

The Catholic University of America, School of Library and Information Science

LSC 875 **Comparative and International Librarianship**, spring, 2009 (Dr. Susan Freiband, sifreiband@hotmail.com) Sat, 1:30-4:00 p.m. Office hours: M & W evenings, 571-970-0850

COURSE SYLLABUS

COURSE GOALS

1. To identify and explain the knowledge, skills and attitudes important in the field of comparative and international librarianship.
2. To describe the state of libraries and librarianship, and the roles, responsibilities and accomplishments of librarians in different parts of the world..
3. To identify and describe cultural, informational, educational, and recreational needs and interests of the diversity of library users and communities in different parts of the world..
4. To foster an open, dynamic learning environment that emphasizes participation and sharing, utilizing the rich resources available for the study of international librarianship in the Washington, D.C. area, including the international library community.

COURSE REQUIREMENTS

1. Regular, punctual attendance in class.
2. Active participation in class discussions and activities.
3. Completion and turning in of written assignments on time.
4. Sharing and exchanging ideas and experiences, cooperating and collaborating with fellow students.
5. Asking questions when something is unclear or needs further explanation.
6. Offering suggestions about improving the course.
7. Reflecting upon and evaluating the learning experience in the course.

TEACHING METHODOLOGY

Focus on class reports and discussions, sharing of information and ideas. Visits to local international agencies and libraries, talks with practitioners in the field. Observation and use of fieldwork experiences. Each student works with libraries in a specific selected geographic region of the world. Preparation of (1) a brief country profile; (2) a profile of education for librarianship, professional associations, and national planning and policies; (3) a profile of important special and academic libraries; (4) a profile of important school and public libraries, and (5) a proposal for a setting up a Sister Library Program with a library in the Washington, D.C. area and a library in the region under study. No exams.

STUDENT EVALUATION IN THE COURSE

Criteria used for evaluating the written assignments include:

1. Comprehension of the topic or area under study, reflected in the content of the work (complete and correct).
2. Inclusion of information relevant to the assignment, following instructions.
3. Communication of ideas clearly, logically, in a well organized, rational and interesting manner.
4. Use of critical or analytical thinking, reflection, creativity.
5. Careful editing, few grammatical errors, clear and easy to read and understand.

Each of the written assignments will be given equal weight in consideration of the final grade, along with an assessment of the quality of oral presentations and participation in class, based on the following criteria: clear, logical, interesting presentation; evidence of critical thinking and reflection; information relevant to the assignment, in accordance with instructions.

COURSE ASSIGNMENTS

1. Brief country profile (due Jan 31)
2. Profile of education for librarianship, professional associations and national planning and policies (due Feb. 21th)
3. Profile of important academic and special libraries in a selected country (due March 14th).
4. Profile of important public and school libraries in the selected country (due April 4th)
5. Proposal for establishment of a Sister Library Program (due May 2nd)

GENERAL GUIDELINES FOR WRITTEN ASSIGNMENTS

1. Include a cover page with name, course, date and title of assignment.
2. Use standard size paper, at least 12 point type, pages numbered.
3. Leave at least one inch margins on all sides for comments.
4. Use any style manual for bibliographic references, but be consistent and complete.
5. Proof read your work before turning it in to correct spelling, grammatical or typing errors.

6. Keep a second copy of all assignments, which should be turned in on the assigned date in print form, rather than by email (except under special circumstances).
7. If you have questions about the assignment, or are unclear about any aspect of it, be sure to contact Dr. Freiband for further explanation and discussion.

COURSE OUTLINE

I. Introduction and orientation

- A. Description and structure of the course, scope and limitations.
- B. Course goals and requirements.
- C. Teaching methodology and assignments.
- D. Student evaluation in the course.

II. Comparative and international librarianship as a field of study.

- A. History and development of the field; leaders in the field.
- B. Theories and principles in the field.
- C. Techniques and methods used for study and research in the field.
- D. Literature of the field, important journals and monographs.

III. Possible geographical areas to be focused on:

- A. Mexico, Central and South America, the Spanish speaking Caribbean.
- B. Western Europe, including Great Britain and Scandinavia.
- C. Eastern Europe, including Russia and the Slavic countries
- D. The Far East, China, Japan, Taiwan.
- E. The Middle East, Egypt, Israel and the Arab countries
- F. Australia and New Zealand
- G. Africa
- H. India, Thailand, Singapore, Indonesia

IV. Education for librarianship.

- A. Overview: library and information science schools.
- B. Levels of preparation for the field.
- C. Curricula, scope and emphasis.
- D. Issues, challenges and concerns,

V. Professional associations.

- A. Basic description and overview of professional associations.
- B. Specific activities of the associations, role in continuing education.
- C. Cooperation and collaboration among professional associations.
- D. Issues, challenges and concerns.

VI. National planning and policies

- A. Basic profile of the National Library, its organization and structure.
- B. Role of the National Library in library development.
- C. National library policies and library legislation.
- D. Issues, challenges and concerns.

VII. Non governmental organizations (NGO's)

- A. Basic description and overview of important non governmental organizations that impact libraries and librarianship.
- B. Activities and services of these agencies.
- C. Collaboration and cooperation among NGO's; networks and alliances.

VIII. State of special libraries

- A. Basic description and profile of some important special libraries.
- B. Functions, activities, services offered by special libraries.
- C. Special library users, needs and interests.
- D. Trends, problems and challenges facing special libraries.

IX. State of academic libraries

- A. Basic description and profile of some important academic libraries.
- B.** Functions, activities, services offered by academic libraries.
- C. Academic library users, needs and interests.
- D.** Trends, problems and challenges facing academic libraries.

X. State of school libraries.

- A. Basic description and profile of some important school libraries.
- B. Functions, activities, services offered by school libraries.
- C. School library users, needs and interests.
- D. Trends, problems and challenges facing school libraries.

XI. State of public libraries.

- A. Basic description and profile of public libraries.
- B. Functions, activities, achievements of public libraries.
- C. Problems and challenges facing public libraries.
- D. Trends and changes impacting public libraries.

XII. Conclusions, comparison and contrast, reflection.

- A. Similarities and differences among the state of libraries and librarianship in the different countries selected, comparison and contrast.
- B. Factors which may have impacted this situation.
- C. What was learned in the course, its value and importance.
- D. Final reflection, ideas for future study and research.

TENTATIVE COURSE PLAN AND CALENDAR (subject to changes)

Class 1 (Jan. 17).....	I. A-D
Class (Jan 24).....	II. A-D
Class 3 (Jan 31).....	II. D; Presentations, Country Profile
Class 4 (Feb 7).....	Speaker/Visit
Class 5 (Feb. 14).....	Speaker/Visit
Class 6 (Feb 21).....	Presentations, First profile (IV, V, VI)
Class 7 (Feb. 28).....	VII. A-D
Class 8 (March 14).....	Presentations, Second profile (VIII, IX)
Class 9 (March 21).....	Visit/Speaker
Class 10 (March 28).....	Visit/Speaker
Class 11 (April 4).....	Presentations, Third profile (X, XI)
Class 12 (April 18).....	Visit/Speaker
Class 13 (April 25).....	Visit/Speaker
Class 14 (May 2).....	Presentations, Sister Library Program Proposals
Class 15 (May 9).....	XII. A-D

GUIDELINES FOR PREPARATION OF BRIEF COUNTRY PROFILE

The purpose of the brief country profile is to provide a general context or background for the study and exploration of libraries and librarianship in the country.

The profile should include the following:

1. Founding and historical development of the country (one paragraph)
2. Geographic location, basic demographic information (one paragraph)
3. Brief socioeconomic description (one paragraph)
4. Current political situation (one paragraph)
5. Education, including literacy (elementary, secondary, higher education, adult education, one paragraph)
6. Cultural life (folklore, literature, visual and performing arts); important cultural institutions (one page)
7. Mass media and communications (radio, television, internet access, one paragraph)
8. Special/ unique features or characteristics (one paragraph)

The profile should not be more than 5 pages (excluding title page and bibliography).

GUIDELINES FOR THE PREPARATION OF THE PROFILE OF EDUCATION FOR LIBRARIANSHIP, PROFESSIONAL ASSOCIATIONS AND NATIONAL PLANNING AND POLICIES

The purpose of this profile is to describe the state of education for librarianship, professional associations, and national library planning and policies in the country.

The profile should include the following:

INTRODUCTION : purpose of the profile, its scope and organization, intended audience (one paragraph) .

PART I. (up to three pages)

1. Overview of education for librarianship in the country, number and type of library schools.
2. Levels of preparation for the field: technician, first professional degree, advanced professional degree, continuing education in librarianship.
3. Focus in the curriculum, scope and types of courses offered.
4. Description of some important library education programs.
5. Issues and challenges facing library education.

PART II. (up to three pages)

1. The number and types of professional library associations; collaboration among professional associations.
2. The focus, programs or services, and projects of these associations.
3. The services and accomplishments of these associations.
4. The issues and challenges facing these associations.

PART III.(up to three pages)

1. The national library, basic description of resources and services.
2. Library development on the national level: role and importance of the national library.
3. National library planning; important library legislation.
4. Issues, challenges and concerns in this area.

CONCLUSIONS (one paragraph)

1. In relation to library education in the country.
2. In relation to professional associations in the country.
3. In relation to the national library, national planning and policies.

BIBLIOGRAPHY (one page)

The profile should not be more than 10 pages (excluding title page and bibliography).

GUIDELINES FOR THE PREPARATION OF THE PROFILES OF ACADEMIC AND SPECIAL LIBRARIES and PUBLIC AND SCHOOL LIBRARIES

The purpose of these two profiles is to describe the state of academic and special libraries (and public and school libraries) in the country,

Each profile should include the following:

INTRODUCTION: purpose, scope and organization, intended audience (one paragraph)

Part I. (up to 6 pages)

1. Basic description of some important academic (public) libraries.(up to 2 pages)
2. Functions, activities, services offered by academic (public) libraries.(one page)
3. Academic (public) library users, their needs and interests.(one page)
4. Trends, problems, challenges facing academic (public) libraries.(up to 2 pages)

Part II. (up to 6 pages)

1. Basic description of some important special (school) libraries (up to 2 pages)
2. Functions, activities, services offered by special (school libraries) (one page)
3. Special (school) library users, their needs and interests.
4. Trends, problems, challenges facing special (school) libraries (up to 2 pages)

CONCLUSIONS (up to 2 pages)

BIBLIOGRAPHY (one page)

The profiles should not be more than 15 pages each.

GUIDELINES FOR THE PREPARATION OF THE SISTER LIBRARY PROGRAM PROPOSAL

The purpose of the Sister Library Program Proposal is to identify and describe a Sister Library Program that could be implemented between an academic, special, public or school library in the Washington, D.C. area and one in your selected country of focus.

The proposal should include the following sections:

1. **INTRODUCTION:** brief identification and description of the proposed Sister Library Program, its value and importance (need or justification) for the two libraries involved. (narrative, not more than two pages)
2. **GOALS and OBJECTIVES** of the Program (list, one half page)
3. **STEPS NEEDED TO IMPLEMENT THE PROGRAM** (list, one page)
4. **RESOURCES NEEDED TO IMPLEMENT THE PROGRAM** (list, one page)
5. **SUGGESTED ACTIVITIES** that the Program would involve (list, not more than two pages)
6. **EVALUATION** of the success of the Program (narrative, one half page)
7. **TIME FRAME** for setting up the Program (list, one half page)
8. **USEFUL RESOURCES** for consultation (bibliography, one half page)

The proposal should not be more than 8 pages.

SELECTED BIBLIOGRAPHY (book titles)

1. Bonta, B.C. & Neal, J.G, eds. THE ROLE OF THE AMERICAN ACADEMIC LIBRARY IN INTERNATIONAL LIBRARY PROGRAMS. Greenwich, CT, JAI Press, 1992.
2. Boorstin, D.J. THE INVISIBLE WORLD, LIBRARIES AND THE MYTH OF CULTURAL EXCHANGE. Washington, D.C., Library of Congress, 1985.
3. Carroll, F.L. & Harvey, J. INTERNATIONAL LIBRARY COOPERATION AND COLLABORATION. Lanham, MD, Scarecrow Press, 2001.
4. Danton, J.P. THE DIMENSIONS OF COMPARATIVE LIBRARIANSHIP. Chicago, ALA, 1973.
5. Dilevko, J. & Gottlieb, L. THE EVOLUTION OF LIBRARY AND MUSEUM PARTNERSHIPS. Westport, CT, Libraries Unlimited, 2004.
6. Foskett, D.J., ed. READER IN COMPARATIVE LIBRARIANSHIP. Englewood, CO, Information Handling Services, 1976.
7. Gorman, G., ed. EDUCATION AND TRAINING OF INFORMATION PROFESSIONALS, COMPARATIVE AND INTERNATIONAL PERSPECTIVES. Metuchen, N.J., Scarecrow Press, 1990.
8. Harrison, K.C. INTERNATIONAL LIBRARIANSHIP. Metuchen, N.J., Scarecrow Press, 1989.
9. INTERNATIONALIZING OF LIBRARY AND INFORMATION SCIENCE EDUCATION, A HANDBOOK OF POLICIES AND PROCEDURES... N.Y., Greenwood Press, 1987.
10. Kesselman, M.A. & Weintraub, I. GLOBAL LIBRARIANSHIP. N.Y., Dekker, 2004
11. Kryss, R. & Litton, G. WORLD LIBRARIANSHIP, A COMPARATIVE STUDY. N.Y., Marcel Dekker, 1983.
12. Plumbe, W.J. TROPICAL LIBRARIANSHIP. Metuchen, N.J., Scarecrow, 1987

13. Price, J. & Price, M.S. INTERNATIONAL LIBRARIANSHIP, TODAY AND TOMORROW, A Festschrift for William J. Welch. N.Y., Saur, 1985
14. Simsova, S. PRIMER OF COMPARATIVE LIBRARIANSHIP. London, Bingley, 1982.
15. Simsova, S. & MacKee, M., eds. HANDBOOK OF COMPARATIVE LIBRARIANSHIP. Hamden, CT, Linnet Books, 1975.
16. Stuart, R.D. INTERNATIONAL LIBRARIANSHIP, A BASIC GUIDE TO GLOBAL KNOWLEDGE ACCESS. Lanham, MD, Scarecrow, 2007..