

**University of Wisconsin-Milwaukee
School of Information Studies
Seminar in International and Multicultural Information Services 540-823 (f. 840)**

Summer 2009

July 6 to August 15th, 2009

Course Syllabus

**Course Instructor: Professor Mohammed M. Aman, Ph.D.
Dean of SOIS (1979-2003); Interim dean of the School of Education and Chancellor's
Deputy for Education Partnerships, (2000-2002), Editor, *Digest of Middle East Studies*
(DOMES),**

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If you are a student with special needs, please discuss this with the instructor as soon as possible.

Course Description:

Implications of global and multicultural trends for information services. Creation, diffusion and use of information in cross-cultural settings. In addition to the study of international and comparative librarianship, the course also addresses issues of localism versus globalism with regard to library services to multicultural and ethnic groups as well as information sources and services for the new Americans.

Course Objectives:

- **Introducing students to the various aspects of international and comparative librarianship**
- **Help students understand and appreciate cultural differences and values other than those of North America**
- **Introduce students to the different education systems in other countries.**
- **Prepare students for careers as area studies librarians, information specialists in international organizations, and in foreign countries,**
- **Help students understand and debate issues of library service to ethnic groups; censorship; freedom to read and the role of libraries in a democratic and civil society**

Outcomes & Competencies to be Gained:

Upon completion of the course students will be able to:

- Identify appropriate sources of information for the selection of materials suitable for the special library population as well as the literature of international librarianship and multiculturalism
- Develop an understanding of the importance and value of diversity in organizations in general and libraries/information agencies in particular
- Identify best practices for developing programs and services to new Americans, other minorities and special populations
- Become familiar with the sources of funding for multicultural services, collections and programs;
- Develop an understanding of the educational, socio-economic, and political issues affecting the development of libraries and information services in other countries
- Identify issues related to the development and impact of e-government and e-democracy in countries outside North America

Required Text books:

Rosemary Du Mont, et al. *Multiculturalism in Libraries*. Greenwood Press, 1994. (ISBN 0-313-28418-0)

Sharma, R. N. (2006). *The Impact of Technology on Asian, African, and Middle Eastern Library Collections*. Lanham, MD: Scarecrow Press. ISBN 13:978-0-8108-5448-2

In addition, each unit of the course has additional readings, lectures notes, video lectures, etc.) available through the ‘course materials’ link on the courseD2L Web site.

Summer Calendar: Two sessions per week for six weeks from July 6 to August 14, 2009

For the summer six week session, there will be two units posted per week. You are required to post once for each unit (two postings per week), not including the first unit’s personal introductions which should be sent to the General Discussion at the bottom of the Discussion page and as soon as you access the course D2L site. This is a good forum for socializing in this virtual class environment. The instructor's biography can be found at www.uwm.edu/~aman

Unit 01: Introductions. Submit to the Drop Box one or two paragraphs introducing yourself to your classmates. This is part of the socialization process in this virtual course environment. The instructor's biography can be found at www.uwm.edu/~aman

Unit 02: The importance of cultural diversity in general and for libraries in particular; Questions on ethnicity

Unit 03: Library Services to Ethnic Minorities, the New Americans [Information & Library Services for Ethnic Minorities](#) (PDF)

Unit 04: Information Sources of Value to M/C Librarians

Unit 05: Globalism and Globalization in Librarianship. Book report Due

Unit 06: Libraries and Information Services in Europe

Unit 07: L&I Services in Latin America Midterm paper due

Unit 08: L&I Services in Africa and the Middle East

Unit 09: Services in Asia and Southeast Asia

Unit 10: International Organizations; Globalization and Higher Education

Unit 11: Presentations of Reports on Term Paper Projects; Submission of final term papers.

Course Requirements & Assignments (see due dates above)

This is an advanced seminar and therefore there will be no midterm and final exams. Instead regular discussions and presentation of papers in class and in final forms are required.

1. Class discussions, participation, oral reports (20%)

Students' active class participation is required. Students are expected to read all assigned readings and be prepared to discuss them online. On several occasions particular issues and readings will be assigned to individual students who will be asked to lead discussions on certain topics, issues, research papers, etc.

2. Book Report/Review. Post your selection to the General Discussion page to avoid duplication of selections. Length of the report 3-5 pages single space. (10%)

3. Midterm Paper on Library Service & Program to a minority/ethnic group (30%). Length of paper 10-15 pages single space, use *APA or Chicago Style Manuals* for citations and references. Submit your paper to the assignment digital drop box by the specified deadline. You must have your topic approved in advance. Written work is supposed to be proof-read and checked for grammatical errors, spelling and proper punctuation. See Sample topics below, but feel free to add your own, but make sure you obtain Prof. Aman's approval before writing:

A. Infometric study on an aspect of multiculturalism

B. How are ethnic groups served by libraries?

C. Develop an annotated bibliography or webliography on one of the topics discussed in the course (recommended materials, websites, databases, etc. for an ethnic or multicultural group

D. Develop a research topic and apply appropriate and relevant research methodology

5. End of Term Paper on International Library/Information Services (30%). Length of paper 10-15 pages, single space, uses *APA or Chicago Style Manuals* for citations and references. Submit your paper to the assignment digital drop box by the specified deadline. You must have your topic approved in advance. Written work is supposed to be proof-read and checked for grammatical errors, spelling and proper punctuation. Address the issue of globalization and international library and information services. See sample topics below, but feel free to choose your own and receive approval from Professor Aman prior to writing:

Other recommended topics for term papers and in class presentations

Other than the two areas I recommended for mid term and final papers (one on library resources/services to an ethnic minority, and the other on libraries/information services in a given country or region, the topics below are also good to write on if you are familiar with or interested in any of these areas.

1. The history and status of the information infrastructure in a given country or region (NII of Egypt or China); or
2. A comparative study of aspects of two national or regional systems (e.g. comparative library education in the U.K. and the U.S.A.). Presentations should cover some of the following aspects:
 - Environmental influences such as history, socio-economic, cultural, political factors.
 - Information creation factors such as libraries, the mass media, and telecommunications and information networks;
 - Information use and policy issues, such as equity of access, censorship, language, bibliographic control, etc.
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OR

3. Presentations may be based on one of the following topics:

- a. Transnational consulting services;
- b. Trans-border data flows;
- c. Technology transfer;
- d. Minority Publishing; literature foreign nationals;
- e. The mass media & national cultural images;
- f. Information policy(ies) of a nation, international or non-governmental organization;
- g. Information Poverty; the Information or Digital Divide nationally or globally;
- h. Library Automation Systems in Foreign Countries;
- i. Acquisition of Foreign Library Materials;
- j. Does Education Promote Use of Libraries in Foreign Countries?
- k. Scholastic awards, e.g. the Noble Prize;
- l. International languages/language translations;
- m. Universal bibliographic control and access programs (e.g. . . IFLA's Universal Bibliographic Control (UBC), etc.
- n. International organizations (UNESCO< etc.) or programs (Fulbright Fellowships, etc.) in developing libraries and information systems around the globe
- m. Cross cultural definitions in censorship and intellectual freedom.
- n. Publishing industry and output in a given country or region
- o. The role of libraries in promoting democracy and civil societies
- p. Information poverty and the global information divide
- q. Information, communication, and technology (ICT) policy in a given country or region

You may suggest additional topics that interest you. Check with me for approval. Students are responsible for ensuring access to information sources for their topics. Please make sure you post your topics and presentation day during the weeks marked on the Course Calendar as "Presentation of Students Papers." Post an outline and an annotated bibliography so members of the class can follow your presentation and make educated comments.

4. Design Project: Identify a group, e.g. Cuban immigrants, Hmong, international students, native Americans:
 - a) Research the literature on this group, noting particularly what is said about their culture, information needs, and patterns of information seeking, sharing and use. Critique this literature in terms of its gaps, perspectives and adequacy for analysis of the group's information needs and the design of a user-centered information service for them
 - b) Briefly describe your information search strategies (sources consulted, subject headings used) and explain why you felt they were appropriate strategies. Critique the structures of knowledge creation, publication and organization with respect to their adequacy for locating sources pertinent to your topic.
 - c) Interview some members of this group on the features of their culture and information behaviors you read in the literature. Compare and contrast your interview data with the literature and if possible, explain any conflicts between both sources;
 - d) Describe an information service you would design for this group taking into consideration their information needs and behaviors. Indicate and justify the format, depth, currency, and frequency (etc.) of the services that would be responsive to the needs of the group.

***About the Book Report**

Post your selection of a book on the General Discussion Board, so others will not select the same title. You may select a book from list A, B or C below or similar/more current titles. Your report should be descriptive and analytical. Length of the report 3-5 pages single space.

Group

A:

Amoia, A. & Knapp, B. L. (2004). *Multicultural Writers Since 1945: An A-to-Z Guide Book*. Westport CT: Greenwood Press.

***Arab Human Development Report (2002). Building a Knowledge Society*. N.Y.: UNDP. 217p. \$23.00 e-copy \$10.00 ISBN: 92-1-126-157-0**

Banks, J. A. & Banks, C. A. M. (2003). *Handbook of Research on Multicultural Education*. 2nd Edition Hoboken, New Jersey: John Wiley & Sons.

Cook, Kathleen de la Pena, et al (1998). *Libraries: Global Reach Local Touch*. ALA. (Z721.L61998; ISBN 0-8389-0738-5.

Day, F. A. (1999). *Multicultural Voices in Contemporary Literature: A Resource for Teachers*. N.Y.: Heinemann

***Directory of Ethnic & Multicultural Publishers, Distributors & Resource Organizations, 5th ed.* (2003), compiled and edited by Vladimir F. Werstman with introduction and annotated bibliography by David Cohen. Niles, IL: C.M.M.C., Ltd. (lists 528 ethnic entries, 42 university publishing houses, 25 multicultural bibliographic resources).**

Harris, V. J., ed. (1997). *Using Multiethnic Literature in the K-8 Classroom*. Norwood, MA: Christopher-Gordon Publishers.

Johnson, Laura and Sally Smith. *Dealing with Diversity Through Multicultural Fiction*.

Jweid, R. & Rizzo, M (2004). *Building Character through Multicultural Literature: A Guide to Middle School Readers*. Lanham, MD: Scarecrow Education.

Krzys, R. & G. Litton (1983). *World Librarianship: A Comparative Study*. New York: Marcel Dekker.

Liu, Yan Quan and Xiaojun Cheng . *International and Comparative Studies in Information and Library Science: A Focus on the United States and Asian Countries*. Scarecrow press, 2007. 396p. ISBN: 0-8108-5915-7 \$65.00

Stueart, Robert. D. *International Librarianship: A Basic Guide to Global Knowledge Access*. Scarecrow Press, 2007. 260p. ISBN 0-8108-5876-2 \$45

Vaagan, Robert W. (ed.). (2002). *The Ethics of Librarianship: An International Survey*. IFLA Publications 101. Munchen: K.G. Saur. 344 p.

Lang, Jovia P. , ed. (1988). *Unequal Access to Information Resources: Problems and Needs of the World's Information Poor*. Ann Arbor, MI: Pierian Press.

Meyer-Duran, C (1993). *Gatekeepers in Ethnolinguistic Communities*. Norwood, NJ: Ablex.

McCook, Penna. *Global Reach-Local Touch*. Chicago: ALA.

Quintero, E.P. (2004). *Problem-posing with Multicultural Children's Literature: Developing Early Childhood Curricula*. N.Y.: P. Lang

Mowlana, Hamid (1986). *Global Information and World Communication: New Frontiers on International Relations*. New York: Longman.

Reese, Gregory L. and Ernestine L. Hawkins (1999). *Stop Talking. Start Doing! Attracting People of Color to the Library Profession*. Chicago: ALA. 136p. ISBN 0-8389-0762-8

Riggs, D.E., & Tarin, P.A. (1994). *Cultural Diversity in Libraries*. New York, NY: Neal-Shuman Publishers, Inc.

Schulman, M. (1998). *Cultures in Contrast*. Ann Arbor, MI.

**Group
B:**

Frank, Anne (1952). *The Diary of a Young Girl*. N.Y. Doubleday 283p.

Hamilton, Virginia (1985). *The People Could Fly: American Black Folktales*

Lord, Bette Bao (1984). *In the Year of the Boar and Jackie Robinson*. N.Y.: Harper Rowe. 169p.

Mendez, Frank S. (2005). *You Can't Be Mexican: You Talk Just Like Me*. Kent State University Press, 2005. 96p. ISBN 0-87338-822-4

Royer, Esther and Ayers (2005). *Rolling Down Black Stockings: A Passage Out of the Older Order Mennonite Religion*. Kent State University. 2005. 192p. ISBN 0-87338-8283

Taylor, Mildred (1976). *Lord of Thunder Hear My Cry*. N.Y.: Dial Books. 276p.

Say, Allen (1993). *Grand Father's Journey*.

Three books by the Jewish Nobel Prize Winner S. Agnon. They are: *A Guest for the Night*; *In the Heart of the Seas* and *Two Tales*.

Group

C:

1. Beals, Melba Pattillo, ***WARRIORS DON'T CRY (abridged)**
2. Carlson, Lori [editor], ***WHERE ANGELS GLIDE AT DAWN**
3. Choi, Sook Nyul, **YEAR OF IMPOSSIBLE GOODBYES**
4. Crew, Linda, **CHILDREN OF THE RIVER**
5. Dawson, Candy Boyd, **CHARLIE PIPPIN**
6. Hansen, Joyce, ***THE CAPTIVE**
8. Houston, Jeanne Wakatsuki, ***FAREWELL TO MANZANAR**
9. Levoy, Myron, **ALAN AND NAOMI**
10. Lyons, Mary E., **LETTERS FROM A SLAVE GIRL: THE STORY OF HARRIET JACOBS**
11. Meyer, Carolyn, ***RIO GRANDE STORIES**
12. Meyer, Carolyn, ***WHERE THE BROKEN HEART STILL BEATS**
13. Meyers, Walter Dean, **SCORPIONS**
14. Mohr, Nicholasa, ***FELITA**
15. Rana, Indi, **THE ROLLER BIRDS' OF RAMPUR**
16. Soto, Gary, **BASEBALL IN APRIL AND OTHER STORIES**
17. Temple, Frances, ***TASTE OF SALT: A STORY OF MODERN HAITI**
18. Wangerin, Walter, *** THE CRYING FOR A VISION**
19. Wiesel, Elie, *** NIGHT**
20. Yep, Laurence, ***THE AMERICAN DRAGONS**
21. Yolen, Jane, ***BRIAR ROSE**

