

**UNIVERSITY OF WISCONSIN-MILWAUKEE**  
**School of Information Studies**

**L&I SCI 891 – International and Comparative Librarianship**  
**SYLLABUS & COURSE SCHEDULE FALL 2010**

Instructor: Peter J. Lor, D.Phil.  
 Email: [lorpj@uwm.edu](mailto:lorpj@uwm.edu)  
 Office Hours: Mondays 3:30-5:00  
 At other times by appointment

Office: Bolton Hall Room 646  
 Phone: 414-229-6937  
 Fax: 414-229-6699  
 Website: <http://peterlor.com>

**Class meetings:** This is a Web-based class. There are no formal class meeting times. The following timetable will be followed:

Wednesday 12:00 noon	Instructor's deadline for the posting of course material for the week. First posting will be on <b>September 1<sup>st</sup></b> .
Tuesday 12:00 noon of the following week	Deadline for posting of contributions to D2L forum and/or submission of exercises as set out in the schedule (unless other times are specified below)

**Note:** I may occasionally deviate from the above times and/or from the dates set out in the course schedule below due to public holidays, compulsory furloughs or conference attendance. You will receive advance notification of any such departures.

**Course starts:** September 2, 2010.

**CATALOG DESCRIPTION:**

An in-depth study of the literature and research methods of International and Comparative Librarianship; international LIS relations, influences, aid and cooperation; international organizations; major current issues and themes. Prerequisite: grad st; cons instr.

**GENERAL DESCRIPTION**

A systematic approach to the study of International and Comparative Librarianship, providing an overview of their literature and major themes. Current approaches to research methods, including the theoretical underpinnings of international comparative studies, are explored. Topics to be examined include international relations, professional influences, aid, and cooperation between libraries, library

systems and library and information organizations, with particular reference to information flows between developed and developing countries and the role of international organizations in, or affecting, the field. Attention may be paid to international dimensions of professional practice in the USA.

## **OBJECTIVES**

Upon completion of the course, students will be able to:

1. Distinguish between international and comparative librarianship, define the two fields and discuss how they complement each other.
2. Describe the research methods appropriate to each field and apply this knowledge to the critical evaluation of examples from the literature.
3. Analyze relations, influences and cooperation between library and information institutions, organizations, groups or individuals of two or more countries.
4. Evaluate the impact of library and information related development aid and the work of relevant cultural and philanthropic agencies.
5. Describe the role of major international governmental and non-governmental organizations and agencies active in the field of library and information services, and evaluate their work.
6. Discuss major issues in international information relations, including economic and political factors affecting information flows between developed and developing countries.
7. Discuss the practical application of international and comparative library and information studies in professional careers and work in the USA.

## **METHOD OF INSTRUCTION:**

For each week there will be one or more overview lectures presented in the form of PowerPoint presentations, and/or a brief weekly “agenda” highlighting issues from the readings and suggesting questions for discussion. In some weeks videos and podcasts may be posted. These materials will be posted on UWM’s electronic learning management system, D2L (Desire to Learn). Students are required to do independent reading including (but not necessarily limited to) the listed readings to prepare for discussion and debate using the discussion forum facility of D2L. Depending on the size of the class, students will be divided into two or more groups. Mostly groups will take turns posting answers to questions and commenting on readings. Provision is also made for presentations by guest speakers. **Assignments** are set out following the Course Schedule.

## **D2L (Desire to Learn):**

- Course material will be made available only on D2L. For readings see below.

- Participation in discussion forums set up for this course on D2L is obligatory. More information on the forums is provided below.
- You will also need to submit assignments, exercises and tests using D2L.
- If you have not yet done so, you will need to familiarize yourself with D2L. The Appendix at the end of this Syllabus contains basic information on using D2L. It is your responsibility to ensure that you are able to fully utilize D2L for the duration of this course. I am not able to troubleshoot D2L for you. If you encounter problems, please use the help facilities set out in the Appendix.
- Remember to check your D2L mailbox regularly as I will use e-mail to inform or remind you of things such as amended due dates, or to alert you to important content on D2L. If you have your UWM e-mail automatically diverted to your personal e-mail address, be aware that some Internet providers may filter out my e-mail messages as spam. This has happened with Hotmail addresses and in such cases it causes a classic example of a catch-22 situation.

Students with special test and note-taking needs should contact the instructor as early as possible for accommodations.

### TEXTS AND READINGS:

There is no required text. Readings will be assigned from a variety of sources. They will be available through electronic reserve at the Golda Meir Library. In a few cases a URL is provided in the syllabus or on D2L so that reading matter can be accessed directly on the Internet. I've listed readings roughly in the order in which you will find it helpful to read them.

### COURSE SCHEDULE:

WEEK	TOPICS	READINGS
1 Sept 2-5	Introductions & course overview; scope and definitions	Lor, P.J. (2010) International and comparative librarianship. <i>Encyclopedia of library and information science</i> , 3 <sup>rd</sup> ed. New York: Taylor & Francis. (Online.) Parker, J.S. (1974) International librarianship – a reconnaissance. <i>Journal of Librarianship</i> 6(4): 219-232. Danton, J. Periam (1977) Definitions of comparative and international library science. In Harvey, J.F. (ed.) <i>Comparative and International Library Science</i> ; Metuchen (NJ): Scarecrow Press: 3-14.
2 Sept 6-12	Approaches to international & comparative librarianship; theory, values, orientations	Glynn, Tom (2004) Historical perspectives on global librarianship. In: Kesselman, Martin Alan & Weintraub, Irwin (eds) <i>Global librarianship</i> ; New York: Marcel Dekker: 1-17. (Chapter 1) Swank, R.C. 1963. Six items for export: international values in American librarianship. <i>Library journal</i> 88:711-716. (Feb 15)

WEEK	TOPICS	READINGS
		<p>Asheim, Lester (1985) International values in American librarianship. <i>Journal of library history</i> 20(2):186-195.</p> <p>Wedgeworth, Robert. 1998. A global perspective. In McCook, Kathleen de la Peña, Ford, Barbara J. &amp; Lippincott, Kate (eds). 1998. <i>Libraries: global reach, local touch</i>. Chicago: American Library Association: 6-11.</p> <p>Karetzky, Stephen (2002) <i>Not seeing red: American librarianship and the Soviet union, 1917-1960</i>. Lanham (MD): University Press of America: 191-255. (Chapter 7)</p>
3 Sept 13-19	<p>Introduction to comparative studies</p> <p><b>Chat session to be scheduled during this week.</b></p>	<p>Altbach, Philip G. &amp; Kelly, Gail P. (1986) Introduction: perspectives on comparative education. In Altbach, Philip G. and Kelly, Gail P. <i>New approaches to comparative education</i>. Chicago: University of Chicago Press: 1-10.</p> <p>Raivola, Reijo (1986) What is comparison? Methodological and philosophical considerations. In: Altbach, Philip G. and Kelly, Gail P. <i>New approaches to comparative education</i>. Chicago: University of Chicago Press: 261-273.</p> <p>Cowen, Robert (2006) Acting comparatively upon the educational world: puzzles and possibilities. <i>Oxford review of education</i> 32(5):561-573.</p> <p>Schriewer, Jürgen (2006) Comparative social science: characteristic problems and changing problem solutions. <i>Comparative Education</i> 42(3):299-336 (Aug)</p>
4 Sept 20-26	<p>Methodology of comparative librarianship</p> <p>(NOTE: In this session we should develop criteria for Assignment 2.)</p> <p><b>ASSIGNMENT #1 DUE SEPT 26</b></p>	<p>Danton, J. Periam (1973) <i>The Dimensions of Comparative Librarianship</i>; American Library Association: Chicago. Chapter 5, "The Dimension of methodology", pp.111-150.</p> <p>Simsova, S.; MacKee, M. (1975) <i>A Handbook of Comparative Librarianship</i>, 2<sup>nd</sup> Ed.; Bingley: London. Chapter 2, "Comparative method as scientific method", pp.22-29, and Chapter 3, "Types of comparative studies", pp.30-37.</p> <p>Lor, P.J. &amp; Britz, J.J. (In press) Internationalization of LIS education: practical partnerships and conceptual challenges. (Conference paper, will be posted on D2L.)</p>
5 Sept 27-Oct 3	<p>Critical evaluation of comparative studies</p>	<p>Maack, Mary Niles (1985) Comparative methodology as a means for assessing the impact of feminization and professionalization on librarianship. <i>International library review</i> 17(1):5-16.</p> <p>Aarek, H.E., Järvelin, K., Kajberg, L, Klasson, M. &amp; Vakkari, Pertti (1993) Library and information science research in Nordic countries 1965-1989. In: <i>Conceptions of library and information science</i>, ed. P. Vakkari &amp; Blaise Cronin. London: Taylor &amp; Francis, pp. 28-49.</p> <p>Van Zijl, Carol, Gericke, Elizabeth M., and Machet, Myrna P. (2006) Developing library collections at universities of technology: comparing practices in New Zealand and South Africa. <i>South African journal of libraries and information science</i> 72(3):159-171.</p> <p>Chu, Melanie (2007) Universidad del Bío-Bío and California State University, San Marcos: a comparative case study of academic libraries. <i>New library world</i> 108(7/8):370-377.</p>

WEEK	TOPICS	READINGS
6 Oct 4-10	International influences and diffusion of library theories & techniques	<p>Munthe, W. (1939) <i>American librarianship from a European angle</i>. Hamden, Conn.: Shoe String Press. Chapter 2, "Books and reading in America and in Europe", pp. 9-15 and Chapter 3, "The American public library", pp.16-21.</p> <p>Thomas, Barbro (2004) Public libraries in developed countries: a success story from Scandinavia. In Kesselman, Martin Alan &amp; Weintraub, Irwin (eds) <i>Global librarianship</i>; New York: Marcel Dekker: 67-78. (Chapter 5)</p> <p>Chaplan, Margaret (1971) American ideas in German public libraries; three periods. <i>Library quarterly</i> 41 (1):46-53.</p> <p>Vodosek, Peter (2003) Transatlantic perspectives: German view of American libraries and vice versa. <i>Library history</i> 19(2):113-118.</p>
7 Oct 11-17	Library development aid and influence: the role of government agencies  <b>Chat session to be scheduled during this week.</b>	<p>Abad Hiraldo, R. &amp; Bover Pujol, J. (2001) International cultural exchange through libraries. In Carroll, Frances Laverne &amp; Harvey, John Frederick (eds) <i>International librarianship: cooperation and collaboration</i>; Lanham (MD): Scarecrow Press: 73-86.</p> <p>Curry, Ann, Thiessen, Tanya &amp; Kelley, Lorraine (2002) Library aid to developing countries in times of globalization: a literature review. <i>World libraries</i> 12(2):15-36.</p> <p>O'Connor, B. &amp; Roman, S. (1994) Building bridges with books: the British Council's sixty-year record. <i>Logos</i> 5:133-138.</p> <p>White, Jeffrey M. (2003) DANIDA: wherefore art thou? <i>IFLA journal</i> 29(2):152-156.</p>
8 Oct 18-24	Library development aid and book aid: the role of non-governmental organizations  <b>ASSIGNMENT #2 DUE OCT 22nd</b>	<p>Klees, Steven J. (2008) NGOs, civil society, and development: is there a third way? <i>Current issues in comparative education</i> 10(1/2); available: <a href="http://www.tc.columbia.edu/CICE/Current/10/10_Klees.html">http://www.tc.columbia.edu/CICE/Current/10/10_Klees.html</a></p> <p>Kniffel, Leonard (2004) The world at large. <i>American Libraries</i> 35(9):46-50.</p> <p>Mohammed, A. (2008) An Assessment of the Impact of Book Aid International (BAI) on the Development of Libraries in Kano State, Nigeria. <i>Library Philosophy &amp; Practice</i> [serial online] 10(1):1-6.</p> <p>CODE. (2008) Our story. Available: <a href="http://www.codecan.org/en/code/our-story">http://www.codecan.org/en/code/our-story</a>.</p> <p>Rosi, Mauro (2005) Book donations for development. Paris: UNESCO. Available: <a href="http://unesdoc.unesco.org/images/0013/001394/139429e.pdf">http://unesdoc.unesco.org/images/0013/001394/139429e.pdf</a></p>
9 Oct 25-31	Critical responses to "cultural imperialism"	<p>Mchombu, Kingo J. (1982) On the librarianship of poverty. <i>Libri</i> 32(3):241-250.</p> <p>Sturges, R. Paul &amp; Neill, R. (1998) <i>The Quiet Struggle: Information and Libraries for the People of Africa</i>. 2<sup>nd</sup> ed. London: Mansell. Chapter 3, "An alien implant" and Chapter 4, "The search for relevance".</p> <p>Sturges, R. Paul. (2001) The poverty of librarianship: an historical critique of public librarianship in Anglophone Africa. <i>Libri</i> 51(1):38-48.</p>

WEEK	TOPICS	READINGS
		<p>Wertheimer, Andrew B. (2009) Decolonializing the East-West information flow in library and information studies. Paper presented at the Asia-Pacific Conference on Library &amp; Information Education and Practice (A-LIEP 2009): Preparing Information Professionals for International Collaboration, 6-8 March 2009, University of Tsukuba, Japan. Available <a href="http://a-liep.kc.tsukuba.ac.jp/proceedings/Papers/a62.pdf">http://a-liep.kc.tsukuba.ac.jp/proceedings/Papers/a62.pdf</a>, accessed 2010-05-23.</p> <p>Stevens, Amanda (2008) A different way of knowing: tools and strategies for managing indigenous knowledge. <i>Libri</i> 58(1):25-33.</p>
10 Nov 1-7	LIS activities of UNESCO and other intergovernmental organizations	<p>Khan, Ayub (2005) The Culture Committee of the UK National Commission for Unesco. <i>Focus on International Library &amp; Information Work</i> 36(3):101-108.</p> <p>Lor, P.J. (2008) MDGs, WSIS, UNESCO's MTS and IFAP: Alphabet Soup or Opportunities for Libraries; In: Benson Njobvu and Sjoerd Koopman (eds.), <i>Libraries and information services towards the attainment of the UN Millennium Development Goals</i>. München: K.G. Saur, 2008.</p> <p>Wedgeworth, R. (2004) International library organizations. In Kesselman, Martin Alan &amp; Weintraub, Irwin (eds) <i>Global librarianship</i>; New York: Marcel Dekker: 19-31. (Chapter 2)</p> <p>Vannini, Margarita (2004) The Memory of the World program in Latin America and the Caribbean. <i>IFLA journal</i> 30(4):293-301.</p>
11 Nov 8-14	IFLA and other international and regional non-governmental organizations	<p>Gorman, G.E., Dorner, Daniel G. &amp; Sandell, Birgitta (2008) Facilitating grassroots development: the role of ALP in Division VIII countries. <i>IFLA Journal</i> 34(1): 7–12.</p> <p>Byrne, Alex (2007) <i>The politics of promoting freedom of information and expression in international librarianship: the IFLA/FAIFE project</i>. Lanham, MD: Scarecrow Press. Chapter 3, "A haven of peace in a stormy world: the International Federation of Library Associations and Institutions", pp. 35-53.</p> <p>Kagan, Al (2008) An alternative view on IFLA, human rights, and the social responsibility of international librarianship. <i>IFLA journal</i> 34(3):230-237.</p> <p>Greider, Antoinette P. (2006) The International Association of Agricultural Information Specialists (IAALD). <i>Focus on international library and information work</i> 37(2):54-56.</p>
12 Nov 15-21	International cooperation and standardization in LIS  <b>Chat session to be scheduled during</b>	<p>Butler, Barbara A., Webster, Janet, Watkins Steven G. and Markham, James W. (2006) Resource sharing within an international library network: using technology and professional cooperation to bridge the waters. <i>IFLA journal</i> 32(3):189-199.</p> <p>Glynn, Tom (2004) Historical perspectives on global librarianship. In: Kesselman, Martin Alan &amp; Weintraub, Irwin (eds) <i>Global librarianship</i>; New York: Marcel Dekker: 1-17. (Chapter 1)</p> <p>Hopkinson, Alan (2004) International standards for global information. In Kesselman, Martin Alan &amp; Weintraub, Irwin. (eds) <i>Global librarianship</i>; New York: Marcel Dekker: 219-256. (Chapter 16)</p>

WEEK	TOPICS	READINGS
	<b>this week.</b>	Langeland, Asbjørn (2005) The Nordic Countries: cultural and library cooperation. <i>IFLA journal</i> 31(2): 146–150.
13 Nov 22-23	International information relations: international information flows, digital divide, political & economic factors  <b>Thanksgiving Weekend Nov 24-28. No posts required.</b>  <b>ASSIGNMENT 3 DUE NOV 28</b>	Berry, John W. (2006) The World Summit on the Information Society (WSIS): a global challenge in the new millennium. <i>Libri</i> 56(1):1-15. Lor, P.J. & Britz, J.J. (2007) Challenges of the approaching knowledge society: major international issues facing library and information professionals. <i>Libri</i> 57(3): 111-122.
14 Nov 29-Dec 5	International librarianship in professional practice: international work of national library associations and institutions; area studies, job exchanges, study, working and consulting abroad;	Griner, Lily, Herron, Patricia & Pedersoli, Heleni. (2007) Sister libraries partners: Tecnologico de Monterrey, Mexico and University of Maryland-College Park. <i>College &amp; research libraries news</i> 68(9):566-589. Houston, Cynthia R. (2005) Thinking globally, acting locally: reflections on school and public library relationships in a cross-cultural context. <i>Community &amp; junior college libraries</i> 13(3):5-14. Ladizesky, Kathleen (2004) Thirty-four years of the International Group, 1967-2001. <i>Focus on International Library &amp; Information Work</i> 35(2):58-63. Townley, Charles T., Geng, Qian & Zhang, Jing (2003) Using distance education to internationalize library and information science scholarship. <i>Libri</i> 53(2):82-93.
15 Dec 6-12	Research clinic and general chat session	(This session is intended primarily for students who are contemplating, or working on, international and comparative research or planning study abroad, but general questions can also be addressed.)
16 Dec 13-14	<b>Summative essay</b>	In lieu of a final test, there will be an essay assignment.

## ASSIGNMENTS

Written assignments are due on the specified dates. Grades may be reduced for late papers. Written assignments are to be typed, preferably word-processed. Papers are to be double-spaced using a 12-point kerned font such as Times New Roman with 1 to 1.25 inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of

academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

It is expected that students will consult and appropriately cite the research and professional literature. Assignments must be based on an adequate range of sources. It is perfectly acceptable (and may in this course be essential) to use web-based sources, including Wikipedia, providing this is done judiciously. Assignments that have not been adequately researched (not enough sources, poorly chosen sources, or superficially interpreted sources) will earn poor grades. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Please rely on a commonly used style manual for your submissions. APA style is preferred, but others (e.g. Turabian, Chicago, MLA) are also acceptable. Explicitly identify the style used in your assignment. Style manuals are available in the Library or UWM Bookstore or may be purchased through online book vendors. If you are uncertain about how to cite electronic sources, consult one of the many electronic guides to citing electronic sources available on the net. Minimal reference content includes: author (if known), date (if given), title, URL, and date accessed. The *Publication manual of the American Psychological Association* is the standard guide to the APA style, but there are many other guides to it. Many of these are less detailed and easier to use. Among various guides that can be found on-line, that produced by the Online Writing Lab (OWL) at Purdue University can be recommended as a very useful guide. It is available at: <http://owl.english.purdue.edu/owl/resource/560/01/> The OWL Guide includes the updated APA guidelines for citing electronic sources: <http://owl.english.purdue.edu/owl/resource/560/10/>.

If all this sounds a bit pedantic or draconian, please bear in mind that a semester is short. An on-line course requires a degree of order and discipline if we are to attain our learning objectives. But I am always prepared to listen if you encounter problems.

### **Assignment 1: Essay on international responses to disasters affecting libraries**

Natural disasters (e.g. the Indian Ocean Tsunami, floods in Central Europe, the recent earthquakes in Haiti and Chile) and man-made disasters (e.g. the war in Bosnia, the collapse of the City Archives of Cologne) often affect library collections and threaten cultural heritage. It goes without saying that immediate humanitarian assistance should focus on rescuing people affected by the disaster, treating their injuries and providing them with clothing, clean drinking water, food and shelter. But for long-term recovery cultural heritage and information resources should not be overlooked. How does the international library community respond to damage and loss suffered by libraries and information centers that have been hit by disasters? Select a recent (2004-) disaster that has been reported in the literature, describe its effect on libraries, archives and/or other information resources, describe and analyze the international response, and try to distil from this some general lessons or principles.

You should submit an essay of 2000 to 2500 words (about 6-8 double-spaced pages). I anticipate that a good essay will reference a minimum of ten appropriate sources. Some of these should be of a scholarly and professional nature, but this is a topic for which you will also have to surf the Net.

### **Assignment 2: Evaluation of a comparative study in library and information services**

For this assignment you will select an article or book chapter which presents a comparative study of a

library type, process, policy or other phenomenon in two or more countries. A list of articles and chapters will be posted on D2L, but you may also select one of your own choosing. The article or chapter is to be analyzed and evaluated in respect of such aspects as its purpose, scope and methodology, the validity and interest of its findings, and its contribution to the development of theory. Relevant criteria will be discussed during the class meeting in Weeks 4 and 5.

You should submit an essay of 1500 to 2000 words (about 5-6 double-spaced pages). Your essay should reference appropriate scholarly sources to support the criteria you apply in your evaluation. No minimum number of references is set. However, all things being equal, evaluations that are well supported by references will gain higher grades.

### **Assignment 3: Country report**

Depending on the number of students, the class will be divided into groups of two or three students. Each group will select any foreign country of interest to it\* and prepare a presentation on the country's library and information services. The report should briefly describe the general factors (geographic, demographic, social, cultural, economic, etc. as well as the state of literacy and the book industries) which affect library and information services there, before setting out the current state of the country's library and information services, including, but not limited to, types of libraries, library legislation and policies, funding, and education for the library and information profession. Your country report should be 3500 to 4500 words (about 12-15 double-spaced pages). It should reference a minimum of 20 appropriate sources. Some flexibility will be exercised, depending on the size of the country that has been selected. If you experience difficulties finding enough sources, speak to your instructor in good time.

\*Three countries that were recently covered (Chile, the Czech Republic and India) may not be chosen this semester.

### **SUMMATIVE ESSAY**

In lieu of a final test or exam a summative essay will be set in the final week. You will be given a 72-hour period to write an essay that is based on the course materials and will assess your understanding of the theories, concepts and methods employed in international and comparative librarianship, and of the major contemporary issues and trends in the field. You will need to demonstrate insight and the ability to integrate material from various topics dealt with in the course.

### **CLASS PARTICIPATION**

Participation in class discussions is expected of all students. Such discussions will analyze, criticize and synthesize the readings, lectures and relevant experiences. You are expected to contribute independent and insightful comments. For this purpose a number of discussion forums will be opened on D2L:

- **Group forums:** For each group one or more restricted forums will be created. "Restricted" means that a forum is open only to members of a group. For this purpose D2L will allocate each student to a group. On D2L you will only see the forum of the group to which you have been assigned.

- **Class forums:** There will be a number of forums for the whole class.

It is expected that you will contribute to these forums. The extent and quality of your participation will determine the points awarded for "Class participation", which constitutes 20% of your final grade. Participation implies keeping up with class materials and posting contributions that are original, productive and insightful in addition to reading and responding to your classmates' posts. Your posts should analyze, criticize and synthesize the readings, lectures and relevant experiences.

Regular participation also means that you are contributing to discussions on a consistent basis throughout the course and not just during selected weeks or only during the eleventh hour of each week's discussion. Regular and timely participation is critical to the success of group work. Some more points about contributing to discussion forums:

- Please give each posting a subject header.
- To avoid accidental loss of your work, it is good practice to draft any more substantial posting using your word processing software on your own computer and then cut and paste it into the forum.
- Don't be shy to comment critically one another's postings. A forum should exhibit a lively academic debate, focusing on concepts and issues, but without pettiness or sarcasm.

Both types of forums will be monitored from time to time by the instructor and/or by the teaching assistant for the course, in a spirit of formative evaluation, that is, assisting the group to move in the right direction and occasionally to assist when problems arise with group dynamics. We will also note the quantity, timeliness and quality of posts for purposes of evaluation.

Shortly before the end of the semester, in order to ensure that the contributions of individual group members are fairly evaluated, all the members of each group may be required to submit an **anonymous peer review** of each of the other members in their group. Such evaluation will be taken into account when grades are awarded for group work.

More information about the forums and their functions and on how your participation in them will be graded will be posted on D2L.

You are encouraged to communicate with me and other students. I may be reached by phone, e-mail, or in person during office hours or by appointment.

## **EVALUATION:**

<b>Component</b>	<b>Weight</b>
Assignment 1 (Essay)	20%
Assignment 2 (Comparative article/chapter evaluation)	30%
Assignment 3 (Country report)	10%
Summative essay	20%
Class Participation	20%
Total	100%

### **GRADING SCALE:**

96-100	A: Impressive	74-76	C
91-95	A-: Very good	70-73	C-
87-90	B+: Good	67-69	D+
84-86	B: Satisfactory	64-66	D
80-83	B- and lower: Poor, unacceptable	60-63	D-
77-79	C+	Below 60	F

### **UWM AND SOIS ACADEMIC POLICIES**

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University:

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>. For graduate students, there are additional guidelines from the Graduate School ([http://www.uwm.edu/Dept/Grad\\_Sch/StudentInfo/](http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/)), including

those found in the *Graduate Student and Faculty Handbook*:  
[http://www.uwm.edu/Dept/Grad\\_Sch/Publications/Handbook/](http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/).

**Students with disabilities.** If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (<http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html>), important components of which are expressed here: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>.

**Religious observances.** Students' sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm). Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

**Students called to active military duty.** UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see <http://www3.uwm.edu/des/web/registration/militarycallup.cfm>), including provisions for refunds, readmission, grading, and other situations.

**Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student's control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above ([http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)).

**Discriminatory conduct (such as sexual harassment).** UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement ([http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

**Academic misconduct.** Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

**Complaints.** Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.

**Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, those of the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School

([http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S28.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm)).

***Examinations, Finals.*** The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams

([http://www.uwm.edu/Dept/SecU/acad+admin\\_policies/S22.htm](http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm)).

## APPENDIX

**Using UW-Milwaukee Desire2Learn (D2L) course web sites**

Some materials for this course are available on a Desire2Learn (D2L) course web site. You may see these materials there anytime you wish, using a standard web browser.

**Recommended browsers:** For a PC-compatible computer, use either Internet Explorer 7 or Firefox. For Apple (Mac) computers, it is best to use Safari or Firefox. Be sure your browser also has “Sun Java Runtime Environment” (Java-scripting) enabled for a recent version of Java. (If you have any questions about these requirements, contact the UWM Help Desk, as described at the bottom of this page.)

In order to find and browse the D2L course web site:

1. Open your web browser and go to the UWM home page: <http://www.uwm.edu> (**OR** go directly to the D2L login page at <http://D2L.uwm.edu> and skip to #3 below).
2. From the UWM home page, click on the dropdown menu, and select **D2L Course Access**.
3. On the Desire2Learn **Welcome** screen, you will see a location to enter your **Username** and **Password**.
4. Type in your ePanther **Username** (your ePanther campus email, but without the “@uwm.edu”). Hit the [Tab] key on your keyboard, or use the mouse to click in the box next to Password.
5. Type in your ePanther **Password**. Then hit [Login].
6. On the **MyHome** screen, find the area called **My UW-Milwaukee Courses**.  
Click on [**Search**] with the textbox empty, to see all the “Active” courses you are enrolled in. (Students are not able to see course sites until the Instructor has designated them as “Active.”)  
Alternatively, you can type a search string (for instance, “psych 101” but without the quotes) and click on [**Search**]. If you’re enrolled in an active D2L site with that search string, it will be displayed for you.  
In the search results list, click twice on the word **Semester** at the top of the column to organize your courses by semester, displaying the current semester first.
7. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
9. When you are finished looking around your D2L course sites, always click on [**Logout**]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using *your* D2L account!

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**What to do if you have problems with Desire2Learn (D2L)**

If you have problems with your login (e.g., you forgot your password, or if you just can’t get on) or if you run into any other difficulties with D2L, help is available from the UWM Help Desk. You may do one of the following:

- Send an email to **help@uwm.edu**
- Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee (or just dial 4040 on a UWM campus phone).
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
- If you are calling from outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459.