

SYLLABUS

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Course: 2021 Spring LIS 7700 for Suzanne Stauffer
Book: SYLLABUS

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1. Your Responsibilities/Communication

You are responsible for knowing and understanding the information contained on this course website and for information distributed through class e-mails and the [News Forum](#).

SLIS and LSU will communicate with you exclusively through your LSU/PAWS e-mail. If you prefer to continue to use your personal e-mail, you should forward all LSU e-mail to that account. You must also forward all Moodle mail.

2. Course Description

Catalog Description: Socio-cultural history and theory of libraries, archives, museums and other cultural heritage institutions.

Course Objectives: Upon completion of the course the student will:

- Understand the development and role of cultural heritage institutions from the ancient world to the 21st century
- Understand the relationships among cultural heritage institutions historical and in the present day
- Be able to discuss the holdings of cultural heritage institutions as social, cultural, and intellectual artifacts

Course Requirements: To achieve these objectives, students will be expected to:

- Commit at least 9 hours per week to this course in some combination of class participation, readings, homework, and other assignments as specified in the syllabus.
- Read and discuss the assigned materials as specified in the syllabus
- Complete and submit assignments as specified in the syllabus

3. Grading

Grading policies: All assignments are due on the dates indicated in the Course Schedule. Work submitted more than 7 days late without an acceptable excuse will be downgraded one full letter per week and may be refused.

A grade of B indicates that the student has achieved the objectives and met the requirements for the course. A grade of A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved. A grade of C indicates that the student has partially met the requirements, but demonstrates an incomplete understanding of the principles and concepts involved. A grade of D indicates that the work does not meet the requirements and demonstrates a lack of understanding. A grade of F indicates that the student did not meet any of the course requirements or objectives.

3.1. Assignments

Grades will be based on:

Discussion forums	30%
Essays	30%
Critical Book Review	30%
Review Presentation	10%
TOTAL	100%

3.2. Grading Scale

Grading scale:

99-100%	A+
93-98.99%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-

4. Academic Misconduct/Plagiarism

Statement on Academic Misconduct: All work submitted for this course must be your own work. In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University's Policy for Academic Integrity and the LSU Student Code of Conduct. A copy of these documents may be found at: <http://www.lsu.edu/judicialaffairs> . As future librarians and information professionals, [plagiarism](#) in particular is not only academic misconduct, it is professional misconduct.

LSU Student Code of Conduct: The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: <http://students.lsu.edu/saa/students/code>. Any violations of the LSU student code will be duly reported to the Dean of Students.

[Avoiding Plagiarism](#)

5. Students with Disabilities

Information for Students with Disabilities: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and contact me at the beginning of the semester.

6. Center for Academic Success

Academic Success: The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (<https://www.lsu.edu/cas/index.php>). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (<http://cxc.lsu.edu>) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (<https://www.lsu.edu/careercenter/>) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan to ensure success when you graduate from LSU

7. Required Materials

Lerner, Fred. *The Story of Libraries : From the Invention of Writing to the Computer Age*. 2nd ed. Continuum, 2009. 978-0-8264-2990-2

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. University of Chicago Press, 2013. 9780226816371

7.1. Recommended/Supplemental Materials

Blouin, Francis X. and William G. Rosenberg. *Archives, Documentation, and Institutions of Social Memory: Essays from the Sawyer Seminar*. Univ. of Michigan Press, 2007. 978-0472032709 **Available through Middleton as an e-book.**

Latham, Kiersten F. and John E. Simmons. *Foundations of Museum Studies: Evolving Systems of Knowledge*. Libraries Unlimited, 2014. 978-1610692823

8. General Instructions

Instructions, deadlines, etc. that apply unless stated otherwise in the assignment or forum

8.1. Discussion Forums

Each of your original posts should be 150-300 words, or as long as necessary.

Do not use footnotes or include a bibliography. If you are referring to a course reading, simply refer to the author by name, "As so-and-so says..." The citations are known. If you are referring to a source that is not a course reading, you may give the citation in parenthesis (in-text citation) after your comment. Any page numbers to sources should be provided in parenthesis following the quotation or summary. Movies, television shows, video games, etc. can just be referred to by title. No further citation is necessary. Fiction can just be referred to by author and title. The specific edition isn't really relevant.

Unless stated otherwise in the forum, your original posts are worth 12-17 points. Comments on others' posts are worth 2-4 points. The maximum for any week is 25 points.

Forums are open from Sunday at 6:00 a.m. to the following Monday at 6:00 a.m., so you have a full week plus one day. Posts made before or after that time will not receive credit.

To be eligible for full credit for your initial posts, you must respond to the discussion forum by 6:00 a.m. Thursday. Points possible drops by 10% on Friday, by 20% Saturday, and by 30% Sunday -- but you still get something, so post. Initial posts are graded on both content and timeliness. You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof.

Comments on the posts of others are due by 6:00 a.m. Monday with no reduction in points. Comments which say nothing more than some variation of "I agree" earn no points. A comment must add something original to the discussion in order to earn at least 1 point.

You can manage your forums (subscription, frequency & type of e-mails) through the list of Forums in Activities. You can also set preferences for all forums in all Moodle courses by following instructions at

<https://grok.lsu.edu/Article.aspx?articleid=18452>

8.2. How to Write Essays and Critical Book Reviews

[Book reviews](#): In-depth instructions with examples from the Writing Center at UNC Chapel Hill

[College Writing](#): Detailed instructions of every aspect of college writing from the Writing Center at UNC-Chapel Hill

[How to Write an Essay](#): Basic overview of the process from WikiHow

[Strategies for Essay Writing](#): from the Harvard College Writing Center

8.3. Essay Instructions

You will write 5-8 pages essays on topics of your choice as indicated in the instructions for each Essay Assignment.

For each essay, you must use at least **four** scholarly articles, which may include **no more than two** of the assigned readings.

Your essay must include a title, thesis statement, introduction, body, conclusion and bibliography. It may be expository or persuasive.

Follow your style manual for correct formatting of citations and the bibliography. Remember that you must cite the source of your information, regardless of whether you quote or paraphrase.

It must be double-spaced, in 12-point font, with 1-inch margins on all sides. You may submit it as .doc, .docx, .rtf, or .wpd.

File names should be YourLastName_Essay#

Files may be submitted in .rtf, .wpd, .docx. Do not submit as PDF.

Follow your style manual for correct formatting of citations and the bibliography. Please use Notes-Bibliography style with footnotes and Ibid.

Remember that you must cite the source of your information, regardless of whether you quote, paraphrase or summarize.

All assignments must be double-spaced, in 12-point font, with 1-inch margins on all sides.

8.4. Critical Book Review Instructions

Write a 10-page critical review comparing and contrasting two books on any one of the course topics of your choice. This may be one of the topics you wrote about in one of your assignments.

The books must be works that explore the principles and concepts of a topic or issue, not application-oriented handbooks or manuals. They should be written by academics or recognized professionals in the field and published by reputable, recognized publishers, not self-published.

Submit your choices to the [Book Review Approvals](#) forum for approval in advance.

File names should be YourLastName_Final

Files may be submitted in .rtf, .wpd, .docx. Do not submit as PDF.

Follow your style manual for correct formatting of citations and the bibliography. Please use Notes-Bibliography style with footnotes and Ibid.

Remember that you must cite the source of your information, regardless of whether you quote, paraphrase or summarize.

All assignments must be double-spaced, in 12-point font, with 1-inch margins on all sides.

8.5. Critical Book Review : Bibliography of Suggested Works

This is a very incomplete list of suggested works. You are not restricted to these works nor are you required to use any of them. However, these do suggest the types of works which are acceptable.

Works from the bibliographies in the course texts.

Works from which individual readings were assigned.

Battles, Matthew. *Library : An Unquiet History*.

Birkets, Sven. *The Gutenberg Elegies : The Fate of Reading in an Electronic Age*.

Bobinski, George S. *Carnegie Libraries : Their History and Impact on American Public Library Development*.

The Book History Reader. Ed by David Finkelstein and Alistair McCleery.

Briggs, Asa and Peter Burke. *A Social History of the Media from Gutenberg to the Internet*.

Burke, Peter. *A Social History of Knowledge. Vol. 1 From Gutenberg to Diderot*.

Burke, Peter. *A Social History of Knowledge. Vol. 2. From the Encyclopedie to Wikipedia*.

Buschman, John E. *Dismantling the Public Sphere : Situation and Sustaining Librarianship in the Age of the New Public Philosophy*.

Casson, Lionel. *Libraries in the Ancient World*.

Diringer, David. *The Book Before Printing : Ancient, Medieval and Oriental*.

Ditzion, Sidney. *Arsenals of a Democratic Culture : a Social History of the American Public Library Movement in New England and the Middle States from 1850 to 1900*.

Eisenstein, Elizabeth L. *The Printing Press as an Agent of Change : Communications and Cultural Transformations in Early Modern Europe*.

Febvre, Lucien and Henri-Jean Martin. *The Coming of the Book : The Impact of Printing 1450-1800*.

Finkelstein, David and Alistair McCleery. *An Introduction to Book History*.

The Future of the Book. Ed. By Geoffrey Nunberg.

Garrison, Dee. *Apostles of Culture : The Public Librarian and American Society, 1876-1920*.

Glynn, Tom. *Reading Publics : New York City's Public Libraries, 1754-1911*.

Grotzinger, Laurel Ann. *The Power and the Dignity : Librarianship and Katharine Sharp*.

Hall, David D. *Cultures of Print: Essays in the History of the Book*. Univ. of Mass. Pr., 1996.

Harris, Michael H. *History of Libraries in the Western World*.

Harris, Roma M. *Librarianship: The Erosion of a Woman's Profession*.

Headrick, Daniel. *When Information Came of Age: Technologies of Knowledge in the Age of Reason and Revolution, 1750-1850*.

A History of Reading in the West. Ed. by Guglielmo Cavallo and Roger Chartier. Trans. by Lydia G. Cochrane.

A History of the Book in America. 4 vols.

Howard, Nicole. *The Book : The Life Story of a Technology*.

Howsam, Leslie. *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*.

Katz, Bill. *The History of the Book*. 3 vols.

Kilgour, Frederick G. *The Evolution of the Book*.

Libraries as Agencies of Culture. Ed by Thomas Augst and Wayne Wiegand.

The Library as Place : History, Community, and Culture. Edited by John E. Buschman and Gloria J. Leckie.

The Library at Alexandria: Center of Learning in the Ancient World. Ed. by Roy McCleod. I

Martin, Lowell A. *Enrichment : A History of the Public Library in the United States in the Twentieth Century*. McMullen, Haynes. *American Libraries Before 1876*.

Martin, Robert. *Carnegie Denied: Communities Rejecting Carnegie Library Construction Grants, 1898-1925*.

O'Donnell, James J. *Avatars of the Word : From Papyrus to Cyberspace*.

Ostrowski, Carl. *Books, Maps and Politics : A Cultural History of the Library of Congress, 1783 - 1861*.

Passet, Joanne E. *Cultural Crusaders: Women Librarians in the American West, 1900-1917*.

Perspectives on American Book History: Artifacts and Commentary. Ed by Scott E. Casper, Joanne D. Chaison, and Jeffrey D. Groves.

Print Culture History in Modern America series.

Reclaiming the American Library Past : Writing the Women In. Ed. By Suzanne Hildenbrand. Ablex, 1996.

Robbins, Louise S. *Censorship and the American Library : the American Library Association's Response to Threats to Intellectual Freedom, 1939-1969*.

Robbins, Louise S. *The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library*.

Shera, Jesse H. *Foundations of the Public Library : The Origins of the Public Library Movement in New England 1629-1855*.

Studies in Print Culture and the History of the Book series.

Van Slyck, Abigail A. *Free to All : Carnegie Libraries & American Culture, 1890-1920*.

Wiegand, Wayne A. *Irrepressible Reformer : A Biography of Melvil Dewey*.

Wiegand, Wayne A. *Main Street Public Library : Community Places and Reading Spaces in the Rural Heartland, 1876-1956*.

Wiegand, Wayne A. *Part of Our Lives : A People's History of the American Public Library*.

Wiegand, Wayne A. *The Politics of an Emerging Profession: The American Library Association, 1876-1917*.

Weil, Stephen E. *Making Museums Matter*.

9. Library Research Tips

All links will open in a new window

[Highlights of the LSU Libraries Website](#) : LSU Libraries offers incredible resources. Some of the ones that you may find helpful in this class and other classes are highlighted here.

[LIS 7000 Research Guide](#)

9.1. Citations

[Understanding Citations](#)

[Finding an Article from Citation Information](#) : How to find an article when the link is not working or it's listed in a bibliography

9.2. Searching

[Basic and Advanced Searching](#)

[Tips for Better Searching](#)

[Selecting the Right Databases for LIS](#)

[Using a Citation Index](#) : A citation index allows you to find newer articles (and in some cases book chapters) which cite an earlier article.

9.3. Evaluating Resources

[Evaluating resources, including how to identify scholarly sources and peer-reviewed articles.](#)