LIS 5XXX – LGBTQIA+ Issues in Public Libraries (3 credit hours)
Summer 2020
[Course Meeting Day]
[Course Meeting Time]
MODE OF INSTRUCTION:
Online

"Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions (e.g., discussion forums) among students and with instructor may also be required to complete the course."

Instructor: Dawn Betts-Green, PhD, MLIS
Office:
Office Hours:
Email:

COURSE PREREQUISITES
None.

COURSE MATERIALS
Required Textbook
None—Readings will be linked to and/or provided on the Canvas site. Students will also be required to read a children's/YA and an adult LGBTQIA+ resource of their choosing.

COURSE DESCRIPTION
The populations served by public libraries are varied and diverse, and they require resources that will address these diverse needs. Budgetary and political concerns, among other things, often restrict the ability of libraries to fulfill the needs of "invisible populations," or groups whose minority status is not readily or visually apparent, such as the lesbian, gay, bisexual, transgender, queer, intersex, asexual plus (LGBTQIA+) community. Even the most diligent librarians can fail to identify the needs of these populations due to lack of statistical or other information on which to base collection development or programming decisions. When this is coupled with conservative or hostile community attitudes, either real or perceived, about certain identities, large gaps may exist in collections and services, leading to the information needs of these patrons not being properly met.

This course is designed to bring particular issues the LGBTQIA+ community may have in relation to public libraries to the forefront and provide students with the tools to address these issues in the field.

COURSE OBJECTIVES

During the course, students will examine issues particular to the LGBTQIA+ community as related to public libraries. In achieving this larger goal, students will demonstrate the ability to:
- Define key terms related to the LGBTQIA+ community
- Define barriers to library and information services for the LGBTQIA+ community and identify the issues facing patrons of varying identities within the community
- Discover information and resources specific to the LGBTQIA+ community
- Build strategies to provide useful and effective outreach programs for LGBTQIA+ patrons
- Evaluate library collections for LGBTQIA+ patrons
- Create plans to support and improve LGBTQIA+ library collections

COURSE ASSIGNMENTS AND EVALUATION

Annotated Bibliography (200 points)

Students will create an annotated bibliography covering either important resources for librarians relevant to the LGBTQIA+ community or a specific topic and/or identity within the LGBTQIA+ community (i.e., lesbian, transgender teens, bisexual nonfiction, etc.).

Library Collection Evaluation (200 points)

Students will choose a public library and evaluate the LGBTQIA+ collection using a keyword-based or list-based search strategy. Types of materials, shelving and classification, and appropriateness of inclusion will be covered.

Presentation (100 points)

In week 11, students will present a 4-to-5-minute overview of their catalog analyses with recommendations for improvement and support in the context of their particular chosen community and library.

Community Evaluation and Resource Guide (250 points)

Using the community in which the public library used for the collection development assignments is located, students will identify local resources for the LGBTQIA+ community as well as national resources and create a resource guide for these patrons.

Discussion Board Posts (150 points)

Every other week, there will be a discussion board prompt. Students need to respond in 200-250 words to this prompt within the week. Each prompt is worth 30 points, and students are required to complete 5 of the 6 prompts.

Attendance (100 points)

Each class is worth 10 points, with a required 10 classes attended.

Assignments	Point Value
Annotated Bibliography	200
Library Collection Evaluation	200
Community Evaluation and Resource Guide	250
Presentation	100
Discussion Board Posts	150
Attendance	100
TOTAL	**1000**

GRADING SCALE

Grade	Point Range
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	Course Introduction; Basic Concepts in Diversity/Inclusion and the LGBTQIA+ Community
2	Cataloging and Classification of LGBTQIA+ Materials
3	Challenges, Censorship, and the Myth of Library Neutrality
4	LGBTQIA+ Collection Development for Children and Young Adults
5	LGBTQIA+ Collection Development for Adults
6	Public Libraries as Local LGBTQIA+ History and Community Partners (Guest Speakers from the Invisible History Project & Birmingham Public Library)
7	Intersectionality and Representation
8	Public Library Roles in Social Justice, Education, and Advocacy
9	Resources for Libraries and Gaps in the Information
10	Programming and Outreach for the LGBTQIA+ Community
11	Presentations
12	Course Wrap-Up; Putting the Belief into Practice

SCHOOL POLICIES

Copyright Statement
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/graduate/information/university_notices/

iSchool Hardware and Software Requirements
A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location: http://ischool.cci.fsu.edu/academics/online/requirements/

Student Eligibility for an Incomplete Grade
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory.

UNIVERSITY POLICIES

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy)

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.