**University of Nevada, Reno**

**College of Education/ Extended Studies**

**EDUC 472/672**

**HISTORY AND ORGANIZATION OF LIBRARIES**

**Fall 2018**

**Instructor:** Patrick Ragains

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Office hours by arrangement

**Online meetings in Webcampus (7-8:30 pm):**

Tuesday, Sep. 4; Tuesday, Sep. 18; Monday, Oct. 1; Tuesday, Oct. 16; Tuesday, Oct. 30; Tuesday, Nov 13; Tuesday, Nov. 27; Monday, Dec. 10

**Catalog Description:** 3 Credits; Evolution of libraries and description of principal fields of library service, their organization, and special problems.

**Course Materials:** Assigned readings are on reserve, available in the online course module. There is no required textbook.

**Course Objectives:** By participating actively in class and successfully completing the course requirements, the student will:

1. Understand the historical development of library services in the United States;
2. Understand and analyze essential values of library service, including access, equity, and confidentiality;
3. Understand and analyze key themes related to the organization of libraries;
4. Understand and apply principles of historical analysis, including evaluation of evidence;
5. Apply principles learned to plan library services.

**Primary Methodologies Used in Class:** Lecture, group discussions and activities conducted online in Webcampus.

**Assignments:**

Class participation: This accounts for 100 points. You are expected to participate thoughtfully in class discussions online and during our in-person meetings. You should present your own ideas, listening respectfully, and responding to points others raise. Silence your cell phones during class. Graduate students should demonstrate greater depth of analysis and provide guidance to undergraduates. Throughout the class I will provide more guidelines for participation.

Online consult with instructor : This required consultation is worth 20 points and provides an opportunity to discuss any matters related to the course. It fulfills the student identity verification requirement for online courses. You may use the online meeting platform in Webcampus, FaceTime, or Skype for the meeting. During the meeting, be prepared to show your WolfCard or other form of identification. Friday, December 7th is the deadline for this assignment.

Personal statement:This assignment is worth 25 points.It is due by noon on September 18th.

Webcampus postings on readings:Your online postings on the readings will account for 175 points. You are expected to complete each reading listed on the syllabus by the date indicated. Some readings may be divided among class members, so that everyone will complete a part of the week’s readings; I will assign these in advance.

We will discuss the readings in class. By the Thursday **after** each class discussion, you are assigned to post the following for each reading:

1. Approximately 2-3 paragraphs summarizing each assigned chapter, article, or book and stating the author’s argument or main points.
2. A well-written paragraph evaluating the reading. Address the following:
   1. Are the author’s arguments reasonable?
   2. Why or why not?
   3. Is appropriate evidence presented to support his/her points?

Library analysis: This assignment is worth 200 points. For this assignment you will work in pairs to analyze the services of two public libraries in depth and write a report not longer than 10 pages in which you discuss your findings. The instructor will give you detailed instructions for this assignment during the first class meeting.

* You may submit a draft of the paper by November 27th. I will read your paper and provide feedback, which will help you prepare your final draft.
* In-class presentation: You will present a summary of your paper in class on December 10th.
* The final draft of the assignment is due on Webcampus before midnight on December 14th.

Annotated bibliography –for graduate students: Due Dec. 10th. This assignment is worth 100 points. Each graduate student will compile an annotated bibliography on a theme related to the course. Broad themes are below:

* Status of women in librarianship (either historical or current focus)
* Service to specific populations, such as minorities, children, disabled, prisoners (either historical or current focus)
* Public library management and governance (current focus)

I will ask you to select a topic related to one of the above themes during the online class on October 30th. You may submit a draft of the paper by November 26th, two weeks before the final due date. I will read your paper and provide feedback, which you may consider for your final draft.

Requirements for your annotated bibliography:

1. Content of your paper (80 percent of the grade for this assignment):
   1. Your source annotations may refer to your online discussion postings for the course readings, but should reflect a wider understanding of the topic, not simply your comments on the assigned chapters and articles.
   2. In order to earn an A on this assignment, the bibliography must cite five pertinent articles or books in addition to assigned readings. Your annotations must include your analysis of the reading and describe its contribution to your understanding of the overall theme. The sources should include scholarly or professional literature (at least 50% of your sources). A scholarly book or dissertation is considered equivalent to three articles. You may also cite pertinent news, web, and popular press sources for up to 50% of your sources.
2. Style and Formatting (20 percent of the grade for this assignment):
   1. Standard written English (complete sentences and good grammar);
   2. Bibliographic references in APA format. Below are some resources:

*Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association, 2010.

Knowledge Center Reference Desk: BF76.7 .P83 2010

[APA Style](http://www.apastyle.org/)

[The Basics of APA Style Tutorial](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)   
 [RefWorks Reference Manager](https://refworks.proquest.com/)

[Noodle Citation formatter](http://noodletools.com/noodlebib/citeone_s.php?style=APA)

* 1. Lines double-spaced
  2. 1-inch margins
  3. Times New Roman 12-point font

**Late Assignments:** Late assignments will be accepted within one week of the due date, but subject to one letter grade lower. Assignments later than one week will be accepted at the discretion of the instructor. Also, late assignments due at the end of the course (on Dec. 10th and 14th) will be accepted at the discretion of the instructor.

**Note about course assignments and assessment:** Readings, assignments and grading may be revised. All students will receive timely notification of any changes.

**Course Schedule**:

Date Topics and Readings

Sept. 4 **Online meeting.** Course orientation; using Webcampus and Big Blue   
 Button conferencing software; research basics and practice.

Assignments for Sept. 18: write a personal statement (submit on Webcampus); intake exercise in library planning (no

submission required - we will discuss this in class)

Sept. 18 Discuss intake exercise in library planning;

Discuss library analysis assignment, form pairs & select libraries to study.

**Reminder:** personal statement assignment due at noon (submit on

Webcampus).

Oct. 1 **Online meeting.** Historical overview of literacy and reading

Readings on Webcampus:

Ch. 1: The Origin of Libraries. In Harris, Michael H. 1995. *History of libraries in the western world*. Metuchen, N.J.: Scarecrow Press.

Ch. 7: The rise of literacy in the early modern West, c. 1600-c.1800;

In Lyons. Martyn 2010. *A history of reading and writing in the western*

*world.* New York: Palgrave Macmillan.

Oct. 16 **Online meeting.** Development of public library services in the United

States

Readings on Webcampus:

Ch. 3: The Best Reading for the Greatest Number at the Least Cost”: 1876-1893. In Weigand, Wayne A. 2015. *Part of our lives: a people’s history of the American public library*. New York, NY: Oxford University Press.

Ch. 1: Public Libraries and Americanization, 1876 through the 1940s. In Jones, Plummer Alston, Jr. 2004. *Still struggling for equality: American public library services with minorities.* Westport, Conn.: Libraries Unlimited.

Oct. 30 **Online meeting.** Development of public library services in the United

States

Readings on Webcampus:

“Carnegie’s reception in small-town America;” “Male and female visions of the library.” In Van Slyck, Abigail A. 1995. *Free to all: Carnegie libraries and American culture, 1890-1920*. (pp. 133-137). Chicago: Univ. of Chicago Press.

Ch. 2. The foundation years: 1900-1917. In Martin, Lowell A. 1998. *Enrichment: a history of the public library in the United States in the twentieth century*.

Linked reading:

Swain, Martha H. 1995. A new deal in libraries: Federal relief work and library service, 1933-1943." *Libraries & Culture* 30, no. 3 (Summer): 265-283. Persistent link to this record (Permalink):

<http://0-www.jstor.org.innopac.library.unr.edu/stable/25542771>

Nov. 13: **Online meeting.** Censorship and intellectual freedom.

Readings on Webcampus:

Pawley, Christine. 2010. Censorship: a contested professional practice; combating censorship. In *Reading places: literacy, democracy, and the public library in Cold War America* (pp.125-152). Amherst: University of Massachusetts Press.

Knox, E. (2013) The challengers of West Bend: The library as a community institution. In Pawley, C., & Robbins, L. S., *Libraries and the reading public in twentieth-century America* (pp.200-214). Madison: Univ. of Wisconsin Press.

Library Bill of Rights.

Nov. 27: **Online meeting.** Public libraries after WWII; library organization.

Readings on Webcampus:

Starr, Karen and Patrick Ragains. 2018. Chapters 1, 5, 8, and 9. In *Public library administration transformed*. Lanham, MD: Rowman & Littlefield.

Dec. 10: **Online meeting.** Library analysis assignments presented;

Topical presentations based on annotated bibliographies;

Nevada libraries.

Readings on Webcampus:

Hulse, James W. 2003. *Oases of Culture: A History of Public and Academic Libraries in Nevada*. Reno: University of Nevada Press.

Dec. 10: Assignment due: Annotated bibliography (graduate students only).

Submit on Webcampus.

Dec. 14: Library analysis due. Submit on Webcampus.

**Disability Statement**: If you have a specific, documented disability and require appropriate accommodations for this class, contact the UNR Disability Resource Center at (775) 784-6000 or mzabel@unr.edu as soon as possible to make arrangements. Related information is available at the Center’s website: <http://www.unr.edu/drc/student-information>

**Academic Integrity**: Please review UNR’s Academic Standards Policy at:

<https://www.unr.edu/administrative-manual/6000-6999-curricula-teaching-research/instruction-research-procedures/6502-academic-standards>

All rights and regulations concerning academic honesty and plagiarism, as they appear on the university website, will be upheld in this course. Violations include failure to cite sources, using another student’s work, reusing assignments submitted in another course; inadvertent as well as deliberate misrepresentation of one’s own work. Please note that academic dishonesty in this course will result in a minimum academic penalty of failure of the assignment and/or disciplinary action by the Academic Integrity Board.