THE UNIVERSITY OF BRITISH COLUMBIA
School of Information
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR579J - Community Led Libraries– Course Syllabus (3)

Program:	**MLIS**
Year:	**2021**
Course Schedule:	**Wednesdays 1800 – 2100 (actual meeting time could be shorter)**
Location:	**Web-Oriented Course**
Instructor:	**Jorge Cardenas**
Office location:	iSchool Adjunct Office
Office phone:	
Office hours:	**Flexible hours by appointment over Zoom or phone**
E-mail address:	**cardenas.garcia@ubc.ca**
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: The goal of this course is to give students an opportunity to build on basic knowledge acquired in the first year courses by discussing community development in a library setting, exploring tools and common practices, and analyzing current issues and challenges.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes - Upon completion of this course students will be able to:

1. 1.Discuss and analyze Community-Led principles and approaches in a library context [1.4, 2.1]
2. 2. Analyze the differences between Community-Led Library principles and traditional library principles, including those principles that underpin library programming, customer service, marketing and evaluation. [1.4]
3. 3.Evaluate and critically assess the value of Community-Led principles when developing library strategic plans, service models, policies, programming, and assessment tools [1.1, 2.1, 4.1]
4. Discuss the role of Community-Led library work in connecting libraries to their communities. [1.1, 1.3]
5. Recognize and illustrate how Community-Led principles and approaches build inclusive communities [2.1, 5.2]

Course Topics:

- Traditional vs. community-led library models
- Community development from a library perspective
- The role of the library or information organization in community building and social inclusion
- Community mapping – assets and gaps
- Identifying barriers to access
- Justice, equity, diversity and inclusion in relation to community-led work

- Significant/landmark texts in community-led libraries
- Trends and issues in community-led library practice
- Community-led practices in academic and public libraries

Prerequisites: MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of iSchool Graduate Advisor MAS: completion of MAS core and permission of the iSchool Graduate Advisor

Format of the course: Online synchronous course with lectures, guest speakers, in-class discussions and presentations (led by both instructor and students). The expectations is that students will attend online classes and will get involved in lectures and discussions –participation is both on camera and chat box. A limited number of asynchronous activities will be required over the discussion board.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required and Recommended Reading: Around five weekly required readings will be posted on the course Canvas site (journal articles, book chapters, professional manuals, news articles). A list of supplementary, recommended further reading will also be provided. The Community-Led Libraries Toolkit is the foundational text for this topic and will be used through the course, same as spin-off versions like the Community-Led Service Philosophy Toolkit from Edmonton Public Library.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
1. Participation in class	n/a	10%	2.1, 3.1
2. Leading weekly discussion	By sign up, weeks 2-12	10%	1.2, 2.1, 2.2, 3.1
3. Case study proposal	February 5th	10%	1.4, 2.2, 3.1
4. Community mapping	February 26th	20%	1.2, 2.2, 4.2
5. Community entry	March 12th	10%	1.2, 2.1, 5.3
6. Case study presentation	April 2nd	20%	1.1,1.2, 2.1, 2.2
7. Comments on presentations	April 9th	10%	
8. Final reflection paper	April 9th	10%	1.2, 1.4, 4.1, 5.3

- Participation includes attendance, comments and questions in class (spoken or over chat), and comments on the discussion board.
- Leading weekly discussion means reading the weekly articles, engaging classmates, asking questions and being able to answer questions too. Bonus points if you find more relevant content.
- Assignments 3-6 are part of a term-long project: **a case study on a specific community**. Success will be built on a good foundation (**proposal**) that will lead to exploration and curiosity (**mapping**), personal interactions (**community entry**), a **presentation** outlining findings,

challenges and questions, and a final **paper** telling stories on the experience and recommendations.

Course Schedule [week-by-week]:

Topics	Week	Date
Introduction and First Steps • Course overview: syllabus, assignments, expectations, questions and concerns • Why do we mean by community-led?	1	January 6
Community-Led Work Is About Social Inclusion • Social inclusion/exclusion • Role of library in community building • Barriers - real and perceived	2	January 13
The Census Doesn't Tell Stories • User and non-user experiences • Community profiles • Data vs. experience and field work	3	January 20
Cataloguing the Community • Community mapping • Community entry • Maps are tools for community work	4	January 27
It's All About Relationships • Relationship building • Boundaries and relationship repairs • Trust before planning	5	February 3
Storytelling and Community Impact • Evaluation and reporting • Community stories • Who gets to tell the story?	6	February 10
NO CLASS: MIDTERM BREAK	7	February 17
Justice, Equity, Diversity and Inclusion • Social justice • Anti-racism, anti-oppression, anti-colonialism	8	February 24

Community Work in Academic Environments • Who is your community? • Embedded librarianship • Is research community development?	9	March 3
Real Inclusion is Digital Inclusion • Community Informatics • Digital Inclusion • Trust before planning	10	March 10
Homelessness and Public Libraries • Palaces for the people? • We are not social workers • Trauma-informed practice	11	March 17
Learning, Coaching, Leading • Implementing community-led approaches • Skills, abilities and knowledge needed • Can you teach community-led approaches? • Training	12	March 24
Job Hunting • Emerging trends and experiences • Job postings	13	March 31
Final Thoughts • Challenges: Why is it so hard? • Isn't every library a community-led library? • Navigating library policies and traditions • Community work during a pandemic	14	April 7

Attendance: Regular attendance is mandatory in this class. Unexplained absences and late arrivals will result in a lowered participation grade. Two or more unexplained absences will be referred to the iSchool Graduate Advisor. If you are going to be absent or more than 10 minutes late, please send me an email to let us know. Severe illness and family emergencies are the only valid excuses for missing a class without prior notice unless you have asked for and explained your reasons for missing class in advance. We may ask for documentation from a health professional or Access and Diversity.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site. Wherever possible, I will also provide a rubric for how I plan to evaluate each assignment. Marked work will not be re-graded. Late submissions will be reviewed on a case-by-case basis.

Required Materials: All the required materials will be posted on its weekly module on Canvas and will be a combination of journal articles, book chapters, professional manuals, news articles, and reports. A list of supplementary, recommended further reading will also be provided. The Community-Led Libraries Toolkit is the foundational text for this topic and will be used through the course, same as spin-off versions like the Community-Led Service Philosophy Toolkit from Edmonton Public Library.

Academic Concession: If you miss marked coursework for the first time (assignment, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959 (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.