

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

**The mission of UBC iSchool is to enhance humanity’s capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.**

**LIBR579J - Community Led Libraries - Course Syllabus (3)**

<b>Program:</b>	MLIS
<b>Year:</b>	2020
<b>Course Schedule:</b>	Mondays, 6:00pm – 8:50pm
<b>Location:</b>	BUCH B302
<b>Instructors:</b>	Jorge Cardenas, MLIS and Christie Menzo, MA, MLIS
<b>Office location:</b>	Adjunct Office
<b>Office phone:</b>	<b>604-822-0051</b>
<b>Office hours:</b>	By appointment on Mondays
<b>E-mail address:</b>	<a href="mailto:christie.menzo@ubc.ca">christie.menzo@ubc.ca</a> ; <a href="mailto:cardenas.garcia@ubc.ca">cardenas.garcia@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

**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 the instructor to discuss this option.

**Course Objectives:** Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: <http://slais.ubc.ca/programs/about-department/graduate-competencies/>

**Upon completion of this course students will be able to:**

1. Discuss and analyze Community-Led principles and approaches in a library context [1.4, 2.1]

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. 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]

6. Critically engage with theories of social exclusion and understand how those theories affect library practices [4.1, 5.1]

**Course Topics:**

- Traditional vs. Community-led Library Models
- Social Inclusion and Social Exclusion
- The role of the library or information organization in community building and social inclusion
- Community asset mapping and understanding the user experience
- Identifying barriers to access
- Community led service in rural environments
- Significant/landmark texts in community-led libraries
- Trends and issues in community-led library practice
- Reporting and evaluation of community-led work

**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:** Lectures, in-class exercises, discussions and presentations, guest speakers  
TBD

**Required and Recommended Reading:** There will be 2-5 assigned required readings each week which will be posted in advance on the course Canvas site. These will be journal articles, book chapters and online articles etc. A list of supplementary, recommended further reading will also be provided.

**Course Assignments**

Assignment Name	Due Date	Weight	Graduate Competencies
1. Participation in class	n/a	10%	2.1, 3.1
2. Group Discussion Facilitation (groups of 2)	By sign up, weeks 2-12	15%	1.2, 2.1, 2.2, 3.1
3. User experience	February 3rd	15%	1.4, 2.2, 3.1
4. Community mapping	February 24th	20%	1.2, 2.2, 4.2
5. Case Study Proposal	March 2nd	5%	1.2, 2.1, 5.3
6. Case Study Presentation	By sign up/ weeks 13-14	20%	1.1,1.2, 2.1, 2.2
7. Final Reflection Paper	April 12th	15%	1.2, 1.4, 4.1, 5.3

**Course Schedule [week-by-week]:**

<b>Topic</b>	<b>Week/Date</b>
Course overview; Traditional vs. Community-Led Service Models	1/January 6, 2020
Social Inclusion/Exclusion; Role of Library in Community Building; Barriers - Real and Perceived	2/January 13, 2020
User Experiences and Community Profiles	3/January 20, 2020
Community Engagement with Children and Families <b>Guest speaker:</b> Dr. Tess Prendergast, UBC	4/January 27, 2020
Community Mapping and Community Entry	5/February 3, 2020
Homelessness and Public Libraries	6/February 10, 2020
<i>NO CLASS: MID-TERM BREAK + FAMILY DAY</i>	7/February 17, 2020
Relationship building, Boundaries and Relationship repairs, Navigating library policies; Community-led planning <b>Guest Speaker:</b> Ariel Caldwell, VPL	8/February 24/2020
Challenges: Why is it so hard? <b>Guest Speaker:</b> Beth Davies, BPL and Randy Gatley, VPL	9/March 2, 2020
Community-Led Work Abroad and in Rural Libraries	10/March 9, 2020
Evaluation and Reporting; Navigating Library Policies	11/March 16, 2020
Implementing Community-Led Approach with Staff and Stakeholders; Training	12/March 23, 2020
Emerging Trends and Experiences in the Field; Case Study Presentations	13/March 30, 2020
Case Study Presentations ; <i>Term paper due on April 12th, 11:59 pm</i>	14/April 6th, 2020

**Attendance:** Regular attendance is mandatory in this class. Unexplained absences and late arrivals will result in a lowered participation grade. 2 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 us 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](#). Wherever possible, we will also provide a rubric for how we plan to evaluate each assignment.

**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [\[https://students.ubc.ca/about-student-services/access-diversity\]](https://students.ubc.ca/about-student-services/access-diversity). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

## Academic Integrity

### Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [\[http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/](http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/)

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.