Proposal for a New Graduate Course

Submitted to: Jens-Erik Mai, Chair, Programs Committee, Faculty of Information Studies
Submitted by: Juris Dilevko
Submitted on: April 15, 2007; revised November 17, 2007; revised November 4, 2008.

<table>
<thead>
<tr>
<th>Course Designator Code and Number</th>
<th>FIS 2126H</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>History of Libraries &amp; Librarianship</td>
</tr>
<tr>
<td>Course Weight</td>
<td>H</td>
</tr>
<tr>
<td>Abbreviated Course Title (not more than 30 characters)</td>
<td>History of Libraries</td>
</tr>
<tr>
<td>Course Type</td>
<td>Elective</td>
</tr>
<tr>
<td>Instructor</td>
<td>Juris Dilevko</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Number of Contact Hours per Week</td>
<td>2</td>
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<tr>
<td>Format</td>
<td>Seminar</td>
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<tr>
<td>Grading</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>Academic Relevance</td>
<td>Materials not offered in other courses</td>
</tr>
<tr>
<td>Enrolment Projection</td>
<td>12-15</td>
</tr>
<tr>
<td>Resources Required for Delivery of Course</td>
<td>All elements of the course will be met with existing resources</td>
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</tbody>
</table>

1. Course Description (subject to change as issues evolve)

This course begins with an exploration of the origins and evolution of libraries in the Ancient Near East, Greece, Rome, and Medieval and early modern Europe. Some attention will be paid to non-western library traditions, but the bulk of the course will focus on the growth of libraries in North America starting from the Colonial Era. Topics include: social libraries; circulating libraries; the rise of the public library movement; the founding of the American Library Association in 1876; the role of Melvil Dewey in standardizing public libraries; the influence of Andrew Carnegie; late 19th and early 20th century debates about differing conceptions of education for librarianship; the founding of the Graduate Library School at the University of Chicago in the late 1920s and the subsequent rise of library science as a discipline; post World War II discussions centered on The Public Library Inquiry; social activist librarianship in the late 1960s and early 1970s; and the enshrinement of the consumerist and post-industrial library in the late 20th and early 21st century. The history of Canadian libraries will be addressed within these broad thematic parameters. In course assignments, students will be encouraged to focus on Canadian library issues and developments.

2. Rationale for Proposed Course

Currently, there is no course in the history of libraries and librarianship at the Faculty of Information Studies. Students who aspire to be librarians may benefit from knowing about some of the complex issues that have marked the history of libraries and librarianship throughout the ages. In a recent article entitled “Using Historical Research to Foster Professional Identity in LIS Students” in Libraries & The Cultural Record, Jean L. Preer (2006) wrote that “an understanding of our past is an integral part of our professional culture” because “[t]he history of our institutions and of our predecessors is our intellectual endowment, a strategic asset, essential to our shared professional identity and continued strength” without which “our students may not see what is unique and important about the work of libraries and librarians.” In sum, “history can serve as an essential component of professional education and a continuing source of lessons and examples to guide future practitioners” (p. 487).
3. Relationship to Other Courses Currently Offered

The Faculty of Information Studies has a suite of existing courses that deal with historical aspects of information and cultural institutions. These courses are: FIS 2174H History of Records and Records Keeping; FIS 2161H History of Books and Printing; and MSL 2200H The History of Museums in Canada. The proposed course will thus complement the above-listed courses, filling a gap with regard to the history of libraries. The proposed course will also discuss in greater detail some of the issues raised in FIS 1210H Information and its Social Contexts.

4. Method of Course Delivery

Course delivery will be through a combination of lectures, seminar discussions, and student presentations. The first half of each class will typically consist of a seminar discussion centered on the week’s assigned readings and led by the instructor. The second half of each class will consist of presentations and/or discussions led by teams of students. One or two guest speakers may participate in the delivery of selected material. Topics, readings, and assignments will be modified and/or updated to reflect evolving trends and issues.

5. Proposed Course Outline (subject to change from iteration to iteration)

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Optional Readings</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Debates within Library History</td>
<td>Asterisked item listed under Class 1</td>
<td>One or more of the remaining items listed under Class 1</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>2</td>
<td>Early Libraries: The Near East and Greece</td>
<td>Battles, Ch. 1-3; asterisked item listed under Class 2</td>
<td>One or more of the remaining items listed under Class 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Early Libraries: Rome, the Medieval Period, and the Renaissance Era</td>
<td>Battles, Ch. 4-5; asterisked item listed under Class 3</td>
<td>One or more of the remaining items listed under Class 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Early Libraries: Selected Non-Western Traditions (e.g., Soviet Union, China, the Arab World)</td>
<td>Battles, Ch. 6; asterisked item listed under Class 4</td>
<td>One or more of the remaining items listed under Class 4</td>
<td>Assignment 2: Discussion leadership during classes 5-10</td>
</tr>
<tr>
<td>5</td>
<td>The Origins of the American Library Movement and the Founding of the American Library Association</td>
<td>Selected chapter(s) from Litwin; asterisked items listed under Class 5</td>
<td>One or more of the remaining items listed under Class 5</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>6</td>
<td>The Era of Melvil Dewey and the Beginning of Library Education</td>
<td>Selected chapter(s) from Litwin; asterisked items listed under Class 6</td>
<td>One or more of the remaining items listed under Class 6</td>
<td>Assignment 2: Discussion leadership during classes 5-10</td>
</tr>
<tr>
<td>7</td>
<td>Andrew Carnegie and Other Issues in American Librarianship at the turn of the 20th century</td>
<td>Selected chapter(s) from Litwin; asterisked items listed under Class 7</td>
<td>One or more of the remaining items listed under Class 7</td>
<td>Assignment 2: Discussion leadership during classes 5-10</td>
</tr>
<tr>
<td>8</td>
<td>The Professionalization and Science of Librarianship: The Era of the Graduate Library School (1928) of the University of Chicago</td>
<td>Asterisked item listed under Class 8</td>
<td>One or more of the remaining items listed under Class 8</td>
<td>Assignment 2: Discussion leadership during classes 5-10</td>
</tr>
<tr>
<td>9</td>
<td>The Post World War II Era and Social Activist Librarianship</td>
<td>Asterisked item listed under Class 9</td>
<td>One or more of the remaining items listed under Class 9</td>
<td>Assignment 2: Discussion leadership during classes 5-10</td>
</tr>
<tr>
<td>10</td>
<td>Consumerist and Business-Model Librarianship and Library Education in the late 20th Century</td>
<td>Asterisked items listed under Class 10</td>
<td>One or more of the remaining items listed under Class 10</td>
<td>Assignment 3 Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Mandatory meetings with students about In-Class Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>In-Class Presentations of Final Essay Topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>In-Class Presentations of Final Essay Topic</td>
<td></td>
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<td></td>
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</tbody>
</table>
6. Required Textbook (subject to change from iteration to iteration)


7. Other Assigned and Supplementary Readings (subject to change from iteration to iteration)

Introductory Note:

For the most recent information on current topics and trends about the history of libraries in North America and elsewhere in the world, please consult the bibliographies prepared by the Library History Round Table (LHRT) of the American Library Association (ALA). These bibliographies, which cover 1990 to 2007, are available at [http://www.ala.org/ala/lhrt/libhistorybib/Default3463.htm](http://www.ala.org/ala/lhrt/libhistorybib/Default3463.htm). For items pertaining to the history of libraries in Canada, consult [http://www.uoguelph.ca/~lbruce/](http://www.uoguelph.ca/~lbruce/). Please also explore the numerous links present in these two web sites for additional valuable information. Also useful are the detailed bibliographic essays about various aspects of library history written by Edward A. Goedeken; one example is “The Literature of American Library History, 2001-2002,” contained in *Libraries & Culture, 39*(2): 175-211. An important journal for the study of North American library history is *Libraries & The Cultural Record* (formerly *Libraries & Culture*, which was formerly known as the *Journal of Library History*, which was originally known as the *Journal of Library History, Philosophy, and Comparative Librarianship*). Recent volumes of this journal are available at [http://sentra.ischool.utexas.edu/~lcr/index.php](http://sentra.ischool.utexas.edu/~lcr/index.php) and through Project Muse in the University of Toronto e-journal collection. For the history of libraries in Europe and especially the United Kingdom, see the journal *Library History* at [http://www.ingentaconnect.com/content/maney/lbh](http://www.ingentaconnect.com/content/maney/lbh).

**Class 1:**


**Class 2:**


**Class 3:**


**Class 4:**


**Class 5:**


**Class 6:**


**Class 7:**


**Class 8:**


**Class 9:**


**Class 10:**


*Buschman, John. (2003). *Dismantling the Public Sphere: Situating and Sustaining Librarianship in the Age of the New Public Philosophy*. Westport, CT: Libraries Unlimited. (Ch. 4-5)


8. Assignments (subject to change from iteration to iteration)

Assignment 1: Little-Known Figures in North American Library History (20%) (conducted individually; written work of about 5 single-spaced pages)

This assignment asks you to discuss the contributions of five little-known or neglected North American librarians to the profession of librarianship. To find the names of such individuals, explore the following sources: Dictionary of American Library Biography (1978); Supplement to the Dictionary of American Library Biography (1990); Dictionary of American Library Biography. Second Supplement (2003); back issues of The Library Quarterly; back issues of Libraries & The Cultural Record (formerly Libraries & Culture, which was formerly known as the Journal of Library History, which was originally known as the Journal of Library History, Philosophy, and Comparative Librarianship); and Library Trends. After finding five articles that discuss five such individuals, summarize their major accomplishments and assess the importance of those accomplishments for contemporary librarians and libraries. Students are encouraged to include one or more little-known Canadian librarians as part of this assignment.

Assignment 2: Seminar Leadership: (35%) (conducted in groups of two; written summary of about 3 single-spaced pages; seminar leadership)

Working in groups of two, you will lead a discussion about the topic scheduled for the week in question (weeks 5-10). You are responsible for the listed optional readings for that week, as well as for 7-8 other readings that cover your topic and that you will find on your own (i.e., articles, chapters in books, essays in edited volumes, etc.). You will provide the class with a written summary of the main issues involved in your topic (3 single-spaced pages). You will supplement this handout by pertinent oral comments at the beginning of the class. You and your partner will then lead the class in a coherent discussion about your topic in library history. Your grade will be based on the quality of your handout, your ability to engage other class members in relevant discussion, and your ability to provide context and original insight about your topic. You should prepare sufficient material for a period of about 75 minutes. Students are encouraged to include Canadian perspectives and examples when discussing their assigned issue.

Assignment 3: (45%) A Year in the Life of Librarianship 1880-1940 (conducted individually; written work; 10 single-spaced pages; short oral presentation)

Using primary sources, this assignment asks you to conduct an in-depth exploration of one year in the life of North American librarianship in the late 19th or early 20th century through the articles, editorials, advertisements, accounts of annual conferences of the American Library Association, or other printed matter that appeared in the pages of Library Journal (LJ). (LJ began publication in 1876 and is available either in microfilm or in print in the Inforum or Robarts Library.) Choose a year of interest between 1880 and 1940 (e.g., 1898, 1913, 1934, etc.). Focusing on your choice of textual material in that year’s Library Journal, develop an historical overview and critical assessment of an important issue in librarianship for that year. Be sure to provide sufficient intellectual, social, and cultural context to situate your chosen year in librarianship. Alternatively, you may want to consider a longer period of time (e.g., 5 years) and examine developments over that period in Canadian librarianship as reported in the pages of LJ. You may want to consult the following article as a model: Preer, Jean L. (2004). “This Year—Richmond!”: The 1936 Meeting of the American Library Association. Libraries & Culture, 39(2): 137-160. Your goal is to produce an essay that is of publishable quality.

9. Assignment and Grading Summary

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Length</th>
<th>Due</th>
<th>Weight</th>
<th>Nature of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>5 pages (single-spaced)</td>
<td>Week 4</td>
<td>20%</td>
<td>Written; Individual</td>
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<tr>
<td>Assignment 2</td>
<td>3 pages (single-spaced)</td>
<td>Weeks 5-10</td>
<td>35%</td>
<td>Oral and Written; Group</td>
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<tr>
<td>Assignment 3</td>
<td>10 pages (single-spaced)</td>
<td>Weeks 12-13</td>
<td>45%</td>
<td>Oral and Written; Individual</td>
</tr>
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</table>