UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

INFOST 891 – International and Comparative Librarianship
SYLLABUS & COURSE SCHEDULE FALL 2015

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Office: I am now based in South Africa.
Phone calls are welcome but please bear in mind that there is an eight hour time difference! Phone as early as you please, but don’t phone me after 2 pm CST.

Class meetings: This is a Web-based class. There are no formal class meeting times. The following timetable will be followed:

<table>
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<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>12:00 noon CST</td>
<td>Instructor’s deadline for the posting of course material for the week.</td>
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<td>First posting will be on September 2nd. Material may sometimes be posted</td>
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<td>Sunday</td>
<td>11:59 pm CST</td>
<td>Deadline for posting of contributions to D2L forum and/or submission of</td>
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<td>of the same week</td>
<td>exercises as set out in the schedule (unless other times are specified</td>
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<td>below)</td>
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Note: I may occasionally deviate from the above times and/or from the dates set out in the course schedule below due to public holidays, or conference attendance. You will receive advance notification of any such departures.

Course starts: September 2, 2015.

CATALOG DESCRIPTION:
An in-depth study of the literature and research methods of International and Comparative Librarianship; international LIS relations, influences, aid and cooperation; international organizations; major current issues and themes. Prerequisite: grad st; cons instr.

GENERAL DESCRIPTION
A systematic approach to the study of International and Comparative Librarianship, providing an overview of their literature and major themes. Current approaches to research methods, including the theoretical underpinnings of international comparative studies, are explored. Topics to be examined include international relations, professional influences, aid, and cooperation between libraries, library systems and library and information organizations, with particular reference to information flows.
between developed and developing countries and the role of international organizations in, or affecting, the field. Attention may be paid to international dimensions of professional practice in the USA.

OBJECTIVES

Upon completion of the course, students will be able to:

1. Describe the antecedents and development of international librarianship and relate this to historical trends and domestic US concerns; distinguish between international and comparative librarianship, define the two fields and discuss how they complement each other.

2. Describe the research methods appropriate to the fields and apply this knowledge to the critical evaluation of examples from the literature.

3. Analyze relations, influences and cooperation between library and information institutions, organizations, groups or individuals of two or more countries.

4. Evaluate the impact of library and information related development aid and the work of relevant cultural and philanthropic agencies.

5. Describe the role of major international governmental and non-governmental organizations and agencies active in the field of library and information services, and evaluate their work.

6. Discuss major issues in international information relations, including economic and political factors affecting information flows between developed and developing countries.

7. Discuss the practical application of international and comparative library and information studies in professional careers and work in the USA.

METHOD OF INSTRUCTION:

For each week there will be one or more overview lectures presented in the form of PowerPoint presentations, and/or a brief weekly “Agenda” highlighting issues from the readings and suggesting questions for discussion. In some weeks videos and podcasts may be posted. These materials will be posted on UWM’s electronic learning management system, D2L (Desire to Learn). Students are required to do independent reading including (but not necessarily limited to) the listed readings, to prepare for discussion and debate using the discussion forum facility of D2L. **Assignments** are set out following the Course Schedule.

D2L (Desire to Learn):

- Course material will be made available only on D2L. For readings see below.

- Participation in discussion forums set up for this course on D2L is obligatory. More information on the forums is provided below.

- You will also need to submit assignments, exercises and tests using D2L.

- If you have not yet done so, you will need to familiarize yourself with D2L. The Appendix at the end of this Syllabus contains basic information on using D2L. It is your responsibility to ensure that you are able to fully utilize D2L for the duration of this course. I am not able to troubleshoot D2L for you. If you encounter problems, please use the help facilities set out in the Appendix.
• Remember to check your D2L mailbox regularly as I will use e-mail to inform or remind you of things such as amended due dates, or to alert you to important content on D2L. If you have your UWM e-mail automatically diverted to your personal e-mail address, be aware that some Internet providers may filter out my e-mail messages as spam. (In the past this has happened with Hotmail addresses.)

• Students with special test and note-taking needs should contact me as early as possible for accommodations.

TEXTS AND READINGS:

There is no required text. I’m currently writing a text for publication scheduled next year: International and comparative librarianship: concepts and methods for global studies. As and when draft chapters are ready I post them on http://peterlor.com/the-book/. This semester I’m planning to rework some of the earlier chapters quite significantly, so this is work in progress. Nevertheless I hope that some of the material will be useful to you. I will refer you to some of the chapters and your questions and comments will be welcomed. Other readings will be assigned from a variety of sources. Required readings (identified by an asterisk) and some recommended readings are listed in the Course Schedule below. Required readings will be available on D2L or directly on the Internet, in which case a URL is provided in the syllabus or on D2L.

Some supplementary readings (optional but recommended) will be listed in the weekly Agenda. Where appropriate these materials (or links to them) will be posted on D2L.

I’ve listed readings roughly in the order in which you will find it helpful to read them.

COURSE SCHEDULE AND READINGS

The course material has been divided into 15 modules, one of which is covered each week (except during a University recess). The readings have been listed approximately in the order in which they can usefully be read. Explanatory and contextualizing notes are normally provided weekly. A few readings may be replaced as and when new material comes to hand.

There is no prescribed book.

“Draft chapters” refer to chapters from my book (still in progress), International and comparative librarianship: concepts and methods for global studies. They will be made available on D2L.

Module 1
Date A: Sept 2 Date B: Sept 6
Sept 2: First day of classes

Introduction & course overview. Approaches to international and comparative librarianship: values and orientations

Readings:
Lor, P.J. (2015) draft chapter 1

/PTO


**Module 2**

**Date A: Sept 8**  **Date B: Sept 13**

**Sept 7: Labor Day**

**US perspectives on international and comparative librarianship: some illustrative issues**

**Readings:**

**Module 3:**

**Date A: Sept 14**  **Date B: Sept 20**

Chat Session may be scheduled during this week

**Definitions and scope of international and comparative librarianship. Understanding research assumptions in international and comparative LIS research**

**Readings:**
- *Lor, draft chapters 2 & 4*

**Module 4**

**Date A: Sept 21**  **Date B: Sept 27**

**SEPT 27: ASSIGNMENT #1 DUE**

**Methodology of comparative studies**

**Readings**
- *Lor, draft chapter 5*
Module 5
Date A: Sept 28  Date B: Oct 4
**Critical evaluation of international and comparative studies**

**Readings:**
- *Lor, draft chapter 6*

Module 6
Date A: Oct 5  Date B: Oct 11
**Chat session** may be scheduled during this week

**International influences and diffusion of library theories and techniques**

**Readings:**
- *Lor, draft chapter 7*

Module 7
Date A: Oct 12  Date B: Oct 18
**OCT 18: ASSIGNMENT #2 DUE**

**Library development aid and influence (1): Poverty, development, and aid. Official bilateral and multilateral aid and cultural diplomacy**

**Readings:**
- *Lor, draft chapter 12*
INFOST 891 Advanced Topics: International and Comparative Librarianship


Module 8

Date A: Oct 19 Date B: Oct 25


Readings:


Module 9

Date A: Oct 26 Date B: Nov 1

Critical responses to “cultural imperialism”

Readings:

Module 10

Date A: Nov 2 Date B: Nov 8

Chat session may be scheduled during this week.

International information relations: international information flows; digital divide; political economy of information and knowledge


Module 11

Date 1: Nov 9 Date 2: Nov 15

**NOV 15: ASSIGNMENT #3 DUE**

LIS activities of UNESCO and other intergovernmental organizations (IGOs)

Readings:


*Kuzmin, E. (2012). UNESCO Information for All Programme (IFAP) and its recommendations on national and international information policies. Unpublished paper presented at the IFLA World Library and Information Congress, Helsinki. (Will be posted on D2L)


**Module 12**

**Date 1: Nov 16**  **Date 2: Nov 21**

### IFLA and other international and regional non-governmental organizations (INGOs) in LIS


[Thanksgiving Recess]

**Module 13**

**Date 1: Nov 30**  **Date 2: Dec 6**

### International cooperation in LIS: Cooperation, resource sharing, standardization, disaster response

**Readings:**


Module 14
Date 1: Dec 7 Date 2: Dec 13
Chat session may be scheduled during this week

International librarianship in professional practice: International work of national library associations and institutions. Area studies. Professional opportunities abroad

Readings:

Going global: the Colorado connection. *Colorado libraries* 35(1), 2011. This is a section comprising 6 articles about various international projects (in Bulgaria, Ethiopia, Nicaragua and Nigeria) in which Colorado librarians are involved. Retrieved from http://coloradolibrariesjournal.org/ejournal/show/1/_/3

Week 15: Summative essay
**SUMMATIVE ESSAY due December 15**
In lieu of a final test there will be an essay assignment based on the coursework and readings to demonstrate understanding and integration of course material.

ASSIGNMENTS

Written assignments are due at one minute to midnight (23:59) on the dates specified in the above schedule and must be submitted using the D2L dropbox provided for each assignment. Grades may be reduced for late papers. Written assignments are to be typed, preferably word-processed. Papers are to be double-spaced using a 12-point kerned font such as Times New Roman with 1 to 1.25 inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

It is expected that students will consult and appropriately cite the research and professional literature. Assignments must be based on an adequate range of sources. It is perfectly acceptable (and may in this course be essential) to use web-based sources, including Wikipedia, providing this is done judiciously. Assignments that have not been adequately researched (not enough sources, poorly chosen sources, or superficially interpreted sources) will earn poor grades. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Below I have indicated the minimum number of sources you will probably need for each assignment. But I’m not inclined to be rigid about these things.

Please rely on a commonly used style manual for your submissions. APA style is preferred, but others (e.g. Turabian, Chicago, MLA) are also acceptable. Style manuals are available in the Library or UWM
Bookstore or may be purchased through online book vendors. Explicitly identify the style used in your assignment.

APA style is the one most often used in the social sciences and in library and information studies. The *Publication manual of the American Psychological Association* is the standard guide to the APA style, but there are other guides to it. Many of these are less detailed and easier to use. Among resources that can be found on-line, those collected by the Online Writing Lab (OWL) at Purdue University can be recommended. This site covers all aspects of scholarly writing and includes guides to the APA, MLA and Chicago styles, with useful examples. It is available at: http://owl.english.purdue.edu/owl/section/2/. If you are uncertain about how to cite electronic sources, consult one of the many electronic guides to citing electronic sources available on the net. Minimal reference content includes: author (if known), date (if given), title, URL, and date accessed. The OWL Guide includes the updated APA guidelines for citing electronic sources: http://owl.english.purdue.edu/owl/resource/560/10/.

If you are not already doing this, consider using citation management software, which will allow you to collect bibliographic data, store it, search it, and print it out in a great variety of bibliographic styles with just a few clicks. UWM makes RefWorks available to students free of charge. See http://guides.library.uwm.edu/content.php?pid=12160&sid=81682. Personally I use Zotero, which is free open source software (www.zotero.org/). It has a number of features that are not available in commercial software, and it is portable: you can take it with you when you complete your studies and leave UWM for another institution which may not have a RefWorks site licence. And here is my take on reference style: Regardless of what style you use, the critical requirements of your bibliographic apparatus are that:

- sources of ideas and facts are clearly identified
- each item is readily and unambiguously identifiable
- each item can readily be located
- the style is used consistently

There is an additional desideratum, which follows Ranganathan’s fourth law: “Save the time of the reader”. It is best observed by avoiding abstruse systems that are cumbersome for the reader to use.

Finally: don’t agonize over the outward marks of scholarship. Rather agonize over the content.

**Assignment 1: Nepal earthquakes**

On April 25th, 2015 a massive earthquake (the Gorkha earthquake) occurred in Nepal, killing thousands, injuring many more, and causing enormous damage to homes and community facilities, including schools, libraries and literacy facilities. The situation was compounded by a second earthquake on May 12th.

Describe, analyze and evaluate the international response to the destruction of libraries to date within a broader framework of international responses to natural disasters.

You can consider aspects such as:

- General patterns of disaster response to major natural disasters: priorities; where do
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libraries fit in?
- Media and Internet coverage of damage and destruction of libraries: to what extent do libraries feature in the reporting at various stages?
- Role of international organizations such as IFLA, the Blue Shield, UNESCO, UNICEF
- Role of the organized library profession in other countries (e.g. ALA)
- Evaluate the response of the international library profession: are we stepping up to the plate? What can be improved?

You should submit an essay of 2000 to 2500 words (about 6-8 double-spaced pages). I anticipate that a good essay will reference a minimum of ten appropriate sources. Some of these should be of a scholarly and professional nature, but this is a topic for which you may also have to surf the Net.

Assignment 2: Evaluation of a comparative study in library and information services

For this assignment you will select a recent article which presents a comparative study of a library type, process, policy or other phenomenon in two or more countries, and analyze and critically evaluate it as a contribution to the literature of comparative LIS.

Relevant criteria will be discussed when we deal with Module 5.

You should submit a review of 2000 to 2500 words (about 6-8 double-spaced pages). Your review should clearly identify your criteria and apply them explicitly. No minimum number of references is set.

Select an article from one of the following:


Assignment 3: Library advocacy in international forums on access to information: a comparison of two organizations

This assignment is concerned with advocacy conducted in international forums by international organizations. Specifically it should deal with advocacy concerning legislation, conventions and treaties on intellectual property that affect the collection and handling of publications and content by libraries, and the ability of libraries to serve their patrons. Intellectual freedom and censorship do not fall within the scope of this assignment.
Choose any two of the following:

AL\text{A} \\
EBLIDA \\
EIFL \\
IFL\text{A}

Describe and compare their advocacy activities (e.g. themes, forums, methods). Concentrate on the more recent activities. This means that, in addition to sources of a scholarly and professional nature, you will need to use websites, probably including Wikipedia, but doing so judiciously. I anticipate that a good essay will reference a minimum of ten appropriate sources. You should submit an essay of 2000 to 2500 words (about 6-8 double-spaced pages).

**SUMMATIVE ESSAY**

In lieu of a final test or exam a summative essay will be set in the final week. You will be given a 72-hour period to write an essay that is based on the course materials and will assess your understanding of the theories, concepts and methods employed in international and comparative librarianship, and of the major contemporary issues and trends in the field. You will need to demonstrate insight and the ability to integrate material from various topics dealt with in the course. For this essay it will not be necessary for you to use literature other than prescribed and recommended readings.

**CLASS PARTICIPATION**

Participation in class discussions is expected of all students. Such discussions will analyze, criticize and synthesize the readings, lectures and relevant experiences. You are expected to contribute independent and insightful comments. For this purpose a number of discussion forums will be opened on D2L:

- **Class forums:** There will be a number of forums for the whole class.
- **Internet alerts:** I will make available a List of organizations and international themes from which you may choose an organization or theme of interest to you, for which you will undertake to monitor the Web during the semester. An “Internet alerts” forum will be set up on D2L where you can post news items, snippets and links to items of interest of which you have become aware while monitoring the site or theme that you have selected.

It is expected that you will contribute to these forums. The extent and quality of your participation will determine the points awarded for "Class participation", which constitutes 20% of your final grade. Participation implies keeping up with class materials and posting contributions that are original, productive and insightful in addition to reading and responding to your classmates’ posts. Your posts should analyze, criticize and synthesize the readings, lectures and relevant experiences.

Regular participation also means that you are contributing to discussions on a consistent basis throughout the course and not just during selected weeks or only during the eleventh hour of each week’s discussion. Regular and timely participation is critical to the success of group work. Some more points about contributing to discussion forums:
• Please give each posting a subject header.
• To avoid accidental loss of your work, it is good practice to draft any more substantial posting using your word processing software on your own computer and then cut and paste it into the forum.
• Don’t be shy to comment critically (but courteously) one another’s postings. A forum should exhibit a lively academic debate, focusing on concepts and issues, but without pettiness or sarcasm.

The forums will be monitored from time to time by the instructor and/or by the teaching assistant for the course, in a spirit of formative evaluation. We will also note the quantity, timeliness and quality of posts for purposes of evaluation.

More information about the forums and their functions and on how your participation in them will be graded will be posted on D2L.

You are encouraged to communicate with me and other students. I may be reached by phone, e-mail, or Skype.

RELAX!

If some of this sounds a bit pedantic or draconian, please bear in mind that a semester is short. An on-line course requires a degree of order and discipline (due dates!) if we are to attain our learning objectives. But I am always prepared to listen if you encounter problems.

PROFESSIONAL PARTICIPATION

You are encouraged to participate in student poster presentations, student research days and events of professional associations such as those of the American Library Association and its divisions, round tables, state chapters, etc. by presenting posters or presentations based on assignments completed for this course. There are also international events for which you may be eligible. I will be happy to advise you on these.
EVALUATION:

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<tr>
<td>Assignment 1 (Essay)</td>
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<tr>
<td>Assignment 2 (Comparative article/chapter evaluation)</td>
<td>20%</td>
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<tr>
<td>Assignment 3 (Country report)</td>
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<tr>
<td>Summative essay</td>
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<td>Class Participation</td>
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<td>Total</td>
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GRADING SCALE:

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<tr>
<th>Score</th>
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<tr>
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<td>A: Impressive</td>
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<td>74-76</td>
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<tr>
<td>91-95</td>
<td>A-: Very good</td>
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<td>70-73</td>
<td>C-</td>
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<td>B+: Good</td>
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<td>D+</td>
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<tr>
<td>84-86</td>
<td>B: Satisfactory</td>
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<tr>
<td>64-66</td>
<td>D</td>
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<tr>
<td>80-83</td>
<td>B- and lower: Poor, unacceptable</td>
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<tr>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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UWM AND SOIS ACADEMIC POLICIES

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. This document provides links to detailed information on the following topics:

- Students with disabilities
- Religious observances
- Students called to active military duty
- Incompletes
- Discriminatory conduct (such as sexual harassment
- Academic misconduct
- Complaint procedures
- Grade appeal procedures
• Final examination requirements and final exam date requirements

Make it your business to be fully informed about these matters. *Ignorantia legis neminem excusat!* For graduate students, there are additional policies and procedures set by the Graduate School, at [http://www.graduateschool.uwm.edu/students/policies/](http://www.graduateschool.uwm.edu/students/policies/). Further resources for graduate students can be found at [http://www.graduateschool.uwm.edu/students/current/](http://www.graduateschool.uwm.edu/students/current/).

**Complaints.** Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.
APPENDIX: Using UW-Milwaukee Desire2Learn (D2L) course web sites

Materials for this course are available on a Desire2Learn (D2L) course web site. Students may see these materials there anytime using a standard web browser.

Recommended browsers: A complete and up-to-date list of recommended browsers and settings can always be found at: http://kb.wisc.edu/helpdesk/page.php?id=3210. Please contact the UWM Help Desk, as described at the bottom of this page, with any questions about these requirements.

To find and browse the D2L course web site:

2. On the D2L Landing page, choose the button labeled [UWM ePanther].
3. On the next page, type in your ePanther Username (your ePanther campus email, but without the “@uwm.edu”) and Password (the same password you use for PantherLink and PAWS). Then hit [Login].
   - You may bookmark the D2L.UWM.edu landing page, if you wish.
   - To prevent failed log-ins, please DO NOT BOOKMARK the UWM ePanther login page.
4. On the D2L MyHome screen, find the area called My Courses. You’ll see your active courses here, arranged by Semester, with the newest semester at the top.
   - You may need to click the gray arrow to the far right of the semester title to open the list.
   - You may also need to click the gray arrow to the right of the department title to reveal course links.
5. Click any course title to see the Course Home page. Click [Content] in the navigation bar to begin exploring the site.
   - If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
   - When you are finished looking at your D2L course sites, always click on [Logout]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!

What to do if you have problems with Desire2Learn (D2L)

If you have any difficulties with D2L, including problems with your login (e.g., you forgot your password, or if you just can’t get on), please contact the UWM Help Desk. You may do one of the following:

- Report the problem via online web form at GetTechHelp.uwm.edu
- Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee.
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
- From outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459.