long & concurrent with the literature circles. While all students are expected to have read/skimmed all of the materials for that discussion before it begins, the discussion’s facilitator is responsible for preparing in advance to facilitate the discussion (in consultation with me). Facilitators post questions on/before the first day of the discussion, with each discussion lasting a full week. Multiple posts per students are expected. Full details on the requirements for this assignment will be provided during the first week of class. **Due date—Throughout**

Less Participatory Assignments

Identity Narrative: 10 points—Submitted via Canvas before midnight on the date listed below.—For this assignment, students will write an 8-10 page paper (using a provided template) based on their own life & library experiences framed by their identities. These papers will be personal narratives—not research papers. Sources will not be used unless students decide they significantly add to the narrative. Full details will be provided on August 24. **Due date—September 14**

Long-Form Book Review: 7 points—Submitted via Canvas before midnight on the date listed below.—For this assignment, I will provide a list of non-fiction, biographical, and autobiographical books related to the topics covered in the class. Students will select a book on a first-come basis. Students will read their selected books, complete further outside reading/research as needed, and then write a long-form book review (750-1,250 words) similar in style to the reviews in The New York Times Sunday Book Review. Full details will be provided on the first day of class. **Due date—September 27**

Reflection Journal: 10 points—Submitted in two parts via Canvas before midnight on the dates listed below—Students will be responsible for maintaining a reflection journal over the course of the semester. For each weekly to-do list, students will write an entry responding to that week’s activities, with a minimum of 2 double-spaced pages per week. These journal entries will allow students to synthesize and expand upon the course materials. While the reflections in these journals will remain confidential, I will occasionally ask students to choose a paragraph to share in class-wide discussions or discussion circles. Detailed assignment instructions will be provided during the first week of the course. **Due date—First Half—October 11/Second Half—December 6**
Field Visit Reports: **10 points**—Two completed templates submitted via Canvas before midnight on the dates listed below—For this assignment, students will use the provided field visit report templates and instructions to visit and evaluate two different libraries serving the audience for their track. Students already working in a library must not evaluate the specific library in which they work (although other libraries within a system or campus can be evaluated). Full details on the requirements for this assignment during the first week of class. **Due date—October 5 & November 16**

Service Learning Project: **10 points**—Submitted via Canvas before Midnight—For this assignment, students will work individually or in self-selected pairs to write a library program plan (design, development, implementation, evaluation, and promotion) for their track’s audience. The plan must either implicitly or explicitly connect to the Tanner Colby book. Selected program plans will be used by a public library system in the greater Kansas City area in 2016. Full details on the requirements for this assignment will be available on/before September 1. **Due date—December 8**

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/17-8/23</td>
<td>Introduction Community Building</td>
<td>Colby Part 1, intro from Lemert, &amp; To-Do List</td>
<td>Aug. 23—Introduction Video Due</td>
</tr>
<tr>
<td>Week 2: 8/24-8/30</td>
<td>Community, Culture, Identity, Libraries</td>
<td>Colby Part 2, Honmon, Hussey, Pawley, Petersen &amp; To-Do List</td>
<td>All week—Class-wide Discussion #1</td>
</tr>
<tr>
<td>Week 3: 8/31-9/6</td>
<td>Intersectionalities</td>
<td>Colby Part 3 &amp; To-Do List</td>
<td>All week—Class-wide Discussion #2</td>
</tr>
<tr>
<td>Week 4: 9/7-9/13</td>
<td>Privilege In &amp; Out of Libraries</td>
<td>Colby Part 4, Lipsitz, McIntosh, Roediger, Warner, Wise, &amp; To-Do List</td>
<td>Sept. 14—Identity Narrative due</td>
</tr>
<tr>
<td>Week 5: 9/14-9/20</td>
<td>African American Identities</td>
<td>Selections chosen from Baldwin, DuBois, Dyson, Harris-Perry, Gates (1986), Giovanni, Haley, Holloway, Lorde, Tatum, &amp; To-Do List</td>
<td>Sept. 27—Book Review due</td>
</tr>
<tr>
<td>Week 6: 9/21-9/27</td>
<td>Resources &amp; Services for African Americans</td>
<td>Track-Specific To-Do List</td>
<td>All week—Literature Circle #1 &amp; Discussion Circle #1</td>
</tr>
<tr>
<td>Week 8: 10/5-10/11</td>
<td>Resources &amp; Services for Asian/Pacific Americans</td>
<td>Track-Specific To-Do List</td>
<td>All week—Literature Circle #2 &amp; Discussion Circle #2</td>
</tr>
<tr>
<td>Week 9: 10/12-10/18</td>
<td>Latino Identities</td>
<td>Anzaldúa (both), Chacón &amp; Davis, Gracia, hooks &amp; Mesa-Bains, Stephen, Yosso, &amp; To-Do List</td>
<td>All week—Literature Circle #3 &amp; Discussion Circle #3</td>
</tr>
<tr>
<td>Week 10: 10/19-10/25</td>
<td>Resources &amp; Services for Latinos</td>
<td>Track-Specific To-Do List</td>
<td></td>
</tr>
<tr>
<td>Week 11: 10/26-11/1</td>
<td>Native American Identities</td>
<td>Allen, Carter, Gates (1991), Loewen, Moraga &amp; Anzaldúa, &amp; To-Do List</td>
<td></td>
</tr>
<tr>
<td>Week 12: 11/2-11/8</td>
<td>Resources &amp; Services for Native Americans</td>
<td>Track-Specific To-Do List</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
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<tr>
<td>Week 13: 11/9-11/15</td>
<td>Bi/Multiracial &amp; Diasporic Identities/Resources &amp; Services for Bi/Multiracial &amp; Diasporic Americans</td>
<td>Track-Specific To-Do List</td>
<td>Nov. 9-15—Literature Circle #4 AND Discussion Circle #4</td>
</tr>
<tr>
<td>Week 14: 11/16-11/22</td>
<td>Creating Meaningful, Equitable Collections</td>
<td>Track-Specific To-Do List</td>
<td>Nov. 16—Field Visit Report #2</td>
</tr>
<tr>
<td>Week 15: 11/23-11/29</td>
<td>Creating Meaningful, Equitable Services &amp; Programs</td>
<td>Track-Specific To-Do List</td>
<td>Nov. 23-30—Literature Circle #5 AND Discussion Circle #5</td>
</tr>
<tr>
<td>Week 16: 11/30-12/4</td>
<td>Course Wrap up</td>
<td>TBD</td>
<td>Nov. 30-Dec. 4—Class-wide Discussion #3 Dec. 6—Reflective Journal Part 2 Dec. 9—Service Learning Project</td>
</tr>
</tbody>
</table>

**Grading Criteria**

As this is a professional graduate-level course, student work is expected to be graduate level in both quality and quantity. A grade of “A” is evidence of superior organization, content, analysis, thought or a combination thereof. A grade of “B” indicates that the student has fulfilled the requirements of the assignment. The work is complete and well-presented without major flaws in reasoning or content. A grade of “C” or below indicates that work is not acceptable and the student should talk with the professor.

All work, including Canvas postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, reflection, and analysis. When cited, the work of others must be properly credited.

Assignment grades will be posted in the Canvas grade book throughout the semester. Midterm and final course grades will be posted in ESU BuzzIn.

**SLIM Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td>77 - 79</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 95</td>
<td>74 - 76</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>70 - 73</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td>0 - 69</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
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</table>
SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.
SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:
If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)
The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

**Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu