



School of Library & Information Studies

LS 580: Outreach to Diverse Populations

Spring 2021 – Online

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Office Hours: After class & other times by appointment.

I. Descriptive Information of Course:

- A. Course Number and Title: LS 580 – Outreach to Diverse Populations
- B. Catalog Description: Explores diverse cultural groups and the ways that information centers, museums, non-profits, and all types of libraries can effectively serve the informational and recreational needs of these populations.
- C. Course Description: This course examines the concept of culture and what it means to live in a culturally pluralistic society. Particular emphasis is placed upon diverse cultural populations and the myriad services that public, school, academic, and special libraries as well as other information institutions, museums, and non-profits organizations can provide. Students will have an opportunity to explore their own personal bias, as well as that of their local library community, and discuss strategies for successfully overcoming these biases and developing outreach services that meets the needs of culturally diverse populations.
- D. Prerequisites: None

II. Overview of Course Goals:

Students will be involved in activities and projects throughout the course that will:

- ❖ Examine issues of race and class perpetuated by societal influences;
- ❖ Explore the concept of personal culture as well as personal cultural bias;
- ❖ Provide a survey (both past and present) of library and information services to diverse populations within the U.S.;
- ❖ Examine the politics influencing library services to diverse populations;
- ❖ Raise an awareness of the need for library and information services to diverse populations;
- ❖ Analyze the professional literature concerning critical perspectives on diversity, race, microaggressions in the profession, and multiculturalism;
- ❖ Improve library, museum, and non-profit organizations' outreach services to diverse groups through programs and events;
- ❖ Investigate how diversity is addressed in various community, state, regional, and national libraries, museums, information centers, or non-profits;

- ❖ Provide models for networking with non-library service agencies that serve diverse populations.

III. Course Objectives and Student Outcomes:

During the course, students will:

1. Explore the meaning of *culture* including cultural values and bias and identify the nuances of their own personal culture.
2. Read a variety of professional readings related to culture, diversity, and services to diverse populations, and participate in discussions regarding historical, social, and political topics such as issues of race and class perpetuated by societal influences and politics influencing non-profit services to diverse populations.
3. Evaluate the diversity in their local community and examine how a selected academic, public, school, or special library (or other informational or educational organization) serves the informational and recreational needs of the community's diverse citizens.
4. Share current events and news bytes related to diverse populations and library, museum, and/or information services to particular cultural groups to gain a better understanding of the current issues influencing services to diverse populations.
5. Select, analyze, and share information about a LIS-, museum-, or non-profit related organization specializing in services to diverse populations in order to learn more about the professional associations available to LIS professionals interested in serving diverse populations.
6. Conduct a literature review of LIS and/or museum services to specific cultural groups to fully understand the needs of various populations within society.
7. Select a choice project to complete where they: (A) Create a detailed library, museum, or non-profit program or service that demonstrates understanding of cultural sensitivity and the informational and recreational needs of diverse populations; (B) Locate a diversity grant then complete a diversity grant proposal to support a program or service targeted towards specific cultural groups, or (C) Identify a specific cultural group and conduct an extensive collection audit to evaluate how well the culture is represented within the holdings of a particular library.
8. Examine a local library's signage, programs, collections, etc. to determine how the library serves a particular cultural group and make recommendations for changes.

IV. Readings

Required Texts:

- ❖ Bucher, Richard. (2014). *Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities*. 4th Ed. Prentice Hall.
- ❖ Smallwood, Carol and Kim Becnel. (2013). *Library Services for Multicultural Patrons: Strategies to Encourage Library Use*. Lanham, MD: Scarecrow Press.
- ❖ Access to online readings, the discussion boards, and assignments is available via Blackboard. You'll submit all your assignments there.

Required Technology Equipment & Online Classroom:

- ★ Students must have access to a webcam and computer microphone.
- ★ Access to the online classroom is available via Zoom. Please use the following link to access our live classroom:
<https://uasystem.zoom.us/j/93436523843?pwd=K0JXTWVSbXNVeWZXU2kyV01YMW4wUT09> (Passcode: 827010)

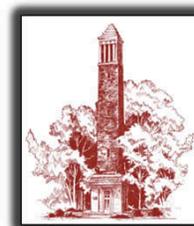
Selected Webstreams & Online Resources:

- ❖ American Library Association "Diversity, Equity, Inclusion" website. Available: <http://www.ala.org/advocacy/diversity>
- ❖ American Library Association Office for Diversity, Literacy and Outreach Services' Intersections Blog. Available: <http://www.ala.org/advocacy/diversity/odlos-blog>
- ❖ Association for Library Service to Children (ALSC) Library Service to Special Population Children and their Caregivers: A Toolkit for Librarians and Library Workers. Available: <http://www.ala.org/alsc/sites/ala.org.alsc/files/content/professional-tools/lsspcc-toolkit-2015.pdf>
- ❖ IFLA Multicultural Library Manifesto. Available: http://www.ifla.org/files/assets/library-services-to-multicultural-populations/publications/multicultural_library_manifesto-en.pdf
- ❖ O'Halloran, Susan. "Creating More Inclusive Libraries" webstream series. Produced by Lincoln Trail Library System (IL). Available: http://lincolntrail.typepad.com/ltls_quick_connections/2011/06/cmil-session-1a.html

V. Administrative Details:

Americans with Disabilities Act - Student Assistance

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285, visit 1000 Houser Hall to register for services, or visit their website <http://ods.ua.edu/>.



THE CAPSTONE CREED:

Academic Responsibility

You agreed by enrollment at UA to strictly adhere to the academic responsibility code as described by the Capstone Creed (available at: <https://sa.ua.edu/about/the-capstone-creed/>), and the Academic Misconduct Disciplinary Policy (available at: <https://provost.ua.edu/academic-misconduct-disciplinary-policy/>). All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs.

"As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."

Statement of Equity, Diversity, & Inclusion

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement. Microaggressions will be addressed. Racist behavior will not be tolerated.

UA ACT Ethical Community Statement

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud. For more information, refer to <https://www.ua.edu/campuslife/uact/>

Syllabus Contract & Changes Statement

This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the "announcements" section of Blackboard.

COVID-19 Statement (Mandatory statement though we are an online course)

All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. In the interest of your health and safety and that of all UA students, faculty and staff, the University reserves the right to change the mode of instruction or schedule of instruction at any time, based upon prevailing public health and other guidance. While the method of delivery may change, educational instruction and opportunities will continue. As such, the University will not provide a refund of tuition, in whole or in-part, based on any such changes. Detailed information on changes in format or schedule can be found at <https://studentaccounts.ua.edu/> and <https://financialaid.ua.edu/>.

All students must be familiar with and abide by the requirements outlined in the UA Return Plan | UA System Comprehensive Health and Safety Plan. Students must (1) wear a mask or face covering at all times while participating in face-to-face class; (2) adhere to social distancing standards; and (3) comply with all other health and safety restrictions. If a student refuses to comply with the requirements, the student will be asked to leave the class and reported for a conduct violation. Unless a student has an exemption from the requirement to wear a face covering, (more information can be found at <http://ods.ua.edu/covid-19-disability/>), the student will be reported to Student Life for further disciplinary action. More information on these requirements and UA Healthcheck system and screening can be found at

<https://healthinfo.ua.edu>. You are expected to visit the site and comply with all noted requirements related to in-person class attendance.

Attendance Policy

Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students' regular class attendance. You are expected to be on time and prepared for each class. You are also expected to actively participate by taking part in class discussions and interacting with guest speakers, promptly completing readings **before** class, and submitting assignments by the due date listed on the class schedule. Class participation points are determined by your attendance and involvement in all activities.

VI. Academic Course Requirements and Assignments:

During this course, student progress and understanding will be assessed using the assignments listed below. Each bullet represents an assignment for which student performance will be assessed and are tied to the course learning outcomes.

- ❖ Required Readings: Students will complete the required readings (textbook chapters and Blackboard articles) by the due dates outlined in the course schedule and participate in informed class discussions related to these readings. **These are considered part of your class participation grade (30 points).**
- ❖ Current Event Discussion Forum: Students will locate and select current event topics related to diversity and libraries, museums, information agencies, or non-profits (broadly), and share them with the class throughout the semester. Each student must share **at least** 2 current events. Events should be posted in the appropriate thread on the Blackboard Discussion Board. We will discuss some of these events during our class sessions. **Participation in this assignment is considered part of your class participation grade (30 points).**
- ❖ Professional Book Review: Students will select a professional, academic, or historical book related to diversity education, pioneers in diversity outreach, social justice in LIS, or LIS services to diverse populations. After reading the book, students will each prepare an informal 4-minute oral review, which provides an overview of the book, suggests its appropriateness/ usefulness for LIS professionals, and highlights any strengths or weaknesses. There is NOTHING written to submit for this pass/fail assignment which is due on **March 9th** and is worth **20 points**. [Note: A list of professional books are provided at the end of the syllabus. Students could choose one of these books for the assignment or select their own.]
- ❖ Community Analysis Report: Any LIS professional seeking to effectively serve diverse populations must be aware of the specific cultural populations present in their local community. For this assignment, you will:
 - A. Describe in 2-3 paragraphs, the city, town, or locality in which you live. In addition to providing information on rural, urban, suburban, etc., describe your community in terms of the diverse populations

that we will be studying in this class. For example: Which ethnic groups or races are most dominant? Is there a large senior population or mainly younger families? Is there a growing immigrant population? Is there a large home-school population? If you live in a University town, what types of students are present? Is there a significant homeless population? Etc. You do not need to cite official U.S. Census statistics (but the Census has very detailed information on community demographics that might be helpful); rather, think about who lives in your community and describe your most notable observations.

- B. Select an academic, public, school, or special library, information center, or museum serving your chosen community. Keeping your observations of your area population in mind, conduct a brief scan of the relevant resources that are available (collections, booklists/pathfinders, programming calendar, handouts, bulletin boards, websites, signage, displays, etc.). Describe the offerings of your chosen library, information center, or museum. Do you notice offerings available for specific cultural groups or populations? Keep in mind that this is only a cursory observation. You will have an opportunity later to create and in-depth analysis, if so desired.
- C. Create a brief, informal report of your findings that you will share orally with the class. This informal presentation should be no longer than 4 minutes. Also, post a copy of the community analysis report in the appropriate thread on the discussion board. **Community Analysis Reports are due on February 16th and are worth 30 points. This is a pass/fail assignment.**

- ❖ Diversity Organization Report: For this assignment, select and research a LIS, education, or museum related professional organization (local, regional, national, or international), which focuses on services (broadly defined) to a specific cultural group (or diverse populations in general). **NOTE:** After you have selected your organization, you MUST go to the appropriate thread in Blackboard's Discussion Board to post the name of your selected organization. When you go to post, if you notice that someone has already selected your organization, then please select another one. Visit the organization's website, read articles about the organization, and, if possible, talk to members, interview officers, etc. Create a summary of what you have learned and be prepared to present an engaging 3-minute highlight of your organization in class. You'll post a copy of the report in the appropriate thread on Blackboard Discussion Board. **Organization Reports are due on March 2nd and are worth 20 points. This is a pass/fail assignment.**

Potential organizations include (by no means exhaustive):

- American Indian Library Association (AILA)
- American Library Association's GLBT/Rainbow Round Table (GLBTRT)
- Archivists Against
- Association of Specialized and Cooperative Library Agencies (ASCLA)
- Association of Tribal Archives, Libraries, and Museums (ATALM)
- Association of Jewish Libraries (AJL)
- Asian/Pacific American Librarians Association (APALA)

The Black Caucus of the American Library Association (BCALA)
Chinese American Librarians Association (CALA)
Ethnic and Multicultural Information Exchange Round Table (EMIERT)
International Board on Books for Young People (IBBY)
International Federation of Library Associations (IFLA)
REFORMA (The National Association to Promote Library & Information Services to
Latinos and the Spanish Speaking)

- ❖ Culturally Responsive Library Evaluation: The assignment is to evaluate the library facility in your community (including the collection, policies, programs, and services). You will create a report that identifies the current level of outreach (service, programs and collections) for a specified diverse population. In this report you will identify areas of concern and provide suggestions for improvement. If you desire, this report can be shared with the administration of your chosen library via a debriefing. **Students will submit their report by midnight on March 30th.**
Specific instructions for this assignment:

- A. Decide on a specific patron population to “study”: Indigenous populations, African Americans, Latinos, Asian Americans, Individuals with Disabilities, Muslims, LGBTQ populations, Senior Adults, etc.
- B. Identify a library in your state or community to evaluate.
- C. Using class readings and outside readings that you choose, become familiar with the basic requirements for making a library facility accessible and welcoming to the chosen population you've selected. Include signage and ambience as well as the physical facility. Be alert for subtleties that might confuse or offend; look for microaggressions. Also think in terms of barriers to accessibility such as proximity to library, cultural perceptions, physical ability, etc. (Again, you may have to do outside reading and research of your own to fully understand the informational, recreational, and literacy needs of your chosen population. There is a plethora of reading suggestions provided in this syllabus and many on Blackboard as well).
- D. Familiarize yourself with the collection needs of the chosen population (formats, languages, subjects, etc.). Take the arrangement of the collection and cataloging access into account.
- E. Familiarize yourself with the types of programs recommended for your chosen population and evaluate your selected library to determine what programs and services are available for the target population.
- F. After you have observed the collections, services, any programs, etc. offered by the library, think about the needs and concerns of the population, and discern what kinds of policy adjustments might be needed in the library (circulation, hours of operation, information provision, community outreach, etc.). Think about what kinds of services seem most likely to be needed (for serving your chosen population)? (You may include programming and public relation activities.)

- G. Identify and interview a librarian (preferably the outreach librarian or librarian responsible for developing programs for the community) to determine if the library has created specialized services for your identified population. This might give you an opportunity to identify information that wasn't evident in your initial data collection. In the librarian's opinion, has the library been successful in outreach to the identified population? Why/why not?
- H. Taking the information you have obtained from B to G, evaluate the library you have selected. If possible, ask a member of the target population to assist you with a "walk-through," "wheel-through" or "read-through." You may find it useful to adapt the Culturally Responsive Library Walk (developed by Dr. Sandra Hughes-Hassell and Amanda Hitson, available: http://librariesliteracyandaamaleyouth.weebly.com/uploads/7/9/2/7/7927688/culturally_responsive_library_walk_with_examples.pdf) to assist you with your evaluation. [Note: This is also posted in Blackboard under "Supplemental Readings" and as part of the assignment description under the "Assignment" tab.]
- I. Develop a plan for improving services and accessibility of the library to your selected population.
- J. Write a report of your evaluation and plan. *If you are comfortable doing so*, you can share the report with one of the library administrators or other librarians of your chosen library. **Evaluative reports are worth 55 points and should be submitted under the "Assignments" tab of Blackboard by midnight on Tuesday March 30th.**

Evaluation Criteria for this Assignment: (1) An appropriate site was selected (i.e. Students chose a public library); (2) The evaluative report shows that the student is familiar with issues of accessibility and outreach as they relate to the population chosen; (3) The plan for improvement demonstrates an understanding of the issues from the point of view of the library user and of the library; (4) the report shows that a careful and thoughtful evaluation was conducted to consider patron needs; and (5) the report is professionally presented: free of grammatical errors and articulate, noting both strengths and weaknesses. **Students may find the Cuban Chapter 1 & Chapter 2 readings (available under supplemental readings on Blackboard) useful in completing this assignment.**

Everyone learns differently. Some of us are visual learners, others are hands-on learners, and still others are much more analytical in their learning style. To accommodate for these differences, each student has an opportunity to adapt their learning in this course to meet their specific learning goals and styles in order to succeed in a variety of library, education, and information settings.



- ❖ **Choice Assignment: (Please choose one of the following to complete)**
- ❖ **Cultural Programming Assignment:** Select the particular type of library, museum, information center, or non-profit that matches your interests, choose a specific cultural population, and develop an outreach service or programming series focused on serving your chosen cultural population. Specifically:
 - A. **Select** a specific library type (public, academic, prison, school, etc.) or museum/information center, and population (Asian Americans, Transgender teens, Differently-Abled Seniors, Home Bound, ELL students, Homeless children, Autistic adults, etc.).
 - B. **Research** the needs and specific "culture" of your chosen population group to determine the best type of service or program to offer. You may decide to develop a specific program for your local community. If you do this, then you'll market to and develop the program for a particular cultural population in your local community. (You can alternatively choose to develop a general program without tying it in to your specific community.)
 - C. **Develop a program or service** that will meet the informational and recreational needs of your chosen population. Please be sensitive to cultural biases, cultural appropriation, and microaggressions. You may want to check with multiple "members" of your chosen cultural group to ensure you do not unintentionally offend the cultural group. For instance, do not assume that just because a teen is a lesbian that she will want to attend a teen program for queer youth.

Evaluation Criteria for this Assignment: (1) The finished product communicates that the student understands the basics of developing the particular kind of service or program; (2) The finished product communicates that the student understands the needs of the population segment in question; (3) The finished written product is presented in an organized and professional manner and could serve as the basis for carrying out a successful service or program for the intended cultural group (you will need to be VERY specific in how to implement your service or program); and (4) The program included professional writing free of grammatical, typographical and spelling errors. **(The total value of this assignment is 45 points. Using the Assignments tab, students will submit a copy of their program/service idea on Blackboard by midnight on April 20th.)**

- ❖ **Diversity Grant Project:** Identify a diversity-related project that you could implement in a particular library, information center, museum, or other educational setting, locate a funding source (grant) dedicated to serving diverse populations, and complete a written grant proposal to be turned in to the instructor. Specifically:
 - A. **Select a project and population (African Americans, Blind patrons, Jewish Americans, Immigrant Children, etc.).** Examples of possible projects include collection development projects,

- selecting and acquiring adaptive technology, outreach projects, staff training activities, or cultural programming.
- B. **Identify a funding source.** The State Library can be a major source of information as it often maintains a database of funding sources. This is a good place to start. The American Library Association also posts diversity-related grant information (particularly their Diversity Research Grant) as does IMLS. You can also find diversity programming grants such as the Ezra Jack Keats, ALSC Candlewick Light the Way, or Loleta D. Fyan Diversity Grant.
 - C. **Complete the grant.** Obtain the necessary forms for the grant and complete them along with a grant proposal. This, of course, requires you to plan your project carefully so that you can defend it in your grant proposal. (You will not actually submit the proposal, but you can in the future!)

Evaluation Criteria for this Assignment: (1) An appropriate and relevant project/topic was selected; (2) An appropriate and relevant funding source was identified; (3) The grant application was written and compiled according to instructions (attach instructions if they are not included on grant forms); (4) The content of the grant contained writing that was professional, articulate, and grammatically correct. **(The total value of this assignment is 45 points. Using the Assignments tab, students will submit a copy of their grant application on Blackboard by midnight on April 20th.)**

- ❖ Diversity Collection Audit: Identify a specific cultural group and conduct an extensive collection audit to evaluate how well the culture is represented within the holdings of a particular library. Specifically:
 - A. **Select a population.** Such as Latinx, Individuals on the autism spectrum, trans individuals, Muslims, etc.
 - B. **Select a specific library** to examine (academic, public, special, school, etc.)
 - C. **Identify a specific portion of the collection** (children's picture books, adult nonfiction, general adult fiction, young adult fiction, etc.)
 - D. **Using information on conducting a diversity audit on the collection, create a tool for evaluating the collection.** You may find the readings on Blackboard useful or the various diversity audit resources by Karen Jensen available online such as Diversity Considerations in YA: Doing a Diversity Audit (<http://www.teenlibrariantoolbox.com/files/2017/11/Diversity-Audit-Outline-2017-with-Sources.pdf>) or Collection Diversity Audits (<http://www.teenlibrariantoolbox.com/2018/10/library-journals-equity-in-action-doing-a-diversity-audit/>) . Your evaluation tool should be your own, but it can include limited portions from other tools if appropriate attribution is given.
 - E. **Conduct the diversity audit of the collection** focusing only on the portion of the collection identified in part C and using the population identified in part A.

- F. Compile a report of your findings** which includes a copy of your evaluation tool and highlights the results of your diversity audit. Students should be sure to address the number of titles available, age of the materials, the general topics of the materials (racism, immigration, civil rights, slavery, colonialism, folktales, love stories, etc.), and provide a description of how their chosen population is represented within the library's collection. The report should also include suggestions for improvement with reference to specific sources for locating quality books by/about the chosen population.

Evaluation Criteria for this Assignment: (1) A student-created collection evaluation tool was created and copy was included along with final report (appropriate attribution was given when necessary); (2) The final report included all of the required information from Part F ; (3) The final report included suggestions for how to improve the collection and listed relevant collection development resources. **(The total value of this assignment is 45 points. Using the Assignments tab, students will submit a copy of their diversity audit report on Blackboard by midnight on April 20th.)**

VII. Evaluation and Grading:

Performance assessment will be based on both written and oral contributions. Students are expected to demonstrate knowledge of course content and to practice effective communication skills. In addition, students will participate in many class activities and discussions, some planned, some spontaneous.

Grades will be determined by using the activities and points listed above in the "Academic Course Requirements and Assignments" section. Assignments not given a points value are considered evidences of class participation. Failure to participate in or to complete any of the course activities and assignments will result in an "F" for the assignment and an overall grade reduction by one letter. It is not fair for you to ignore an assignment and get an "A" for the class while someone else completes all of the assignments and gets the same "A."

Consistent attendance and class participation will significantly influence the determination of final grades. **Student projects and assignments will be evaluated as follows:**

- * Class Participation - Current Events Postings, Assigned, In-Class Activities (All Due on the dates outlined in the course schedule) **(30 points total for all class participation activities)**
- * Community Analysis Report (30 points) – **DUE February 16TH**
- * Diversity Organization Report (20 points) – **DUE March 2nd**
- * Professional Book Review (20 points) – **Due March 9th**
- * Culturally Responsive Library Evaluation (55 points) – **DUE March 30th**
- * Choice Assignment (45 points) – **DUE April 20th**

Total 200 possible points

Grades for assignments will be posted on Blackboard. Final grades will be assigned according to the University Grading Scale:

- A (180-200)
- B (160-179)
- C (140-159)
- D (120 -139)
- F (0 -119)

******All assignments will be reviewed for content, organization, and mechanics. Assignments should be typed (double-spaced, 12 point font) and exemplify correct grammar and spelling, and be free of typographical errors. Points will be deducted from assignments that do not meet these minimum criteria. You are working towards a higher degree. Please write accordingly.

It is your responsibility to maintain a copy of all graded and returned materials should there be any future question concerning grades.

Make-up Policy/Due Dates

Assignments are due on the date listed in the class schedule. Students may elect to turn in late work for evaluation, but one letter grade will be deducted from that assignment grade for each calendar day (not each class meeting) beyond the due date that the assignment is late. Unless the student has received an extension, no assignment which is more than one week late will be accepted for grading and a zero will be recorded for that assignment.

Incomplete Grades

Incomplete grades will not be given for this course unless there are critical circumstances affecting a student's ability to meet course requirements. Students, who believe they need an incomplete, should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the critical situation which led the student to request an incomplete grade for the course. In cases where an incomplete grade is assigned, it is the student's responsibility to complete all course requirements within the timeframe established by the instructor.

Professor Communication and Feedback

****** I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester. If you send me an email (jcnaidoo@slis.ua.edu), PLEASE ensure that you include **LS 580** in your subject heading. I receive hundreds of emails per day and if your email is not labeled, I may miss your important message or question.

Assignment	Points Value	Due Date
1. Student Cultural Profile	Part of Class Participation	January 26 th
2. Community Analysis Report	30 points Pass/Fail	February 16 th
3. Class Participation: Required Readings, In-Class Discussions, Current Event Sharing	30 points	On-going as specified in the Course Schedule
4. Diversity Organization Report	20 points Pass/Fail	March 2 nd
5. Professional Book Review	20 points Pass/Fail	March 9 th
6. Culturally Responsive Library Evaluation	55 points	March 30 th
7. Choice Assignment	45 points	April 20 th

In this course, we define cultural groups to include any of the following:

Persons with a Physical, Developmental, Cognitive, or Learning Disability:

Individuals with developmental disabilities (i.e. cerebral palsy, Tourette Syndrome, autism, etc.); learning disabilities (e.g., reading disabilities, attention deficit disorders), traumatic brain injury mental illnesses, including Alzheimer's and other dementias; mobility/dexterity impairments (e. g., para/quadruplegia, arthritis, muscular sclerosis); chronic illness (e.g., HIV/AIDS, cancer, diabetes, asthma, environmental illness); hearing impairment (deafness, hard-of-hearing); visual impairment (blindness, low vision); speech disabilities

Groups with particular cultural origins:

Black/African American

African

Appalachian

Latinx (Mexican, Cuban, Puerto Rican, Ecuadorian, Guatemalan, etc.)

Asian American (Chinese, Japanese, Korean, East Indian, Pakistani, Vietnamese, etc.)

Middle Eastern (Egyptian, Lebanese, Iranian, Saudi Arabian, etc.)

Eastern European (Russian, Ukrainian, Romanian, Bosnian, Slovenian, etc.)

Indigenous People/Native American/First Nation/American Indian

Bi-racial (or multi-racial)

Other cultural groups:

Religious minority groups in the U. S. (Islam, Buddhism, Muslim, etc.)

Evangelical Christians

Jewish individuals

Persons who speak English as a Second Language (ESL)

Lesbian, Gay, Bisexual, Transgender, Gender Diverse, Queer/Questioning,

Asexual, Intersex, etc. Individuals (LGBTQAI+)

Senior-Adults/Elderly populations

Homeschoolers

Habitat:

Prison/jail

Hospital

Mental institution

Nursing home

Homebound

Geographically remote/rural

Migrant

Refugee

Homeless



<https://www.hafuboti.com/lafelibrary/>

VIII. Tentative Class Schedule:

LS 580: Outreach to Diverse Populations

All course readings (discussion book and assigned articles) are due prior to the discussion date listed in the course schedule. Assignments are due on the dates listed in the course syllabus.

January 19th

Read for Today's Class: Blackboard article **Cooke**: "Services to Diverse Populations;" Blackboard reading "**Interrupting Bias**"

Topics Covered: Course Introduction and Overview; Student and Professor Introductions; What is your culture?: Creating Your Cultural Profile; Discussion of Reading; **Review Requirements for the Community Analysis Report project.**

January 26th

Read for Today's Class: Blackboard articles **Nieto**: "Culture and Learning;" **Balderrama**: "This Trend Called Diversity;" **Gulati**: "Diversity in Librarianship: The U.S. Perspective;" and **Bucher** textbook: Chapter 1.

Topics Covered: Discussion of Readings; **Sharing Student Cultural Profiles**; What is Cultural Diversity?; Casual Racism; *In class activity*: Watch YouTube Video Ijeoma Oluo Talking About Race with Your Mom:

https://www.youtube.com/watch?v=WL5Vip_G4Zc ; Read/Discuss Chung article "What Goes Through Your Mind: On Nice Parties and Casual Racism" available: <http://the-toast.net/2016/01/05/what-goes-through-your-mind-casual-racism/>

February 2nd

Read for Today's Class: Blackboard articles **Lipsitz** "Libraries and Memories: Beyond White Privilege;" **McIntosh** "White Privilege: Unpacking the Invisible Knapsack (updated 2010);" **skim Gohr** "Ethnic and Racial Diversity in Libraries: How White Allies . . .;" and read **Bucher** textbook: Chapters 2 and 3.

Topics Covered: Discussion of Readings; Identifying personal stereotypes; Insider/Outsider debates; Why inclusion in libraries?; Creating more inclusive library environments; **Discuss Professional Book Review Assignment** (Students will "claim" a book on the discussion board); View in class Ted Talk "What Does My Scarf Mean to You," available: <https://www.youtube.com/watch?v=18zvlz5CxPE>

February 9th

Read for Today's Class: **Bucher** textbook Chapter 4; and Blackboard articles: **Stephens**: "English Spoken Here;" **Quesada**: "Spanish Spoken Here"; **Multiple Authors**: Responses to English Only; **Smallwood & Becnel** textbook: Part 4: Chapters 19-23.

Topics Covered: Discussion of Readings; Library services to immigrant populations; Pura Belpré; Local/regional library services to immigrants; Politics of serving and developing collections for immigrant populations; **Review Requirements for Diversity Organization Report.**

February 16th

Read for Today's Class: **Smallwood & Becnel** textbook: Part 1: Chapters 1-6.

Topics Covered: Discussion of Readings; **Student Sharing Community Analysis Reports** (4 min. max each, small group); Resources for libraries serving diverse populations

February 23rd

Read for Today's Class: **Bucher** textbook Chapter 5 and Blackboard articles:

Gibson et al "Libraries on the Frontlines: Neutrality and Social Justice;" **American Libraries** "Are Libraries Neutral?"

Do for Today's Class: Locate one recent article (published in the last 3 years) in a professional journal related to serving culturally diverse populations or a specific cultural population in any library, museum, archive, or other information environment. Try to find something related to social justice, serving "undesirable" populations in the library, cultural programming that pushes the bar, etc. Read the article and be ready to share in class.

Topics Covered: Discussion of Readings; Communicating with Diverse Populations; Serving Diverse Populations in Turbulent Political Times; Neutrality & Libraries; **Student Sharing of Selected Article;** **Review Requirements for the Culturally Responsive Library Evaluation Assignment.**

March 2nd

Read for Today's Class: **Smallwood & Becnel** textbook Part 3: Chapters 14-18;

Topics Covered: Discussion of Readings; **Student Sharing of Diversity Organization Reports;** Developing community collaborations/partnerships; **Review Requirements of Choice Assignment.**

March 9th

Read for Today's Class: **Smallwood & Becnel** textbook Part 5: Chapters 24-28;

Professional Book and be prepared to share with the class.

Topics Covered: Discussion of Readings; Tools for developing culturally diverse and culturally sensitive collections; **Student Sharing of Professional Book Review** (small group)

March 16th

Read for Today's Class: **Smallwood & Becnel** textbook Part 2 (select any 4 chapters to read).

Topics Covered: Discussion of Readings; Library Services to Specific Cultural Groups
In-Class Activity: Patrons with Physical and Cognitive Disabilities, Homeless Populations, LGBTQIA+ Community, Incarcerated Adults and Teens, Senior Adults, Latinxs, African Americans, Asian Americans, and American Indians (See information under specific group folders in "Supplemental Reading" folder. Also check out information in "Helpful Websites" tab).

March 23rd

Topics Covered: Library Services to Specific Cultural Groups (Part 2 – Student Presentations)

March 30th

Read for Today's Class: **Smallwood & Becnel** textbook Part 6: Chapters 29-33

Topics Covered: Diversity Programming & Cultural Events and Outreach Initiatives; Politics of Programming; **Culturally Responsive Library Evaluation Assignment due by midnight.**

April 6th

Read for Today's Class: Blackboard Article: **McCook:** Poverty, Democracy, and the Public Library; **Smallwood & Becnel** textbook Part 7: Chapters 34-37; and **Bucher** textbook Chapters 6 & 8.

Topics Covered: Building a diverse library staff and library board; Social Networking & Diversity; Library Reference Services; Developing policies and planning facilities; Creating Welcoming Spaces; Getting it right - evaluating library services and programs for diverse populations

April 13th - No Formal Class

Working Class: Please work on your Choice Assignments

April 20th

Topics Covered: Putting it all together; Course Evaluations; ; **In-class** diversity case studies; **Choice Assignment due by midnight.**

THE END! YOU MADE IT!!



Selected Professional & Historical Books Related to Serving Diverse Populations:

- ❖ Alire, Camila, and Jacqueline Ayala. (2007). *Serving Latino Communities: A How-to-do-it Manual for Librarians*. 2nd ed. New York: Neal-Schuman.
- ❖ Avila, Salvador. (2012). *Serving Latino Teens*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Ayala, John and Salvador Güereña. (Eds.) (2011). *Pathways to Progress: Issues and Advances in Latino Librarianship*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Battles, David. (2008). *History of Public Library Access for African Americans in the South: Or, Leaving Behind the Plow*. Lanham, MD: Scarecrow Press.
- ❖ Baumann, Susana. (2011). *¡Hola, amigos!: A Plan for Latino Outreach*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Bombaro, Christine (Ed.). (2020). *Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming*. Chicago: ALA Editions.
- ❖ Caldera, Mary and Kathryn Neal. (2014). *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*. Chicago: Society of American Archivists
- ❖ Carman, L. Kay and Carol S. Reich. (Eds.). (2004). *Reaching Out to Religious Youth: A Guide to Services, Programs, and Collections*. Westport, CT: Libraries Unlimited
- ❖ Clark, Janet Hyunju, Pun, Raymond, and Monnee Tong. (Eds.). (2017). *Asian American Librarians and Library Services*. Lanham MD: Rowman & Littlefield.
- ❖ Clark, Sheila and Erica MacCreaigh. (2006). *Library Services to the Incarcerated: Applying the Public Library Model in Correctional Facility Libraries*. Westport, CT: Libraries Unlimited.
- ❖ Conrad, Suzanna. (2017). *Prison Librarianship: Policy and Practice*. Jefferson, NC: McFarland.
- ❖ Cooke, Nicole. (2017). *Information Services to Diverse Populations: Developing Culturally Competent Library Professionals*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Cooper, Karen Coody. (2008). *Spirited Encounters: American Indians Protest Museum Policies and Practices*. Lanham, MD: Rowan & Littlefield/Altamira Press.
- ❖ Cuban, Sondra. (2007). *Serving New Immigrant Communities in the Library*. Libraries Unlimited.
- ❖ Deines-Jones, Courtney. (2007). *Improving Library Services to People with Disabilities*. New York: Neal-Schuman.
- ❖ Dewey, Barbara I. and Loretta Parham. (2006). *Achieving Diversity*. New York: Neal-Schuman.
- ❖ Dilger-Hill, Jeannie and Erica MacCreaigh. (2010). *On the Road with Outreach: Mobile Library Services*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Epstein, Su, Carol Smallwood, and Vera Gubnitskaia. (2019). *Social Justice and Activism in Libraries: Essays on Diversity and Change*. Jefferson, NC: McFarland & Company.
- ❖ Edwards, Julie Olsen and Louise Derman-Sparks. (2010). *Anti-Bias Education for Young Children & Ourselves*. National Association for the Education of Young Children.
- ❖ Farmer, Lesley. (2013). *Library Services for Youth with Autism Spectrum Disorders*. Chicago, IL: American Library Association.

- ❖ Feinberg, Sandra, Jordan, Barbara, Deerr, Kathleen, and Michelle Langa. (2013). *Including Families of Children with Special Needs*. Revised ed. (Revised by Carrie Banks). Chicago: ALA/Neal-Schuman.
- ❖ Freeman, Robert S. and David Hovde (Eds). (2003). *Libraries to the People: Histories of Outreach*. Jefferson, NC: McFarland.
- ❖ Graham, Patterson Toby. (2002). *A Right to Read: Segregation and Civil Rights in Alabama's Public Libraries, 1900-1965*. University of Alabama Press.
- ❖ Greenblatt, Ellen. (2010). *Serving LGBTIQ Library and Archives Users: Essays on Outreach, Service, Collections and Access*. Jefferson, NC: McFarland.
- ❖ Gubnitskaia, Vera and Carol Smallwood. (Eds.) (2020). *Homeschooling and Libraries: New Solutions and Opportunities*. Jefferson, NC: McFarland.
- ❖ Güereña, Salvador. Ed. (2000). *Library Services to Latinos: An Anthology*. Jefferson, NC: McFarland & Company.
- ❖ Hernon, Peter and Philip Calvert. (Eds). (2006). *Improving the Quality of Library Services For Students with Disabilities*. Westport, CT: Libraries Unlimited.
- ❖ Heumann Gurian, Elaine. (2006). *Civilizing the Museum: The Collected Writings of Elaine Heumann Gurian*. New York: Routledge.
- ❖ Hickok, John. (2019). *Serving Library Users from Asia: A Comprehensive Handbook of Country-Specific Information and Outreach Resources*. Lanham, MD: Rowman & Littlefield.
- ❖ Huges-Hassell, Sandra, Bracy, Pauletta, and Casey Rawson. (2016). *Libraries, Literacy, and African American Youth: Research and Practice*. Santa Barbara: Libraries Unlimited.
- ❖ Holt, Leslie Edmonds and Glen Holt. (2010). *Public Library Services for the Poor: Doing All We Can*. Chicago: American Library Association.
- ❖ Houde, Lisa. (2018). *Serving LGBTQ Teens: A Practical Guide for Librarians*. Lanham, MD: Rowman & Littlefield.
- ❖ Jacobson, Trudi and Helene Williams. (2000). *Teaching the New Library to Today's Users: Reaching International, Minority, Senior Citizens, Gay/Lesbian, First-Generation, At-Risk, Graduate and Returning Students, and Distance Learners*. New York: Neal-Schuman.
- ❖ Jaeger, Paul, Taylor, Natalie Greene, and Ursula Gorham. (2015). *Libraries, Human Rights, and Social Justice*. Lanham, MD: Rowman & Littlefield.
- ❖ Jenkins, Christine and Michael Cart. (2018). *Representing the Rainbow: Young Adult Literature with Gay, Lesbian, Bisexual, and Transgender Content since 1969*. Lanham, MD: Rowman & Littlefield.
- ❖ Johnson-Jones, Aisha. (2019). *The African American Struggle for Library Equality: The Untold Story of the Julius Rosenwald Fund Library Program*. Lanham, MD: Rowman & Littlefield.
- ❖ Jones, Plummer Alston, Jr. (2004). *Still Struggling for Equality: American Public Library Services with Minorities*. Westport, CT: Libraries Unlimited.
- ❖ Jones, Shannon and Beverly Murphy. (Eds). (2019). *Diversity and Inclusion in Libraries: A Call to Action and Strategies for Success*. Lanham, MD: Rowman & Littlefield.
- ❖ Josey, E. J. and Marva L. DeLoach. (Eds). (2000). *Handbook of Black Librarianship*. 2nd ed. Lanham, MD: Scarecrow Press.
- ❖ Karp, Ivan and Steven Lavine. (Editors). (1991). *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press.

- ❖ Klipper, Barbara. (2014). *Programming for Children and Teens with Autism Spectrum Disorder*. Chicago: ALA.
- ❖ Kreuger, Stephen. (2019). *Supporting Trans People in Libraries*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Larson, Jeanette. (2011). *El día de los niños/El día de los libros: Building a Culture of Literacy in Your Community through Día*. Chicago: ALA.
- ❖ Lee, Deborah and Mahalakshmi Kumaran (Eds.) (2014). *Aboriginal and Visible Minority Librarians: Oral Histories from Canada*. Lanham, MD: Rowman & Littlefield.
- ❖ Lee, Enid, Menkart, Deborah, and Margo Okazawa-Rey.(Editors). (2008). *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*. Washington, DC: Teaching for Change.
- ❖ Manglik, Gauri and Sadaf Siddique. (2018). *Muslims in Story: Expanding Multicultural Understanding through Children's and Young Adult Literature*. Chicago, IL: ALA Editions.
- ❖ Mardis, Marcia and Dianne Oberg. (Eds.). (2020). *Social Justice and Cultural Competency: Essential Readings for School Librarians*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Marrall, Rebecca. (2020). *Developing a Library Accessibility Plan: A Practical Guide for Librarians*. Lanham, MD: Rowman & Littlefield.
- ❖ Martin, Hillias J. and James Murdock.(2007). *Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens: A How-to-do-it Manual for Librarians*. New York: Neal-Schuman.
- ❖ Matamoros, Alex. (2018). *Information Literacy for Today's Diverse Students: Differentiated Instructional Techniques for Academic Librarians*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Mates, Barbara and William Reed IV. (2011). *Assistive Technologies in the Library*. Chicago, IL: American Library Association.
- ❖ McMullin, Rachel and Kerry Walton. (2019). *Supporting Students on the Autism Spectrum: A Practical Guide for Academic Librarians*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Mehra, Bharat (Ed.). (2019). *LGBTQ+ Librarianship in the 21st Century: Emerging Directions of Advocacy and Community Engagement in Diverse Information Environments*. Bingley, United Kingdom: Emerald Group Publishing.
- ❖ Mestre, Lori. (2009). *Librarians Serving Diverse Populations: Challenges & Opportunities*. Chicago, IL: American Library Association.
- ❖ Moller, Sharon Chickering. (2001). *Library Service to Spanish Speaking Patrons: A Practical Guide*. Englewood, CO: Libraries Unlimited.
- ❖ Montiel Overall, Patricia, Annabelle Villaescusa Nuñez, and Verónica Reyes-Escudero. (2015). *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. Rowman & Littlefield Publishers.
- ❖ Naidoo, Jamie. C. (2014). *Diversity Programming for Digital Youth: Promoting Cultural Competence in the Children's Library*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Naidoo, Jamie C. (2012). *Rainbow Family Collections: Selecting and Using Children's Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content*. Santa Barbara, CA: Libraries Unlimited.

- ❖ Norfolk, Sherry and Lyn Ford. (Eds.). (2018). *Storytelling Strategies for Reaching and Teaching Children with Special Needs*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Neuman, Susan B. and Donna C. Celano. (2012). *Giving Our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital*. New York: Teachers College Press.
- ❖ Office for Literacy and Outreach Services and Robin Osborne. (2004). *From Outreach to Equity: Innovative Models of Library Policy and Practice*. Chicago: American Library Association.
- ❖ Pateman, John and John Vincent. (2010). *Public Libraries and Social Justice*. Burlington, VT: Ashgate Publishing.
- ❖ Powers, Meredith and Laura Costello. (2019). *Reaching Diverse Audiences with Virtual Reference and Instruction: A Practical Guide for Librarians*. Lanham, MD: Rowman & Littlefield.
- ❖ Robbins, Louise S. (2000). *The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library*. University of Oklahoma Press.
- ❖ Roberts, Ann and Richard Smith. (2010). *Crash Course in Library Services to People with Disabilities*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Roberts Ann and Stephanie G. Bauman. (2012). *Crash Course in Library Services for Seniors*. Chicago: American Library Association.
- ❖ Rogers-Whitehead, Carrie. (2020). *Serving Teens and Adults on the Autism Spectrum: A Guide for Libraries*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Rothstein, Pauline and Diantha Schull. (2010). *Boomers and Beyond: Reconsidering the Role of Libraries*. Chicago: American Library Association.
- ❖ Selby, Mike. (2019). *Freedom Libraries: The Untold Story of Libraries for African Americans in the South*. Lanham, MD: Rowman & Littlefield.
- ❖ Schull, Diantha Dow. (2013). *50+ Library Services: Innovation in Action*. Chicago: American Library Association.
- ❖ Skinner, Julie and Melissa Gross. (Eds.). (2021). *Underserved Patrons in University Libraries: Assisting Students Facing Trauma, Abuse, and Discrimination*. Santa Barbara, CA: Libraries Unlimited
- ❖ Smallwood, Carol. (2010). *Librarians as Community Partners: An Outreach Handbook*. Chicago: American Library Association.
- ❖ Styslinger, Mary, Karen Gavigan, and Kendra Albright. (Eds.). (2017). *Literacy Behind Bars: Successful Reading and Writing Strategies for Use with Incarcerated Youth and Adults*. Lanham, MD: Rowman & Littlefield.
- ❖ Sweeney, Megan. (2010). *Reading Is My Window: Books and the Art of Reading in Women's Prisons*. Chapel Hill: University of North Carolina Press.
- ❖ Vogel, Brenda. (2009). *The Prison Library Primer: A Program for the Twenty-First Century*. Lanham, MD: Scarecrow Press.
- ❖ Winkelstein, Julie Ann. (2021). *Libraries and Homelessness: An Action Guide*. Santa Barbara, CA: Libraries Unlimited.

Selected Popular Reading about Literacy and/or Serving Diverse Populations:

- ❖ Cullen, Maura. (2008). *35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap*. Garden City, NY: Morgan James Publishing.
- ❖ Oluo, Ijeoma. (2018). *So You Want to Talk About Race*. New York: Seal Press/Hachette.
- ❖ Kendi, Ibram X. (2019). *How to Be an Antiracist*. New York: Random House.

- ❖ Samry, Alan.(2018). *Stump the Librarian: A Writer's Book of Legs*. Intellect Publishing.
- ❖ Steinberg, Avi. (2010). *Running the Books: The Adventures of an Accidental Prison Librarian*. New York: Random House
- ❖ Wood, John. (2006). *Leaving Microsoft to Change the World: An Entrepreneur's Odyssey to Educate the World's Children*. New York: HarperCollins.