LSC 889 (807): The Public Library  
3 Credits

Instructor:

Jerry Keiser  
School of Library and Information Science  
The Catholic University of America  
Marist 131  
Office Hours: By appointment  
Telephone 410-739-6554 (cell)  
Email: rjkeiser@gmail.com

Course Description:

The seminar in public libraries explores aspects of the public library within the context of demographic and technological changes and shifting economic and political forces. This course will place emphasis on the interrelationship of the public library with these forces.

Required Text:


Additional Resources:


All students are required to subscribe and participate in the public librarian listserv and come to class prepared to discuss issues that were brought up during the week.

To subscribe to publib listserv please follow the directions at the following website: [http://lists.webjunction.org/publib/](http://lists.webjunction.org/publib/)

Grading:

The course will combine lecture, discussion, oral presentations, writing assignments and a final bibliographic project. The overall grade will be based on the following, with loss of credit for failure to meet deadlines.

Research Paper: History of Public Libraries 25%  
Class Participation, Readings and Article Summaries 25%  
Library Visit and Presentation 25%
Since class discussions account for 25% of the grade, attendance is critical, as is participation in class discussions. If a student misses more than two classes or fails to participate in discussions, his or her grade for the course will be negatively impacted in proportion to the absences and lack of participation.

This syllabus is a general guide and changes will occur as course requirements, speakers or other developments require. All changes will be announced in a timely manner.

**WEEK 1/January 13, 2011: The landscape of public libraries.**

*Reading(s):*

The landscape of public libraries at the beginning of the twenty-first century. *Introduction to public librarianship*, pp.1-11. (Chapter 1)

David Sarno. "THE FUTURE OF READING; Libraries turn the page; They prepare for a time when most of their materials can be used on a computer, phone or e-reader." *Los Angeles Times*, November 12, 2010.

*Occupational Outlook Handbook, 2010-11 Edition*

*Mission Creep In Library System Deserves Fresh, Closer Look*


**WEEK 2/January 20, 2011: United States Public Library History: Beginnings to 1918**

*Reading(s):*

Brahmins, bequests, and determined women: The beginnings to 1918. *Introduction to public librarianship*, pp. 13-59, 308-314. (Chapter 2)


*Reading(s):*

Public library growth and values: 1918-2004. *Introduction to public librarianship*, pp. 61-81, 310-315. (Chapter 3)


**WEEK 4/February 3, 2011: Statistics, Standards, Planning, and Results**

*Reading(s):*


**WEEK 5/February 10, 2011: Organization, Law, Funding, and Politics**

*Reading(s):*

Organization, law, funding, and politics. *Introduction to public libraries*, pp. 107-134, 320-323. (Chapter 5)

Administration and staffing. *Introduction to public librarianship*, pp. 135-161, 323-328. (Chapter 6)


**WEEK 6/February 17, 2011: Structure and Infrastructure**

*Reading(s):*

Structure and Infrastructure. *Introduction to public librarianship*, pp. 163-182, 328-331. (Chapter 7)
**Week 7/February 24, 2011: Adult Services**

*Reading(s):*

Adult services. *Introduction to public librarianship*, pp. 183-210, 331-341. (Chapter 8)


**WEEK 8/March 3, 2011: Library Site Visit Presentations**

**WEEK 9/March 10, 2011: Spring Break**

**WEEK 10/March 24, 2011: Youth Services**

*Reading(s):*

Youth services. *Introduction to public librarianship*, pp. 211-240, 342-356. (Chapter 9)

Blair Nicki. *Raising the Bar in Public Libraries: Literacy, Adolescent Development and Young Adult Services* B Sides Spring 2010


**WEEK 11/March 31, 2011: Connections: Associations, State Library Agencies, Standards, Rankings and Quality of Life**

*Reading(s):*

Connections: Associations, state library agencies, standards, rankings and quality of life. *Introduction to public librarianship*, 214-264, 356-359. (Chapter 10)
Institute of Museum and Library Services (IMLS): About Us

Hennen's American Public Library Ratings (HAPLR)

The Public Library: American Library Association Research and Statistics

WEEK 12/April 7, 2011: Global Perspectives on Public Libraries

Reading(s):

Global perspectives on public libraries. Introduction to public librarianship, 265-292, 359-362. (Chapter 11)

Public Library Manifesto - IFLA/UNESCO

International Leads - Official publication of ALA's International Relations Roundtable

WEEK 13/April 14, 2011: Twenty-first Century Trends

Reading(s):

Twenty-first century trends in public librarianship. Introduction to public librarianship, 293-306, 363-370. (Chapter 12)


"Libraries in the digital age: Bridging the gap between information have-s and have-nots." Teacher Librarian 29, no. 3 (February 1, 2002): 62-66.


Tise, Ellen R. "The President's Page: Help for Haiti - recovering the past, creating the future!." IFLA Journal 36, no. 3 (October 2010): 213-14

WEEK 14/April 28, 2011: Final Projects Due

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable
accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

Academic honesty:

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm):

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals:

http://policies.cua.edu/academicundergrad/integrity.cfm
http://policies.cua.edu/academicundergrad/integrity.cfm.

Cell Phones:

Please turn your phone to silent mode during class. Please no texting during class.