



MLIS Portfolio

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Issue Summary

The need for bibliographic Instruction in community colleges grows as technology advances and methods of information retrieval change. This especially pertains to a student population that is often underserved and marginalized. By analyzing previous research, this paper will provide a framework for a successful community college information literacy program.

**Improving Information Literacy Programming in Community Colleges:
A Framework for Success**

An Issue Paper

By

Gabriel Cardenas

Introduction

In the fall of 2019, I had the opportunity to intern at the reference desk at Los Angeles City College: a community college located in East Hollywood, California. My first day at the desk I immediately noticed the diversity of the student body. The population of students was made up of a wide range of ages, ethnicities, and socio-economic backgrounds. The second thing I noticed was how heavily reliant the students were on the library for computer access. In the fifth week of my internship, I was tasked to teach a bibliographic instruction session to a counseling class. I didn't know what kind of counseling class it was, so I asked my supervisor. My supervisor told me it was "a class to teach students how to be students". That statement stuck with me while I was teaching this group of students. Most of them have not been afforded the opportunities four-year university students have been given regarding information literacy and access to technologies. According to the LACC website, approximately 20% of students are experiencing homelessness (Holland 2017). LACC allows students to take online classes through the LACC Online Academy and many of the courses offered on campus require students to submit their assignments online. When 1 out of every 5 students are experiencing homelessness, this technological burden falls on the college library and librarians. Through information literacy programming, these often underserved and marginalized students get the opportunity to be taught by trained library professionals how to use the resources they need to achieve their academic goals. Unfortunately, these limited instruction sessions are often only between 60 and 90 minutes in length and offered to students based on the discretion of their professor. The goal of this paper is to highlight the importance of information literacy programming (also known as bibliographic instruction or library instruction) in community colleges and provide a framework to maximize the effectiveness of these programs: emphasizing the significance of teaching methods and the

collaboration between faculty and librarians. This will be achieved by analyzing previous research and studies on bibliographic instruction in community colleges and also by looking at official policies and guidelines by professional organizations on the topic.

Information Literacy Programming and Student Success

The role of the librarian as an instructor is significant because studies have shown that the more a student uses the library, the more likely they are to succeed academically. A position paper from the Academic Senate states that “research shows that student use of library services serves as a predictor of student retention in academic success” (Bowman et al. 2019). Also, Portman and Roush’s study in their article *Assessing the Effects of Library Instruction* showed that library instruction increases library usage amongst community college students (Portmann and Roush 2004). By correlating what is described in the Academic Senate paper with the study done by Portman and Roush, it can be determined that bibliographic instruction does indeed lead to students performing better academically.

Information Literacy Programming Professional Policies and Guidelines

The Association of College and Research Libraries (ACRL) published the *Framework for Information Literacy* in 2015 which is a document that highlights six frames or core ideas that they believe embody the idea of information literacy as an “educational reform movement”. The six frames are: authority is constructed and contextual, information creation as a process, information has value, research as inquiry, scholarship as conversation, and searching as strategic exploration. The first three frames deal with the origins of information and how information is created by people and institutions that are inherently biased and have varied agendas. The first three frames also point out that information has the power to influence and be commodified. These concepts are very important to instill into community college students to

inform them they must not always blindly believe everything they hear or read, especially if it is on the internet. Many community college students are not familiar with scholarly and peer reviewed works and for librarians to have these frames in mind while giving instruction establishes a good foundation for students doing college-level research for the first time. The final three frames characterize research as a free flowing and iterative series of actions. Often, questions lead to more questions and research is a process that requires flexibility and creativity. Students may hit both physical and mental barriers while doing research; physical barriers like the ability to access certain resources and technologies, and mental barriers like doubt and frustration. As information professionals, it is our job to break down these walls and give students the best chance at academic success. These six frames provide an excellent mindset for librarians developing information literacy programs, carefully laying out core values and principles integral to student learning (American Library Association 2015).

In 2019, the Academic Senate for California Community Colleges (Academic Senate) published a position paper titled *The Role of the Library Faculty in the California Community College*. In the section titled “Core Roles and Expectations for Library Faculty” the paper explicitly states that “instruction is one of the primary roles of the community college librarian” (Bowman et al. 2019). This section highlights the importance of how only professionally trained librarians should teach library instruction and it encourages libraries to have a designated space to teach students in a formal classroom setting. For community college students, this is often their first venture into higher-education, and it is important to convey the importance of bibliographic instruction by providing them an optimal learning environment. An official document like this from a reputable organization is vital for defining roles and establishing

standards within a profession. It also associates the role of the librarian with student success: the fundamental goal for information literacy programming.

The Importance of Collaboration Between Faculty and Librarians

Research has shown that when faculty and librarians work together on a clear objective for a class's instruction session, students are more motivated, and the quality of work improves. In his study, librarian Carlos Argüelles conducted an experiment to determine the impact of an information literacy program (collaboratively designed by librarians and faculty) when it is integrated into a specific community college course. He wanted to assess the increase in student competency and determine whether the information literacy program improved learning outcomes. This program was simultaneously an instructional program and an assessment program. It was divided into four steps: pre-assessment, instruction/modelling, practice, and feedback. The first step was an online survey which students took prior to the first instruction session that asked them questions to assess their general knowledge of core concepts regarding information literacy. The second step, the instruction sessions, "were designed to both describe and illustrate the core concepts according to the learning outcomes and based on the information obtained in the pre-assessment" (Argüelles 2015). Step three put the newly acquired knowledge into practice with hands on usage of information resources. Step four, "feedback", had students provide their instructors an analysis of four types of information sources with which their information literacy competence was assessed. Through careful gathering of information from the four-step information literacy program, Argüelles was able to determine that the program was a success. The results from his study revealed that "students' evaluation and grades for this course exceeded the instructor's expectations and showed students' knowledge on topics they worked on" (Argüelles 2015). This study highlighted the significance of collaboration between

faculty and librarians regarding information literacy programming. Throughout his piece, Arguelles described the collaboration process and how meticulously designed the program was. He showed that “employing a variety of strategies to develop relationships, demonstrate competence, and enhance communication are actions librarians must take to inspire collaboration with faculty” (Argüelles 2015). This study demonstrated not only the importance of collaboration with faculty, but assessment as well: assessing not only the students, but the instructors too. Assessing students’ progress during and after instruction sessions helps librarians develop more efficient methods of instruction for the future. Surveying students about the instructors can also provide an insight on how to improve sessions: benefiting both teachers and learners.

In their piece *Extending our Reach: Enhanced Library Instructions in a Community College*, Wilson and Sigal attempted to find ways to improve information literacy programming in community colleges to increase participation amongst students and faculty. The authors felt that by taking a more proactive approach to library instruction and by employing different techniques, the process can be more beneficial for all parties involved. These techniques included embedded librarianship, providing virtual library instruction online, and working more collaboratively with faculty. In their study, the authors experimented with new strategies in their information literacy programs with the introductory psychology students (Psych 150). A common research assignment for all the sections of the Psych 150 course was assigned to the students and Wilson and Sigal (with the cooperation of the instructors) were able to design an information literacy program tailored to the assignment. The librarians concentrated on “face-to-face instruction” (Wilson and Sigal 2014) with each of the classes, created online modules and tutorials on how to use library resources, embedded videos of library instruction sessions online

for those that could not attend the in-person ones, and created handouts that provided basic tips that students could reference. By doing this, attendance of library instruction sessions at their library at Catawba Valley Community College in North Carolina went from 533 students in 2012, to 1,740 students in 2013. These new strategies resulted in positive reviews from students and faculty, as well as a drastic increase in requests for information literacy instruction sessions from other departments. The study also led to the authors being able to purchase digital information literacy course modules for their library, further increasing the interest in library instruction sessions (Wilson and Sigal 2014). By directly interacting with students and faculty, the authors were able to determine how impactful their modifications to their information literacy programs were. This research can be applied to other community college libraries looking to improve their information literacy programs.

Improving the Methods of Library Instruction in Community Colleges

In a study published in *College & Research Libraries* by Small, Zakaria and El-Figuigui, the authors conducted an experiment to explore the various strategies information literacy instructors can use to maintain students' attention during library instruction sessions. They analyzed the motivational aspects of information literacy and relationship between teaching strategies, and students' desire to learn and stay focused. The study carefully documented students' "on-task" and "off-task" behaviors during the library instruction sessions and kept track of what teaching strategies (actively engaging with students, walking around the classroom, using handouts etc.) were being employed during these behaviors. On-task behaviors included taking notes, asking questions, and answering the instructor's questions. Off-task behaviors included talking, laughing, looking at one's phone, and getting out of one's chair. "Many of the off-task behaviors across all sites seemed to occur when the librarian performed repeated web

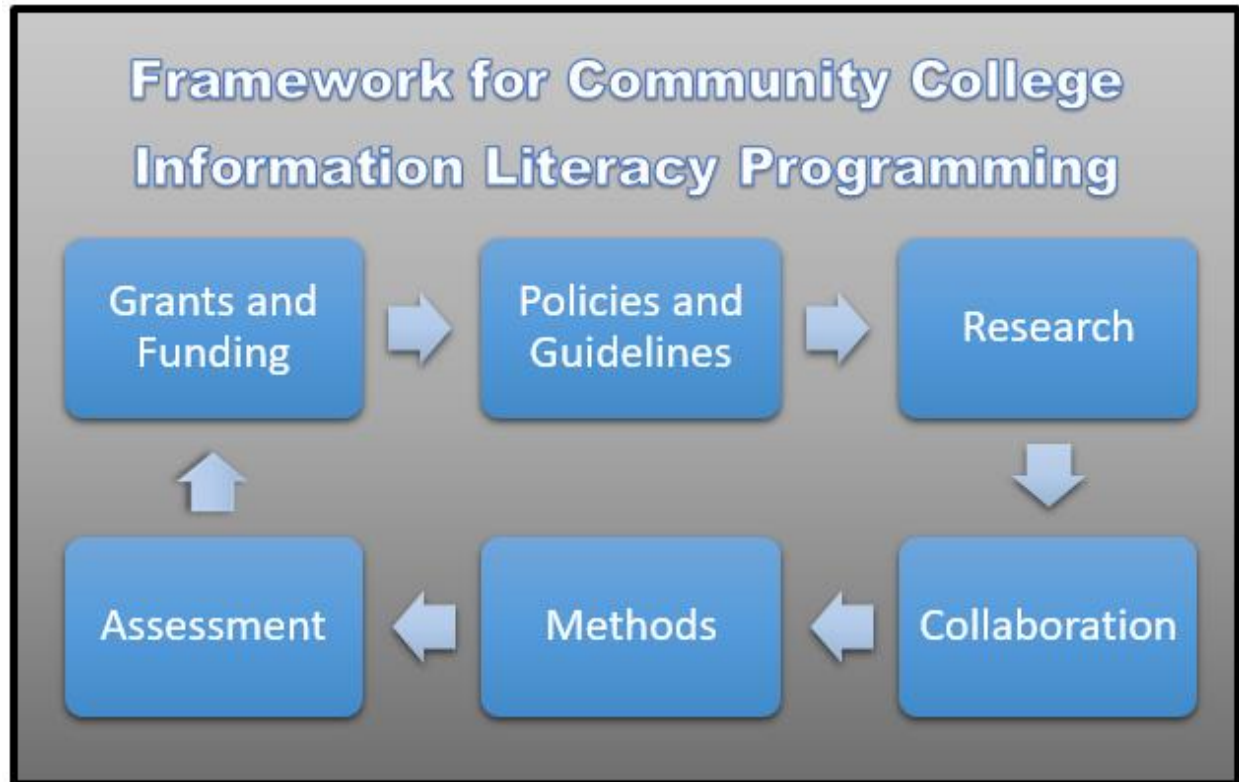
searches” (Small, Zakaria, and El-Figuigui 2004). Overusing the same motivational strategies such as giving too many of the same types of examples and asking multiple questions also resulted in a high rate of off-task behaviors. Successful strategies that kept students on-task included teachers frequently interacting with students and giving students hands-on assignments during the lesson. The various teaching strategies were categorized and student’s behaviors (on-task behaviors and off-task behaviors) during the sessions were documented and correlated with the teaching strategies used at the time. Also, after each session, students were interviewed (Small, Zakaria, and El-Figuigui 2004). The study provided quantitative and qualitative data regarding what works, and what does not work during a bibliographic instruction session. Data such as this is extremely useful for librarians to model their own bibliographic instruction sessions after.

With newer methods of accessing information, community college librarians are tasked with finding innovative ways of delivering instruction to students. In 1997, the Glendale Community College was awarded two grants (the Fund for Student Success and the Fund for Instructional Improvement) to launch a three-year information literacy initiative. The desire to implement this initiative was a result of interactions with students at the reference desk and the realization that many of them were extremely unfamiliar with library resources and how to access and use them. In the first year of the initiative (1998), Glendale Community College added two new two-unit courses to their catalog: Library 191 (Introduction to Information Competency) and Library 101 (Intermediate Information Competency). The following year, (using the grant funds) six workshops were created and taught by both full-time and part-time faculty. These workshops were offered every week and covered the topics of citation sources, statistical and government sources, the internet, research strategies, using the online catalog, and

locating journal and newspaper articles. The librarians actively reached out to faculty and asked them to encourage students to attend the workshops and to even possibly make the workshops a requirement for the course. In 2001, to increase enrollment in the Library 191 course, the class was paired with English 101: making library 191 a one-unit class and English 101 a three-unit class. This not only boosted the numbers for the library course, it also provided an opportunity to assess the impact of the library instruction on student learning. Having the instruction sessions inside the library also allowed students to explore the library for themselves and gain first-hand exposure to the concepts they were taught (Moore et al. 2002). This information literacy programming initiative was designed extremely well because it was funded through grant money (which created no burden to the institution), involved both instruction and assessment, and effectively utilized collaboration with faculty. Community college students often need more direction regarding library usage and by combining an English course with library instruction gives them that extra push.

A Framework for a Successful Community College Information Literacy Program

Based upon my research and personal experiences with library instruction in community colleges, I have developed a framework that can help librarians design an effective and efficient information literacy program.



- **Grants and Funding** - Librarians can apply for grants from professional library organizations such as the ALA and ACRL. Individual institutions may also provide funding for information literacy programming. For example USC offers Information Literacy Course Enhancement Grants to faculty members that wish to collaborate with librarians in implementing information literacy instruction in their courses (“Information Literacy Course Enhancement Grants” n.d.)
- **Policies and Guidelines** - Professional organizations such as the ACRL and Academic Senate provide policies and guidelines for librarians to shape their information literacy programs around. These are carefully crafted core values and ideas that help bring together the most important concepts of library instruction.

- **Research** - Before embarking on designing an information literacy program, it is important to do research and learn what other librarians have done and are currently doing: what works, and what doesn't.
- **Collaboration** - Studies have shown that when librarians collaborate with faculty on an information literacy program, the learning goals are more defined, and the programs are more successful. This can lead to more faculty requesting library instruction which results in higher student attendance numbers.
- **Methods** - Use methods that research and studies have shown work well: encourage active participation, give out handouts and exercises, avoid repetitive searching, avoid multiple redundant questions, etc.
- **Assessment** - In order to determine the success of an information literacy program, assessment is very important. As some studies have done, a pretest before the instruction, and a post-test after the instruction is a good way to evaluate students' level of learning and retention. Having students fill out a survey assessing the instructor is also a good way to gauge the success of the session as well as how it can be improved.

Conclusion

When I reflect on my first bibliographic instruction session with that counseling class at LACC, I think about how it would have been much more helpful if I collaborated with a faculty member and incorporated more effective methods in my instruction. It is my hope that the framework I designed will not only help myself with my own future community college information literacy programming goals, but other librarians as well. Through a carefully constructed information literacy program, community college students can know more about the information resources available to them: giving them the tools they need to succeed.

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Professional Development Statement

I feel that in order to discuss where I would like to go professionally into the field of information studies, I need to first discuss where I have been. As an undergrad at UCLA from 2001 to 2005, I developed my interest into working at libraries through a student position in access services. I performed many of the day to day tasks such as shelving, attending the circulation desk, and eventually supervising crews of student stacks workers. Through this, I learned the ins and outs of the services provided by the library as well as gaining valuable experience as a supervisor. After I graduated in 2005, I accepted a position at the UCLA Southern Regional Library Facility (SRLF) as an incoming materials processor. At the SRLF, I learned about proper storage conditions and climate controls for certain materials, and I also got my first introduction into library database systems such as Voyager and Orion. In May of 2007, I accepted what is now my current position, Digital Resources Manager for the UCLA Library Resource Acquisitions & Metadata Services Department. As a digital resources manager, I control the workflow for digital resource requests, perform copy cataloging in OCLC *Connexion*, and complete various e-resource projects and packages using both MARC and non-MARC metadata formats. Working within the cataloging department for so many years has given me insight into the importance of accessibility regarding information resources and ultimately led me to applying for the MLIS program here at UCLA. I wanted to learn more about the field I had dedicated so much of my life to and get out from behind a cubicle to work more face to face with people to help them with their informational needs.

I'm a big believer in trying out things to not only learn more about what you do want to do, but also learn what you don't want to do. I like to think that the classes I chose to take during this program helped me discover what I want to do after I graduate. In my first two quarters, I

took some preservation and conservation classes thinking I might want to pursue archiving. These classes helped me realize that this track resembles what I am already doing professionally in cataloging: working more with objects and not so much with people and the public. In my third quarter, I switched gears and took librarianship classes. Here, is where I found my true passion: helping people find the information that they need, face to face. The courses Values and Communities, and Issues in Librarianship helped show me that marginalized and underserved populations are especially in need of adequate access to informational resources, and that they heavily rely on libraries to serve these needs. By the end of my first year, I knew that these are the populations I wanted to work with, which led me to community college librarianship.

In the summer of 2019, I volunteered at the reference desk of the Los Angeles City College Martin Luther King Jr. Library. I used this time to gain experience for my internship that I was scheduled to do in the fall at this library. Through volunteering and interning at the MLK library, I was able to pick the brains of both full-time and adjunct community college librarians. They gave me great advice on how to search and apply for jobs after I graduate. In the fall of 2019, I joined the UCLA Library Equity Diversion and Inclusion Committee to learn more about helping underserved populations. Also, in 2019 I attended a two-day library carpentry workshop (provided by the UCLA Library) to gain familiarity with some computer programs I may need to use as a full-time librarian. These programs included Unix Shell, Python, Open Refine, and Jupyter Notebook. Regarding my desire for future employment at a community college, in the fall of 2019 I attended a professional development event hosted by UCLA Graduate Career Services which consisted of a Q&A with a panel of representatives from various community colleges around Southern California. At this event, I had the opportunity to talk in person with a human resources representative from the Los Angeles College District to discuss the application

process for adjunct librarians in LACCD. In January of 2020 I attended a hiring fair hosted by California Community Colleges and attended workshops about the interview process for CCC. I also met community college librarians from Pasadena City College and Mt. San Antonio College and discussed their hiring processes, and potential job openings in the future.

Unfortunately, the COVID-19 pandemic has negatively affected my career plans after I graduate. To further familiarize myself with community college libraries and learn more directly from professionals in the field, my intent was to do an internship with Southwest College in spring quarter of 2020. This internship was cancelled due to mass library closures throughout LACCD. This summer, I was also planning on returning to volunteer with Los Angeles City College and resume my work at the reference desk. It was my hope to focus on bibliographic instruction and gain more experience with that facet of the job. Sadly, I will not be able to do this until the pandemic is over. However, I do intend on applying to LACCD to become an adjunct librarian and get into the hiring pool as soon as I acquire my MLIS degree. Adjunct librarians are part-time so I plan on keeping my job at UCLA while putting in some hours at community college library reference desks, should I get into the hiring pool. While working with community college librarians at LACC, I learned about incentives to continue professional development for those that obtain a librarian position at one of the nine colleges within the Los Angeles Community College District. Librarians can move up one level on the payroll scale for every 20 units of college coursework they complete after they obtain their MLIS. I intend to take classes to supplement my skills as a librarian such as classes on website development, computer programming, and education and teaching courses. I also plan to join the American Library Association and attend their annual conferences to learn more about innovations in the

profession and meet other librarians from around the country. In summation, I expect my educational journey to continue far beyond my UCLA graduate program.

I honestly feel that my professional development began when I decided to apply to graduate school here at UCLA. My goal was to learn more about information studies and find a career path that I am not only passionate about, but that best utilizes the skills I have acquired through past employment. By carefully selecting my classes and internships, I believe that I have achieved this.

Librarians and Social Work: A Deeper Look at an Evolving Profession

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INF STD 211

Professor Greg Leazer

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Introduction

As information grows and changes, so does the role of the librarian. The abundance of information and information delivery systems requires professionals in the information field to constantly adapt and evolve. For many communities, libraries are a “third place”. One’s “first place” is where they live, one’s “second place” is where they work, and one’s “third place” is a community center point (Morehart 2016). As a third place, libraries and librarians have risen to the challenge to meet the needs of their communities through special programming and outreach. Librarians are finding new and unique ways to serve society and are performing the services that are normally associated with social work so much that libraries are now starting to hire in-house social workers. By no means is this paper stating that librarians can do the job of a social worker. However, as public services fail underserved and marginalized people, librarians have stepped up to help those in need and have expanded their role into the realm of social work. Social work became a profession in a response to the need to help the poor, destitute, and disenfranchised in a rapidly changing social order. During the late 19th century, industrialization and urbanization led to mass immigration and large concentrations of people in more confined areas. Over the years, the profession has evolved to include casework, social group work, community development, and social planning (McNutt 2013). Libraries as a community space have incorporated these tasks into various forms of programming to not only help those in search of information, but also those in need.

Libraries in Times of Crisis

In 2014, Ferguson Missouri received national attention when a white police officer shot and killed Michael Brown, a young black male. Following the shooting, the entire community of Ferguson was shut down due to riots and protesting for two weeks. Most schools and businesses

shut their doors to the public. However, the Ferguson Municipal Public Library remained open during this time as an “ad-hoc school” for the citizens of Ferguson. Because librarian Scott Bonner kept the library open, teachers were able to hold their classes in the library and people were able to access information about emergency services. Bonner created a safe haven for Ferguson where people could get away from the violence that was occurring just outside their front doors and come together as a community. A similar situation happened in Baltimore when Freddie Gray, a 25-year-old African American male died in police custody in April of 2015. The streets were overrun with violence and protests and while Baltimore city schools and as well as other public institutions were closed, the Enoch Pratt Free Library stayed open as an anchor for the people (Chancellor 2017). In an interview with Dr. Carla Hayden, the CEO of the Enoch Pratt Free Library, she states that “in a lot of communities in Baltimore, especially challenged ones, we are the only resource. If we close, we’re sending a signal that we’re afraid or that we aren’t going to be available when times are tough. We should be open especially when times are tough (Cottrell 2015).”

Hurricane Katrina displaced more than a million people when it made landfall in southeast Louisiana in 2005 (CNN Library 2018). In response, reference and IT staff members of the Louisiana State Library created a special website of resources for evacuees. Less than a month after Hurricane Katrina hit, Hurricane Rita dropped down on southwest Louisiana. Hurricane Rita was a category 5 hurricane and the fourth most intense Atlantic hurricane ever recorded. After these two hurricanes, the Louisiana State Library learned a great deal about community expectations and how people turn to libraries during disasters. Citizens went to the state libraries because they thought of them as sources of critical information and communication hubs. This forced the State Library to realize that their existing disaster preparedness policies

were insufficient for the demand of library services during a crisis. Since the two hurricanes, the State Library has dedicated an area of its website as a central place for information regarding disaster recovery. It has prepared a specialized booklist for children that have been affected by natural disasters with topics including adapting to change, moving, resilience, and death of a pet. The State Library sent a librarian to FEMA headquarters (Federal Emergency Management Agency) to assist with reference, information gathering and explaining the infrastructure of Louisiana to representatives from FEMA. Librarians in the state also took over answering emails from a state government website that takes questions regarding public services (Hamilton 2011). In the wake of Hurricane Sandy that hit New York in the fall of 2012, librarians helped thousands fill out FEMA relief forms and provided internet access to those in need. The New Dorp branch of the New York Public Library also hosted free financial planning seminars to hurricane victims. In both cases of the Louisiana and New York hurricanes, libraries got an influx of FEMA and Red Cross workers needing to use the computers, bathrooms, as well as the buildings themselves as gathering places (Rose 2013).

The polar vortex in the winter of 2019 brought record low temperatures to the midwestern part of the United States. The extreme cold forced public schools, universities, and many businesses to close. Minnesota experienced some of the worst of it with temperatures as low as -40 degrees. While public schools closed, all 41 branches of the Hennepin County Library in Minnesota not only remained open but maintained their regular business hours as well. The libraries served as warming centers for members of the community that needed to get out of the cold. To handle the sudden influx of children, librarians would provide impromptu story times. The Public Library of Cincinnati and Hamilton County also aided their community by providing a safe haven from the extreme temperatures. They used local outlets to spread the word that

anybody, including people experiencing homelessness, can come to the library to get warm. The library also reached out to a non-profit social services agency which sent out representatives during closing time of the library to make sure people had a safe place to go. The polar vortex of 2019 resulted in at least 21 people dying of weather-related incidents in United States (Gajanan 2019). Libraries that remained open when other public institutions closed, literally saved lives.

Libraries, Refugees, and Immigrants

Between November 2015 and January of 2017, Canada accepted just over 40,000 Syrian refugees into their country (Canadian Government 2015). In 1994, the IFLA (International Federation of Library Associations and Institutions) and UNESCO (United Nations Educational Scientific and Cultural Organization) released the IFLA/UNESCO Public Library Manifesto of which the preamble states: “Public libraries are a world-wide phenomenon. They occur in a variety of societies, in differing cultures and at different stages of development. They occur in a variety of societies, in differing cultures and at different stages of development. A well-used public library will make a significant contribution to the vitality of an urban area and be an important learning and social centre and meeting place, particularly in scattered rural areas (IFLA/UNESCO 1994).” This manifesto’s goal is to inspire libraries to be a global brand for the democratic right to information, opinions, and ideas to all. These values are echoed in the 2016-2019 strategic plan for the Toronto Public Library. In response to the mass amount of incoming Syrian refugees, important documentation pertaining to the library and its services were translated into Arabic and Western Armenian. Private sponsors of refugees were given orientation sessions regarding the City of Toronto’s “Refugee Settlement Program” at various library branches. The Toronto Public Library coordinated with the Toronto Newcomer Office to provide temporary hotels for newly arriving refugees that had not found permanent housing yet.

In addition, the library also provided fun children's programming to these hotels which included Arabic storytelling. Refugees can obtain library cards with permanent addresses and can list the library as their first address. The TPL supports refugee meetups in its various branches, has tripled the budget for the adult Arabic collection, and has doubled the budget for the Arabic children's collection. The library supports dual language literacy as well as offers English language learning classes (Bowles, Glass, and Ngan 2016). The TPL has exemplified the IFLA/UNESCO manifesto and has gone beyond information services to embrace social services as well.

Another library that has put the manifesto into action is the Denver Public Library. In 2006, the DPL started an initiative known as the Plaza Program. The Plaza Program is offered in 10 of the city's 26 branches and targets citizens that are not from the United States, of which make up 16% of the region's population, and speak over 140 languages or dialects. The program offers free citizenship, English, and art classes, as well as childcare, homework help, employment information, and legal resources. The Plaza Program provides 44 hours of programming a week in 15 different languages and is visited by an average of 1,800 refugees and immigrants a month. More than twice the number of citizens obtained their green cards through the program than the number of citizens that were deported from Colorado the previous year. The goal of the program is to provide a non-political safe space for immigrants and refugees to integrate into the United States. The Denver Public Library also partners with non-profit organizations and city agencies to offer services to the program such as help with housing and résumé writing (Oldham 2018). The Rochester Hills Public Library was one of the first libraries to offer English-language learning book clubs in the state of Michigan for its immigrant populations. Also, the Contra Costa County Library in California partnered with a local bar

association and worked with volunteer immigration lawyers to provide free one on one sessions for those in need (Diaz 2016).

A unique immigration situation most librarians would think they would not have to deal with is happening at the Haskell Free Library in northern Vermont. The library straddles the U.S.-Canadian border and has been experiencing emotional family reunions between immigrants ever since Donald Trump implemented his travel ban in 2017. Family members from countries included in the travel ban (for example Iran) have been entering the library on the Canadian side and meeting with their family members on the United States side of the building. The librarian of the Haskell Free Library, Joel Kerr, has had altercations with both the Royal Canadian Mounted Police and the U.S. Border Control of which both have threatened to shut the library down. In an interview Kerr states: “we don’t want to put a stop to it necessarily, but we need to somehow control it in order for us to stay open.” Kerr must walk a fine line between providing what is essentially a social service as well as adhering to the laws of two separate countries. As more and more underserved and marginalized populations rely on libraries for needs such as this, librarians are going to have to make tougher and tougher decisions that fall outside of their job descriptions (Torbati 2018).

Libraries and Homelessness

“People experiencing poverty or homelessness constitute a significant portion of users in many libraries today and this population provides libraries with an important opportunity to change lives. As the numbers of poor children, adults, and families in American rises, so does the urgent need for libraries to effectively respond to their needs (ALA 2012).” The American Library Association as well as libraries all over the world recognize the fact that as public institutions, libraries have a duty to serve all people, especially people who are economically

disadvantaged. In Los Angeles County, between the years of 2010 and 2017, homelessness increased by 42%. This is mostly due to sudden loss of employment and financial strain. Between the years 1998 and 2018 median rent in Los Angeles County increased by over 32%. Gentrification has led to unaffordable housing which has led to people resorting to living in encampments, tents, or cars (Neighborhood Data for Social Change 2018). These people need access to information related to finance, health care, legal matters, child care, employment, welfare programs, housing, and education: this is where libraries come in (Wong 2009). By being a freely available resource, libraries are often the only option for people who are experiencing homelessness. To help these people, libraries are beginning to include homelessness resources in their information resource guides. The Santa Cruz Public Library website has links that contain information about counseling services, food services, and emergency housing placement. The Seattle Public Library offers life-skills rebuilding classes to help people who have lost their way to re-enter themselves back into society. The Free Library in Philadelphia partnered with the social services organization H.O.M.E. (Housing Opportunities for Employment, Medical Care, Education) to hire people who are experiencing homelessness to be restroom attendants in the library (Wong 2009). In an article, former assistant director of the Salt Lake City Public Library Chip Ward says that libraries should treat people who are experiencing homelessness “just like any other patron by recognizing their interests and needs.” He continues by saying that “although librarians are not social workers and libraries are not homeless shelters, we have the moral responsibility to help the information poor and treat the chronically homeless as individuals (Soneda 2007).”

Libraries and Hunger

People who are experiencing homelessness are usually also having trouble feeding themselves and their family. Economically challenged families often rely on school lunch programs to feed their children when they cannot afford to do it themselves. Unfortunately, those free school lunch programs end over the summer. In response, hundreds of libraries all over the country are now delivering federally funded summer meals to children who are dealing with hunger issues. The motivation behind this is to not only feed hungry children, but also the belief that children are able to learn better if they are not worried about where their next meal is going to come from. The meals are funded through the United States Department of Agriculture's (U.S.D.A.) summer food service program which fed approximately four million children in 2016. The program has been around since the 1970's and in the past, the U.S.D.A. has distributed meals to public sites like parks, camps, and Y.M.C.A.'s. Through webinars, presentations at conferences, and word of mouth, librarians increasingly became involved and championed the cause. In 2014, the U.S.D.A. began recommending libraries as partners for the program. Since then the number of sites offering food to children has grown astronomically. Between the years 2013 to 2016, library branches that offered food in California went from 17 locations all the way up to 139 locations. In that same period, Ohio went from 88 branches, to 133 branches. Libraries participating in the program have experienced growths in regular patrons as well as a new interest in their various other types of programming (Louis 2017).

Libraries and Government Services

In a Pew Research Center study done in 2019, it was discovered that 10% of Americans do not use the internet. In some instances, this is by choice (the elderly) but many cases involve financial hardship and lack of access. In the past decade, e-government has made a large impact

on libraries. People are relying on library computers to be able to fill out immigration applications, medical insurance claims, tax forms, Department of Children and Families forms, and job applications. Librarians are now tasked with helping people with these online documents because online government services lack adequate customer service. Some libraries are going as far as offering workshops in e-government to train their staff in this growing issue (Cathcart 2008).

The 2-1-1 service initiative was launched nationally on July 20, 2000 by the United Way of American in partnership with AIRS (Alliance of Information and Referral Systems) (“2-1-1” 2019). The service is to connect community members with public services related to utilities, housing, childcare, and protective services with an easy to remember three-digit phone number. In some cases, a community’s chosen site for the call center is the public library. One such library is the Memphis-Shelby County Public Library. The Memphis-Shelby County Public Library installed a separate phone line and reference librarians are answering local 2-1-1 calls. Having this service inside the library facilitates frequent communication between librarians and social service organizations and increases awareness of the library’s services and collections to the community. Similar to how social workers refer people to different agencies and services, librarians are now doing that as well through this initiative (Cathcart 2008).

Libraries and Domestic Violence

Victims of domestic violence often must leave their home and their belongings in a moment’s notice. This leaves them vulnerable often with no money and no means to communicate with those that can help them. Libraries, which are freely available and easily accessible, are an ideal place for these people to go. Some of the major needs for victims of domestic violence are information on how to leave their abusers, legal protections, and locations

of local shelters. All this information can be accessed through a public computer provided by a library.

In 2003, Legal Services of Eastern Michigan (LSEM) created a program dedicated to outreach for domestic violence. This program was implemented in 85 libraries in 10 different counties. The LSEM used pro bono lawyers to train library staff on what services the LSEM offers as well as gave legal education presentations to the community at the libraries. The LSEM also constructed information kiosks at the libraries which contained information brochures about the LSEM and documentation that covered common legal problems. The libraries also offered on-site pro bono lawyers to help patrons with any document preparation or legal advice (Benson 2015).

The Surrey County Council of Libraries (located in southeastern England) won the Chartered Institute of Library and Information Professional's (CILIP) "Libraries Change Lives Award" in 2013 for providing resources and support to domestic violence survivors. The Senior Team Officer for Surrey County Council of Libraries Holly Case began the program when she noticed a significant lack of information in the library catalog regarding abuse towards women such as female genital mutilation, forced marriage, and abuse in LGBTQ relationships. To remedy this, she created a specialized collection covering all aspects of domestic abuse and promoted it by making posters and distributing flyers (Benson 2015). This idea spread throughout the libraries in the county and resulted in various types of outreach and programming geared towards domestic violence. The council created a dedicated web page with links to local and national services regarding domestic violence. They created events which included self-esteem workshops and poetry sessions organized by local survivor support groups. They started domestic abuse survivor reading groups and established communication links with the local

police, Crimestoppers (a non-profit organization that works with law enforcement and media to help solve crimes), and the Surrey and Sussex Probation Service (CILIP 2018). Domestic violence is a serious problem and it is important to utilize all resources that can help, especially libraries.

Libraries and Mental Illness

The Association of Specialized and Cooperative Library Agencies (ASCLA) published the “Guidelines for Library Services for People with Mental Illnesses” in 2007. The document states: “Information is considered key in the management of mental illnesses and in reducing the discrimination that is so often associated with it (American Library Association and Association of Specialized and Cooperative Library Agencies 2007).” The committee that wrote the guidelines calls upon libraries to support people suffering from mental illness in three ways: by providing programming, by sharing information, and by working to reduce discrimination (Pressley 2017). Nearly one in five adults in the United States live with a mental illness (“NIMH » Statistics” 2017). In a recent survey of public librarians in the country, 95% of the librarians surveyed stated that some portion of their users appear to be people who are experiencing mental illness. Of the 557 participants surveyed, only 3 reported that they had been through a formal training in dealing with people who are experiencing mental illness (Pressley 2017). Fortunately, the California State Library is doing something about this. The California State Library launched a mental health initiative in 2019 in which branches of the State Library can apply for funding to provide various forms of programming and outreach related to mental health for their libraries. There are three different funding opportunities in the initiative: to provide financial resources for training opportunities for library staff, to create library partnerships and target programming for community members, and to put on community

resource fairs. The goals of the training programs are to increase the competence of library staff in understanding the fundamental types of mental health issues and illnesses, to help staff become more comfortable approaching patrons who may be experiencing mental illness, and to create safe places for information and conversations about mental health wellness. The goals for the partnerships with community members funding opportunity is to build connections with mental health agencies and to serve as a hub for mental health information and resources. Finally, the goals for the community resource fairs are for libraries to collaborate with local health agencies to distribute information about mental health resources and to bring together both local and statewide mental health organizations to increase awareness of accessible mental health services in the area (California State Library 2018). By doing this, the California State Library is expanding the skillset of its librarians and library staff to better serve an often marginalized and ignored part of the library community.

Libraries and Substance Abuse

In 2015, drug overdose killed more Americans than homicides and car accidents combined. More than 6 out of 10 of those overdoses are related to opioid addiction (Ford 2017). Libraries as public spaces with easily accessible restrooms are popular places for drug users to get their fix. Librarians must deal with discarded needles and actual overdoses in their bathrooms. In September of 2017, the Public Library Association and WebJunction offered an online virtual town hall meeting to discuss issues of substance abuse in libraries. The panelists consisted of library staff from different parts of the country as well as representatives from community organizations. Over 500 people attended this event and discussed topics including how to interact with patrons that are suffering from drug abuse, how to intervene when drug abuse is occurring in the library, and how to collaborate with community organizations that also

deal with the problem. The Public Library Association plans to use the information gained from the town hall meeting to develop informational resources to be distributed to libraries nationwide both in print and online (Deutsch 2017).

Naloxone is a medication that can be administered through a nasal spray to an unconscious person that is suffering from an opioid overdose and in some cases can save a person's life. It is safe for pregnant women, can be rapidly administered, has few known adverse side-effects and has no potential for abuse (California State Library n.d.). The FDA has approved it to be administered by people without formal medical training as well (Weiner 2019). In Texas, at the Steve Hicks School of Social Work, students are receiving formal training on how to administer the drug through Operation Naloxone (an opioid prevention and resource initiative funded by the Texas Hyman and Health Services Commission) (Melendez 2017). Along with social workers, librarians are also being encouraged to learn how to give naloxone to an individual in need. In June of 2017, a patron in San Francisco's main library suffered a fatal opioid related overdose. In response, the library has distributed naloxone to its employees as provided them formal training on how to use it. The California State Health Officer has issued an order which allows libraries to administer naloxone to a person at risk of an overdose. On the California State Library website there are links to how libraries can obtain free naloxone as well as training videos on how to recognize signs of an overdose and when and how to administer the drug (California State Library n.d.).

The Macpherson Square Library in Philadelphia has had an especially bad problem with opioid abuse because of drug encampments that have been constructed in the public park where the library is located. The staff of the library was having instances of drug overdoses about once a month. In response to this, Judi Moore, the McPherson Square Library Branch Head asked the

city administration to provide naloxone training to the staff. The training was voluntary and all but one of her staff members took it. Since then, one of her librarians, Chera Kowalski, has administered the drug six times, and has saved six lives (Rosales Jr. 2018).

In 2018 the New Orleans Health Department teamed up with New Orleans public libraries and established educational programming to help prevent the spread of opioid abuse. The program consisted to six 90-minute classes that rotated between each public library in New Orleans. The topics of these classes included how to recognize opioid addiction, how to respond to an overdose, where addicts can get help, and information on how to obtain and administer naloxone (Woodward 2018). Programs like these are not only saving lives, but they are making libraries safer for both the library staff and their patrons.

Social Workers in Libraries

It is believed that the first social worker to be hired full-time by a public library was Leah Esguerra in 2009 by the San Francisco Public Library. From her time working at the library, she has helped more than 120 library users experiencing homelessness find stable housing (Schencker 2018). Esguerra's was hired through a partnership of the San Francisco Public Library, the San Francisco Department of Health, and the San Francisco Homeless Outreach Team. Esguerra's initial responsibilities were to give direct social services to patrons and train library staff on issues regarding homelessness, substance abuse, and mental health. However, now she is also an advocate and liaison for libraries that are considering hiring a social worker (Blank 2014). In 2015, the Denver Public Library hired social worker Elissa Hardy who revamped the library's Community Resource Program. Since she took over the program the amount of library customers it serves went from 434 in 2015, to 3,500 in 2018 (Nonko 2019). As

of June 2018, it is estimated that there are over 30 public libraries that employ full-time social workers (Schencker 2018).

In March of 2018, the Public Library Association Conference held in Philadelphia hosted an informational seminar entitled “A Social Worker Walks into a Library.” Panelist Jean Badalementi was hired in 2014 by the DC Public Library in Washington D.C. to be their human services assistant manager. She was not hired to do outreach or take on a caseload of clients, she was there to develop a new systemwide approach to homelessness that the library staff could implement as well as connect with homelessness service providers. Badalementi developed her system based on a survey she did with the library staff on their experiences dealing with people experiencing homelessness in the libraries (Dankowski 2018).

Justin Janis was hired as a full-time social worker for the Evanston Public Library in Illinois in 2017. In an article, she describes the social work program at the EPL as a “referral-based model to help connect patrons to long-term resources.” She also provides training and consultation for librarians on topics such as de-escalation and how to correctly document incidents that occur at the library (Janis 2018).

Conclusion

Having full-time social workers inside a library has proven to be an invaluable resource to the library staff and community. One cannot expect a librarian to become a social worker, but it is possible for librarians to act like social workers when the time arises. Whether it is properly reacting to a drug overdose, interacting with a person who is experiencing homelessness, helping someone who is dealing with domestic abuse, or handling an influx of survivors of a natural disaster, librarians are becoming more and more equipped to handle these situations. As public services continue to fail, more and more people are going to need libraries and librarians to

provide things that cannot be found on bookshelves. It is important for librarians and other information professionals to accept this new role and move forward into the future with a mindset of empathy and compassion to those that come through the doors. Through proper education, training, and professional development, this can be achieved.

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Gentrification and Its Impacts on Communities and Libraries

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Introduction

Master builder Robert Moses oversaw the building of bridges, parks, and roads in New York in the early 1900's. The effects of some of his design decisions still impact the region today. Many of the overpasses he designed in Long Island have significantly low clearance (as little as nine feet), too low for buses to get through. In those days, mostly poor people and people of color took public transportation, while upper and middle-class white people were the only ones that could afford cars. By designing his overpasses so low, Moses effectively kept minorities and lower income people away from certain neighborhoods. He also kept particular roads open and freely available for affluent white people to commute and drive recreationally (Winner Langdon, 1986). In Los Angeles in the 1940's, there was a city-wide initiative known as the Master Plan which involved building freeways throughout the city to ease the traffic problem and boost economic growth. Committees were formed to determine where the freeways were going to be built and what routes they should take to "serve the greater good." The routes chosen for the freeways were through predominantly Hispanic and African American neighborhoods, displacing the residents. It was "often believed that these freeway construction projects would help eliminate them from the city landscape and simultaneously improve commerce and travel (Perez, 2017)." Historically, community developers and city governments have used construction, architecture, and design to influence communities and decide where people are going to live. This tradition continues today with gentrification: the "process of replacement of a poorer population in an urban neighborhood with a richer one and the change of the looks of this respective neighborhood (Blumer & Schuldt, 2014)." This process is often disguised as an urban renewal project or a neighborhood revitalization. Some have argued that gentrification has positive effects as well as negative ones. Unfortunately, the negative effects are often targeted

towards lower income residents and people of color. Gentrification is detrimental to marginalized populations and does more harm than good, adversely affecting neighborhood culture, displacing minorities and the economically challenged, and impacting communities and its libraries.

Urban Renewal Projects

Urban renewal projects financially assisted by the Federal Government in the 1950's and 1960's resulted in the destruction of 20 percent of the housing units where black people resided. In contrast, the projects only destroyed 10 percent of housing units occupied by whites. During this time, "pro-growth" coalitions justified these projects with the belief that they were creating more housing opportunities for lower income individuals. In reality, urban renewal projects drastically diminished the amount of housing than it created. Ninety percent of the lower income residences that were knocked down were never replaced. Instead, 80 percent of the land that was cleared by these projects was rebuilt for industrial and commercial purposes. These new developments resulted in higher property taxes for the residents that remained, increasing poverty in already disenfranchised communities. When housing prices doubled in the 1970's, only white people were able to get home loans due to discriminatory practices by the Federal Housing Authority: approving white applicants much more frequently than applications submitted by people of color. This resulted in a segregation of neighborhoods: middle to upper class white neighborhoods, and lower income minority neighborhoods. Urban renewal projects succeeded in revitalizing cities with industry, shopping centers, and bringing commercial and corporate investment to help communities thrive. Unfortunately, it was at the cost of racial minorities (Lipsitz, 1995).

Gentrification in the United States

According to the Holms model, gentrification begins with the interests of building owners to increase rent on their housing properties to the point where they get the most profit out of their assets. The potential rent value is in correlation with the quality of housing, the surrounding infrastructure and culture, and the financial capabilities of possible renters. In order to achieve the most profitable outcome, low income housing is often renovated into luxury apartments and condominiums. Wealthier residents increase rent and property values which attract higher end businesses, driving out lower and middle class residents (usually people of color) who cannot afford to live there anymore (Holm & Schulz, 2018).

In the year 2000, the population of Baldwin Hills, California (a neighborhood in South Los Angeles) was 48% black and 18% white. Between the years 2013 and 2017 those numbers drastically changed to the population being 39% white, and 33% black (“Online GIS Maps,” n.d.). The median cost of a house in the area rose 47.3% between the years 2014 to 2017. Unfortunately, the Baldwin Hills Crenshaw Mall project could potentially make things worse. This 700-million-dollar plan involves 961 luxury apartments and condominiums, a 400-room hotel, a 10-story office building, restaurants, and retail stores. This is a key example of Holms’s model of gentrification at work. In an interview with Greg Akili, director of the Fannie Lou Hamer Institute of Advocacy & Social Action, he states that the Baldwin Hills Crenshaw Mall project is going to “drive up the rents in surrounding communities, and those rents will not be afforded by the people who currently live there (Muhammad, 2018).”

Los Angeles as a whole is experiencing this trend in the displacement of minority communities. Since 1990, L.A.’s black population has decreased by over 150,000 people.

Between the years 2000 and 2010 Hollywood has seen a drop in its Hispanic population by 13,000. Since the year 2000, the average rent has increased by 32% in the city. In 2017, Los Angeles had 58 billionaires and 58,000 residents experiencing homelessness. City developers and real estate investors are to blame for these rising rents, the lack of affordable housing, and the relocation of these minority communities (Woocher, 2017).

Gentrification is not exclusive to Los Angeles and its many neighborhoods. In a study done by *Governing* (magazine), the country's 50 largest cities were surveyed to quantify the amount of gentrification that was occurring within their boundaries. It was found that almost 20% of lower income and lower home value areas were being gentrified. In Portland, 58.1% of the areas were being gentrified, the highest rate out of all the cities in the study. The study has also shown that since 2000, neighborhoods that have been gentrified have become 4.3% whiter in population. During that period, lower income neighborhoods that haven't experienced gentrification have seen a population increase in minorities and the poverty rate in those areas has risen by nearly 7% (Maciag, 2015). This trend has clearly impacted poorer people and people of color.

Gentrification and Libraries

While gentrification has negative consequences for minorities and other marginalized communities, public institutions (like libraries) often benefit. This is the case for a public library in Switzerland. Place de la Riponne is a market square in the city of Lausanne, Switzerland. In the early 2000's, it was known mostly for its copious amounts of drug users and prevalent open drug scene. In 2011, the Minister of Culture in Lausanne proposed a plan to culturally revitalize the Riponne. The plan involved a new cultural center that included a public library. In the summer of 2014, mobile snack bars were installed in the southern part of the square which was

known as a major meeting area for drug users. The developers purposefully put in these installations to drive out the drug culture, and it worked. Soon after that, a cafe was constructed in the northern end of the square which hosted lectures, concerts, and activities for children. Next to the cafe, was a mobile branch of the Lausanne Public Library. The branch was tailored to children and their parents and contained a collection of picture books, early reader books, and comics. This renewal project did not solve the drug problem in the area, it simply relocated it. The library would not have been possible without gentrification. Libraries often face the ethical dilemma of being a part of this process. While it may help one part of the population, it often hurts the other (Blumer & Schuldt, 2014).

In 2006, there was a proposed plan to sell a branch of the Brooklyn Public Library to a nonprofit developer. The plan was to build a library that is twice the size of the original branch (the Sunset Park Public Library) and build 49 affordable housing units on top of it. The population of Sunset Park is gentrifying and growing at a very rapid rate. Between 1990 and 2014, the population has grown 34% and with that, the median rent has gone up by 63%. As of 2016, no affordable family housing had been built in the area for the last 15 years. In the Brooklyn Public Library system, public funding has been stretched extremely thin. In 2016, it was estimated that the Brooklyn Public Library branches had approximately 300 million dollars in unfunded needs which included much needed repairs to roofs and elevators. The Sunset Park branch accounts for 5 million dollars of this amount. The branch also has trouble dealing with the massive increase of residents in the area and the library has become too crowded resulting in long lines of people waiting to use computers. Also, modern libraries require new technology and creative spaces to adjust to the ways people exchange information these days. All these factors contribute to the appeal of selling the library to developers. In the plan, the developers

would own the housing units and the city would buy back the space where the library is as if it was a condo. This is so if the developers sell the building to a different company, the city would still own the library. In the deal, the new housing would be permanently affordable for households that made between 30% and 80% of the area's median income. Also, half of the units would be reserved specifically for members of the community. The developers would be able to acquire public funds and tax credits because they are building affordable housing, and it would only cost the Baltimore Public Library 10 million dollars to get the new library. This is in contrast to the 20 million dollars it would cost to knock down the old library and build another one. Opposers of the plan such as the activist group Citizens Defending Libraries, feel that the library would be hidden from the public eye by being built underneath residential housing. Also, the location of the library prevents it from ever expanding and getting bigger. The Executive Vice President of External Affairs for the Baltimore Public Library, David Woloch, in an interview exclaims that he understands the concerns of the activists and protestors not wanting the public library to be sold to a private firm but he states: "If we just wait for public funding to solve all our problems, that's not necessarily going to happen (Kinney, 2016)." This is a case where gentrification has the potential to help lower income people. However, new libraries often attract other developers and commercial interests. Although the housing units above the library will be rent controlled, adjacent residential areas may not be.

Since its announcement in 2015, the Barack Obama Presidential Center (OPC) has been a source of controversy in Chicago's south side. The location of the center will be Jackson Park and will be built in partnership with the University of Chicago ("Barack Obama Presidential Center," 2019). Traditionally, a presidential library has been a both a library containing presidential records and a museum with exhibits about the president and their history. The

libraries have been owned by the federal government and openly accessible to researchers, scholars, and public supporters (Clark, 2019). However, the OPC is being accused of not being a presidential library. The complex will be run by the Obama Foundation, not the National Archives and Records Administration which has been running presidential libraries going back to Herbert Hoover. It will be a four-building, 19-acre complex with an athletic center, two-story event space, winter garden, and recording studio. There will be no presidential research library onsite and no available hard copies of Obama's official presidential records for scholars and researchers. Instead, approximately 30 million pages of records will be digitized and made available online (Schuessler, 2019). However, in June of 2019, the MacArthur Foundation announced that they will be providing a 5-million-dollar grant to install a new branch of the Chicago Public Library in the OPC. The library will host community programming, contain multimedia collections, and provide public spaces for studying and reading. In an interview, MacArthur President Julia Stasch states: "Embedding a public library branch in the Obama Presidential Center will connect Chicago residents and visitors, especially youth, to each other and to a world of imagination and information (MacArthur Foundation Press Release, 2019)."

The potential economic benefits of the OPC have many Chicagoans in support of the project, however there are fears in other parts of the community that this will gentrify Chicago's South Side. The construction process of the OPC alone is projected to create 4,500 jobs. Once the center is up and running, another estimated 2,500 jobs will be generated. Cook County, the county where the OPC will be located, will reap projected economic benefits to the sums of 675 million dollars during construction, and 246 million dollars annually during the center's first ten years of operation (Henderson, 2019). A coalition of community organizations has asked the Obama Foundation to sign a Community Benefits Agreement, and unfortunately the foundation

has refused. Provisions in the agreement include requiring that jobs be set aside for people in communities around the OPC, supporting and creating black businesses, protecting low-income housing and home owners, and strengthening neighborhood schools (“Community Benefits Agreement (CBA) for the Obama Library,” n.d.). Deborah Taylor (coalition member and housing organizer with the Southside Together Organizing for Power community group), in an interview with the *Chicago Tribune* when asked about the OPC said: “Typically, when something major comes into a community, taxes go up, low-income residents are displaced, there is an influx of new residents who want to be in the area--it’s sexy--prices go up. We want to be sure when it floats, we float with it (Bergen, 2016).” On April 2, 2019, voters in four precincts in South Side voted on a non-binding measure in support of the Community Benefits agreement. Just under 90% of the people believe that developers of the OPC need to put on paper how they are going to affect the community. As of June 2019, the Obama Foundation still opposes the pact (Hinton, 2019).

Another obstacle the OPC is facing is a lawsuit filed by the advocacy group Protect Our Parks. The lawsuit was filed May 14, 2018 in response to hundred-year-old trees in Jackson Park to make space for the center. The federal lawsuit charges that the city and Park District illegally transferred public park land over to the privately-owned Obama Foundation. It argues that the transfer is a violation of state law, Park District Code, due process requirements, and the public trust doctrine. Also, since President Obama plans to continue political activities within the OPC, using public funds to support the center is a violation of citizen’s First Amendment rights, should they not agree with his politics (Isaacs, 2018). This lawsuit and the refusal of the Obama Foundation to sign the Community Benefits Agreement both have been sites of controversy regarding the installation of the Obama Presidential Center. The center can provide much desired

economic growth in a part of Chicago that has been historically impoverished. It also brings a branch of the Chicago Public Library to the South Side of which the area currently does not have (Coalter, 2018). However, this has the potential to increase property values and raise rents, which may displace residents that have been living there for years.

Fighting Gentrification

Damien Goodmon, director of Housing Is a Human Right (a community advocacy group based in Los Angeles), hosted the Resist Gentrification Action Summit in December of 2017, in response to the Baldwin Hills Crenshaw Mall project and the inevitable impacts on the communities. The summit was held at a middle school in Leimart Park and was attended by over 800 local activists representing nearly 50 organizations. The summit included a variety of workshops related to topics such as expanding the rights of renters through rent-stabilization ordinances and empowering tenants to fight eviction (Muhammad, 2018).

Other cities and states have attempted to fight the displacement factor of gentrification by starting initiatives aimed at preserving housing affordability. In Fairfax County Virginia, the Penny for Affordable Housing Fund was created in 2006 and provides financial assistance to builders and non-profit agencies that create affordable housing for lower-income families in the county. In Missouri, there is a statewide initiative to provide a tax credit of up to 55% to non-profit organizations that generate affordable housing options for those in need. The Longtime Owner Occupants Program in Philadelphia offers a 10-year reduction in property taxes to homeowners that have experienced an increase in their property taxes due to gentrification causing a rise in property values. One stipulation of the program is that the owners must have lived and owned their home for at least ten years: a program specifically made to help longtime residents. Finally, the Chicago Community Loan Fund is a non-profit organization that provides

low-cost financing to developers that build small residential buildings (one to four units) in areas of Chicago that have been ravaged by foreclosures (Smith, 2014).

Conclusion

Jodi Coalter's piece brings up the paradoxical fact that "the tension between libraries and gentrification is a tragic twist" and that libraries can be part of a "force that pushes people out of their home (Coalter, 2018)." The Blumer/Schuldt article reiterates this by stating: "Public libraries can't escape the development of the cities they are in (Blumer & Schuldt, 2014)." Gentrification presents a conundrum: the possible cultural reinvigoration and new start for a former impoverished community, but at the cost of the displacement of lower-income and marginalized groups. Libraries as democratic institutions can provide spaces to meet, as well as information regarding gentrification to communities and their organizations. Libraries are often a concept of urban development and revitalization because they are public cultural spaces that are open to all (Lees, Slater, & Wyly, 2007). While they have many positive impacts on a community, these impacts often come with a cost. Libraries need to be mindful of this and help those that may have been displaced by its presence by supporting local advocacy groups and organizations. Through continued community collaboration and affordable housing initiatives by city and state governments, the damage done by gentrification to marginalized and minority communities can be lessened. Even though in some cases libraries have been a part of the problem of gentrification, they also possess the resources to be the solution.

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**Libraries Equal Success: Improving Student Performance
Through Bibliographic Instruction**

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Professor Ulia Gosart

Information Studies 280

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Abstract

The importance of bibliographic instruction in community colleges and its relationship to student success has been qualitatively studied through the use of surveys and interviews since the 1990's. I argue that this success can be quantitatively measured by analyzing student's grades. By comparing the grades of students that have received bibliographic instruction in a college level English class to those that have not, I hope to find concrete evidence that bibliographic instruction improves academic performance in community college students. This study can provide empirical data that can further reinforce the significance of library instruction and encourage more collaboration between librarians and faculty: promoting library resources and giving students a greater chance at success.

Introduction

In their piece *Assessing the Effects of Library Instruction*, authors Portmann and Roush performed a study which showed that library instruction increases library usage amongst college students (Portmann and Roush 463). In a paper drafted by The Academic Senate for Community Colleges, it was stated: "research shows that student use of library services serves as a predictor of student retention in academic success" (Bowman et al. 1). Through these two concepts, I can logically reason that there is a relationship between library instruction and student success. I define library instruction (also known as bibliographic instruction or information literacy programming), as the teaching process between librarians and students regarding the usage of library resources (both online and print), and research strategies.

While researching sources about information literacy in community colleges, I found that there have been many studies about the topic, going back to the 1990's. They were mainly qualitative studies that assessed various information literacy programs and used surveys and

interviews of students and teachers to gauge the success of the instruction sessions.

Unfortunately, I could not find many studies that had more concrete evidence such as the actual grades of community college students involved in information literacy programming. While qualitative data is helpful to determine the impact of information literacy instruction in community colleges, the goal for my research project is to get harder evidence to assess the success of these programs. The central question of this project is: does bibliographic instruction improve academic performance in community college students? I theorize that it does based on the fact that bibliographic instruction leads to increased library usage, and increased library usage leads to a higher rate of student success. I argue that this can be quantitatively proven by analyzing the grades of community college students that have received instruction, to those that have not.

Literature Review

The Portman and Roush piece helps my argument by determining that information literacy programming does increase library usage amongst community college students. They surveyed students on how many times they have used the library in the last three weeks and issued this survey before and after a bibliographic instruction session. Through this, they were able to find that library usage went up amongst the survey participants (Portmann and Roush 463). These results satisfied their first hypothesis: “library instruction does have a significant influence on library usage” (463). The second hypothesis of this piece was: “library instruction does have a significant influence on library skills” (463). They used a similar survey technique (before and after bibliographic instruction), and the questions quizzed students on hypothetical situations regarding what they should have learned in the BI sessions. The results of this part of the survey showed that there was no distinct difference between the answers students gave before

the session and after the session. This indicated that “instruction did not increase library skills” (463), proving their second hypothesis to be wrong. It showed that while bibliographic instruction sessions may increase library usage, it may not positively affect library skills in the same way. While this may seem harmful, to my argument, the authors pointed out that they used a convenience sample of students in their study which is not as reliable as other forms of sampling. Also, the fact that students got extra credit for participating in the study may have resulted in superficial answers. One way that Portman and Roush’s study may further the research and discussion of bibliographic instruction in community colleges is by encouraging librarians to tailor their teaching towards library skills and not just library usage. Perhaps less on what types of resources there are, and more on how to use them. In contrast, Roselle’s qualitative study (interviewing librarians about their BI methods) shows that librarians do emphasize library skills in their teachings and highlights the importance of collaboration between faculty and librarians (Roselle 25). This idea of librarians and faculty working together is also echoed in both of the Argüelles resources (Argüelles 95) (C. Argüelles) as well as Feldman and Sciammarella who surveyed both faculty and librarians in their study (Feldman and Sciammarella 491). By comparing these works, I have come to the logical conclusion that information literacy programs are more successful when faculty and librarians collaborate, and that this is an important topic regarding bibliographic instruction in community colleges.

Another theme that emerged from my research were strategies on how to improve the methods of information literacy programming. The Wilson and Sigal study looked at embedded librarianship, virtual library instruction online, as well as working more collaboratively with faculty. By using these methods, attendance of library instruction sessions at the community colleges they studied went from 533 students in 2012, to 1,740 students in 2013. The Warren

piece also discusses the successes of the implementation of online library instruction at the Maricopa Community Colleges in Phoenix (Warren 301). Small, Zakaria, and El-Figuigui took a unique approach in their study regarding the strategies and methods used in information literacy programming. Their study carefully documented students' "on-task" and "off-task" behaviors during library instruction sessions. Off-task behaviors included students looking at their phones, talking to each other, or getting up to get a drink of water. On-task behaviors included interacting directly with the assigned activities, asking questions, and responding to questions (Small et al. 103). By analyzing which strategies were being used during the session (strategies such as giving students hands on assignments and incorporating humor into the lesson) and correlating them with the amount of on-task and off-task behaviors that were occurring while certain strategies were employed, Small, Zakaria, and El-Figuigui were able to determine the effectiveness of each strategy. The Herring study analyzes librarians' confidence in their ability to perform library instruction. This level of confidence is directly related to the methods used in the BI session as well as the overall impact of the lesson. By analyzing the methods of library instruction and assessing the quality, I argue that this can help information literacy programming become more efficient, effective, and improve students' academic success.

Out of the seven studies I looked at for my research, six were done using surveys and one was done by telephone interviews. This shows me that much of the research done on this topic is qualitative, and that there is a large gap of information regarding quantitative analysis of bibliographic instruction in community colleges. It is my hope that by concretely showing the improvement of grades as a result of bibliographic instruction, this will further the interest in researching methods to improve information literacy programming.

Significance

This study contributes to scholarship by quantitatively analyzing the relationship between bibliographic instruction and the academic success of community college students. By providing empirical evidence of the positive impact of library instruction on students' grades, I hope to spark further interest into this more concrete methodology. By reinforcing the importance of bibliographic instruction in community colleges, I feel this could lead to even more collaboration between faculty and librarians regarding information literacy programming. More students attending BI sessions, could lead to more students visiting and utilizing libraries. An increase in library user numbers could lead to more funding for library resources such as new technologies and programming: greatly improving the library experience for students, faculty and librarians.

Methodology

The basis for my study is the theory that bibliographic instruction improves the grades of community college students. In order to prove this, I will compare the grades of students that have received bibliographic instruction, to those that have not. The Los Angeles Community College District has nine colleges and each college has multiple introductory English classes. From a sample size of nine English classes (one from each campus), I will find nine professors that have used the same syllabus in the previous year and plan to use the same syllabus in the next upcoming year. They must also have kept the records of students' grades from the previous year (that did the work from that particular syllabus) and also had not arranged a bibliographic instruction session for the class.

Once the nine courses and professors for my study are identified, I will distribute each course syllabus to the corresponding community college's librarian. I will ask the librarians to collaborate with the course professors and design a bibliographic instruction session based on the

material of the syllabus with which to teach the students of the course in the upcoming year. This bibliographic instruction session will be ninety minutes and will be taught to the students in the second week of the semester. This is because I want the students to be introduced to the professor, course, and syllabus in the first week to have some familiarity with the class going into the BI session. The librarians will teach the session and I theorize that the students will use what they learn from this session to complete their assignments throughout the semester. At the end of the semester, the grades of the students that attended the bibliographic instruction session will be compared to the grades of the students from the previous year that did not receive a bibliographic instruction session. It is my hope that the average of the students' grades from the most recent year, will be better than the average of the grades from the previous year: thus proving my theory to be correct.

Limitations

As my research has described, the quality of a bibliographic instruction session can vary. This depends on the capability of the librarian to teach the session as well as the methods used. Students from one campus may receive better instruction than students from another campus, skewing the results. Another possible factor that may affect my study is the availability of resources from one year to the other. The students from the previous year still had access to the library, however the resources might have not been the same. For example between the two years, the library may have acquired new computers or purchased a package of new e-resources. This would give an advantage to the most recent batch of students than the earlier students did not have. Finally, although grades are a concrete method of measuring student performance, the process of grading (especially in an English class) can be very subjective. Professors often adjust their grading scale based on the quality of work turned in by the students. This could also

manipulate the results of the study depending on whether or not the professor was a harder grader to one class versus the other.

Conclusion

It is my hope that this study furthers the research on ways to improve bibliographic instruction, whether it is by altering the methods of instruction, or expanding the circles of collaboration between librarians and faculty. By quantifying the levels of improvement of student success by looking at the grades, I feel that this will inspire other researchers to diversify their methodologies from surveys and questionnaires and gather more concrete evidence regarding the impact of information literacy programming in community colleges. For example, does bibliographic instruction lead to students taking more advanced classes? Do community colleges that promote BI have a higher graduation rate than schools that do not? Providing empirical evidence that bibliographic instruction directly correlates with an improvement in students' academic performance reinforces the idea that libraries lead to success: clearing a path for students to excel.

Appendix

Multi-Session Library Instruction for COH

KINGSBOROUGH



Robert J. Kibbee Library Library Information Literacy Program

MULTI-SESSION LIBRARY INSTRUCTION FOR COH—12

Description The purpose of this session is to teach students the types of information resources and search techniques in order to retrieve on target results from the information resources available. These activities are best introduced once students have a research question or topic statement.

Knowledge Practices—Students will:

- Identify types of information resources.
- Identify and evaluate authority.
- Formulate research questions.
- Determine the scope of your research.
- Establish strategies for effective searching
- Develop a Critical Thinking mind-set about research.
- How to cite sources

Materials for this session:

- Computer with Internet access
- Keywords worksheet
- Power Point presentation
- Hand-outs with learning activities

Time allotment: 180 minutes (Three sessions)

Framework for Information Literacy

- Information Has a Value
- Authority is Constructed and Contextual
- Research as Inquiry
- Searching as Strategic Exploration
- Research as Inquiry
- Scholarship as Conversation

By the Association of College and Research Libraries

Learning Activity 1: Small group discussion of the information cycle and the types of information sources. Students participate on finding and locating books in the library catalogue. They will search for reference sources as well.

Learning Activity 2: A research discussion on the foundational purpose of conducting research. Each student will consider a topic to search; students will identify all keywords related to the topic of their interest. Several students will list some of the keywords found. (Note: It is imperative that all students participate in the process of listing the keywords in order to develop this skill.)

Learning Activity 3: An exercise to establish the different relations between keywords and to make emphasis on the purpose of the Boolean operators in an advanced search module- students will be able to design their own search strategy.

Learning Activity 4: Students will complete a search process using the keywords and reviewing the results. They will also print a relate article of interest.

Learning Activity 5: Students will select a Website from the list and complete the worksheet "What's in a Web page?" (a checklist to determine the authority, validity, and accuracy of the content of the Webpage selected)

Assessment: Students complete an open-ended question pre-assessment online prior to the first library session. A performance assessment will be conducted at the end of semester

Criteria:

To complete the Learning activities, students will participate and fill out a work sheet given at the first session.

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Policy Brief: Understanding Facebook

By Gabriel Cardenas

About This Project

I created this policy brief for IS270 Systems and Infrastructures to provide a concise summary of findings intended to guide policy makers about a topic or issue. The reason I chose Facebook for my topic is because I am an avid user (and still am) of this particular social media platform. I wanted to look more into the company's infrastructure and learn more about how they are using the information they gather from me. Through this project, I learned a lot about user privacy and the commodification of information. It really opened my eyes and now makes me think twice about who I give my information to, where it goes, and how it is utilized.

Understanding Facebook



With over 2 billion active users, Facebook is the most dominant social media platform in the world. What started as humble beginnings, has evolved into a technological and cultural phenomenon. This brief discusses the technical aspects of Facebook, how it has climbed to the top of the social media realm, and why it remains there.

Overview

- The massive amount of information Facebook handles on a daily basis requires complicated systems for storage, computation, and processing as well as a multi-tiered architecture.
- Facebook has an interoperable system that consists of an application programming interface, or API, that allows computer programmers and developers to create new and inventive applications to enhance user's experiences when browsing the web.
- Facebook is constantly evolving in many ways to maintain their dominance in the world of social media and although they have monopolistic tendencies, they are not technically a monopoly.
- Facebook claims that it self regulates, however some feel that self regulation is not enough.
- Facebook has a new target in its crosshairs: online dating.

Background

Mark Zuckerberg founded Facebook in 2004 while he was a student at Harvard University. The platform was very basic with the ability to display text and pictures and be housed on a single server¹. Originally, Facebook was exclusively for college students. In 2006, Facebook became available to anyone with a valid email address and became the openly accessible application the world knows today. Through innovative technologies, design, and marketing (over the past 15 years), Facebook has become the gold standard of social media platforms.

¹ "The Facebook Data Center FAQ."

Technology

For Facebook to be able to deliver its services to billions of people all over the world, vast amounts of infrastructure and programming are required.

Architecture

Facebook's architecture consists of a front-end, a back-end, and servers to hold the incredible loads of data. The front-end is the part of Facebook the user interacts with. If a user were to click on a link, upload a photo, or watch a video, they would be dealing with the front-end of the architecture². Facebook is known as a LAMP website: Linux, Apache, MySQL and PHP. These systems make up the front-end and each performs a unique function. Linux is an operating system that allows users to run multiple applications at the same time, Apache is an open source web server, MySQL is a database management system, and PHP is a web programming language. The back-end consists of the applications and servers that are far removed from the client and it processes the input and allows it to be displayed and interacted with. The back-end consists of Scribe (a logging system that logs input sent from the front-end), Thrift (exchanges information between applications that use different computer languages), Hadoop (database management application service), and Haystack (a photo storing system)³.

Access

Facebook is free to use; however, it is a network reliant application. A user must be connected to the internet via a Wi-Fi connection, local area network connection, or through the user's mobile network service to interact with Facebook. Facebook can be accessed through personal computers, laptops, tablets, smart TVs, smart phones, or any other client with network connectivity.

Interoperability

Facebook's application programming interface, or API, gives programmers the ability to develop applications to interact with the Facebook interface. For example, businesses can put a "Like us on Facebook" button on their page to gather customer information and promote their brand. For

² "I Don't Speak Your Language."

³ Barrigas et al., "Scalability of Facebook Architecture."

businesses that encourage patrons to create an online account through their website, businesses have the option to let customers “Login through Facebook” which is more convenient for the customer and allows businesses to acquire even more information about their clientele.

Storage

Information such as a user’s pictures are not stored on the user’s device, they are stored on Facebook’s servers, also known as the cloud. When a user uploads a photo, the user is dealing with the front-end of the platform’s architecture. The front-end receives the input from the client and sends it to the back-end for processing and storage. The photo travels from the hard drive of the user’s client, to one of Facebook’s many servers. Facebook has seven data centers across the United States, as well as three internationally in Ireland, Sweden, and Denmark⁴. Apart from the original copy on the user’s device, there is no way to know exactly where the recently uploaded photo is stored.

Design

The user-friendly interface of the original “Facemash” appealed to college students which allowed Mark Zuckerberg to design his platform based on what his fellow students wanted: personal profiles and the ability to upload photos. Zuckerberg’s goal was to design an online social graph. He wanted real people with real relationships. Facebook encourages users to strengthen their existing connections versus creating new ones⁵. This design feature set Facebook apart from past social media platform competitor Myspace (which encouraged getting as many “friends” as possible) and helped Facebook rise to the top.

Issues and Challenges

Many people question why and how Facebook became so dominant and whether it is a monopoly. The amount of information the platform has access to also brings about ethical dilemmas.

⁴ Hoefflinger, *Becoming Facebook*.

⁵ Vogelstein, “How Mark Zuckerberg Turned Facebook Into the Web’s Hottest Platform | WIRED.”

Competition

One could argue that Facebook is a monopoly in social media. However, just because it seems Facebook is monopolizing the market, does not make it an actual monopoly. A monopoly is defined as “exclusive ownership through legal privilege, command of supply, or concerted action⁶.” It is true that Facebook has command of supply, but it does not have exclusive control. Although they are not as popular as Facebook, there are other competing social media applications. In a congressional hearing, Mark Zuckerberg state that the “average American uses eight different apps” per day to connect to their friends⁷. The social media market is competitive; however, Facebook has a history of trying to control the competition. When other social media platforms became popular, Facebook simply bought them out. Instagram came into the market in 2010, focused on photo and video sharing, and surpassed one million users in just its first two months. In 2012, Facebook bought Instagram for approximately one billion dollars, eliminating the competition⁸.

WhatsApp is a popular mobile messaging service that grew in popularity very quickly. It was launched in 2009, and by 2013 had about 200 million active users. In 2014, Facebook purchased WhatsApp for 19 billion dollars⁹. It can seem like actions of this nature confirm Facebook’s absolute control, however there are some things even Facebook cannot buy. Snapchat is a multimedia messaging application where users can communicate with each other and create video and picture compilations known as Snapchat stories¹⁰. In 2013, Facebook attempted to buy Snapchat for 3 billion dollars and Snapchat refused¹¹.

Vine was an application that allowed users to record 7 seconds of video at a time to create miniature stories or movies. At the time, Facebook had a stipulation in its API platform policy that restricted developers from replicating “core functionality that Facebook already provides¹².”

⁶ “Monopoly | Definition of Monopoly by Merriam-Webster.”

⁷ Sun, “Is Facebook a Monopoly?”

⁸ “The History of Social Media.”

⁹ “WhatsApp.”

¹⁰ “Snapchat.”

¹¹ Gallagher, “Copycat: How Facebook Tried to Squash Snapchat | WIRED.”

¹² Constine, “Facebook Ends Platform Policy Banning Apps That Copy Its Features | TechCrunch.”

Facebook felt that Vine's features were too analogous to some of the features on Facebook and restricted the Facebook API from Vine. Many apps rely on Facebook's API to build a following and gather users' information. With this move, Facebook was able to eliminate Vine as a competitor. As of late 2018, Facebook has removed the stipulation from its platform policy¹³.

Whenever rival platforms introduce new features, Facebook tends to copycat those features to suppress the competition. Instagram pioneered photo filters in social media and once Facebook acquired Instagram, those same filters became available on Facebook. In 2015, Periscope came to the market as the first live streaming app. It was the live streaming standard until Facebook Live launched in 2017. Periscope simply could not compete with the amount of users Facebook had already established¹⁴. Once Facebook failed to acquire Snapchat in 2013, Snapchat's signature "stories" feature became available on Facebook, Facebook Messenger, Instagram, and WhatsApp¹⁵.

Data Leaks

The interoperability of Facebook encourages developers to use Facebook's API to spark innovation and open the market to new applications. However, people have taken advantage of this API to acquire and leak user data. In March of 2018, it was discovered that British political consulting firm, Cambridge Analytica, illicitly harvested data from approximately 87 million users to influence political campaigns¹⁶. In the wake of this as well as other massive breaches of confidence of its users, Facebook has been forced to restrict its API. Most notably, apps are no longer allowed to automatically post on user's profiles. Before this restriction, users with both a Twitter account and Facebook account were able to have their tweets automatically posted onto their Facebook page. Now, the only way to have Twitter posts appear on a Facebook page is to use the share function on Twitter and manually input the link into Facebook¹⁷.

¹³ Cyphers and O'Brien, "Facing Facebook."

¹⁴ "The History and Rise of Live Video Streaming."

¹⁵ Gallagher, "Copycat: How Facebook Tried to Squash Snapchat | WIRED."

¹⁶ "Cambridge Analytica."

¹⁷ Zeman, "Facebook Breaks Twitter Feature By Changing Its API."

Regulation

On their website, Facebook has a list of things that are not allowed to be posted on their website. Things such as promoting acts of violence and criminal behavior, acts of bullying or sexually explicit content, hate speech, false news and spam, and posts that violate intellectual property laws¹⁸. While these rules and regulations are thorough, they are very difficult to enforce in real time. Many social media sites like Facebook, Twitter, and Instagram rely on users to report on inappropriate content. Facebook and Instagram regulate nudity and sexual content much stricter than Twitter. “Twitter allows some forms of graphic violence and/or content in Tweets marked as containing sensitive media¹⁹. Facebook self regulates this in contrast to Twitter by stating in their community standards: “we restrict the display of nudity or sexual activity because some people in our community may be sensitive to this type of content²⁰.”

In April 2018 at a congressional hearing, when Mark Zuckerberg was asked if Facebook was a media company, Zuckerberg replied: “I consider us to be a technology company²¹.” One could argue that the reason Zuckerberg said this is because media companies are much more highly regulated than tech companies. Media companies are mandated to follow rules set forth by the Federal Election Commission and must disclose sponsors of political ads²². To subvert this technicality, the U.S. Senate proposed the Honest Ads Act in 2017 which requires online companies that post political ads to “disclose how advertisements were targeted as well as how much the ads cost.” The major issue with the Honest Ads Act is that it would conflict with the Communications Decency Act which states that “no provider or user of an interactive computer service shall be treated as the publisher or speaker of any information provided by another information content provider.” This essentially protects websites from being held liable for what users post²³.

¹⁸ “Community Standards.”

¹⁹ “The Twitter Rules.”

²⁰ “Community Standards.”

²¹ Romano, “Don’t Ask Whether Facebook Can Be Regulated. Ask Which Facebook to Regulate.”

²² Romano.

²³ “Honest Ads Act.”

When Mark Zuckerberg was brought before the Senate Judiciary and Commerce committees, the biggest issue brought up was the harvesting of 87 million Facebook users' information for the purposes of influencing the 2016 presidential election. The committee wanted to know how Facebook will prevent this from ever happening again²⁴. Senator Mark Warner drafted a paper entitled "Potential Policy Proposals for Regulation of Social Media and Technology Firms" which outlines possible regulations that could be put on digital communication technologies. These regulations include limiting disinformation, preventing massive amounts of user tracking for the purposes of marketing, and preventing platforms from using artificial intelligence to dominate the market²⁵. The main concern for politicians is Facebook's massive reach over the voting populace and how influential the platform can be.

The Future

Facebook has a history of building relationships, and now wants to take those relationships to the next level.

Online Dating

A new feature Facebook plans to release to the world is a dating service to compete with popular dating apps like Tinder and Bumble. The dating app has been designed for users to create a separate profile from their original Facebook profile to keep users' friends and family from seeing personal dating activity. The very first users for this app were Facebook employees. Facebook employees were encouraged to test out their own design by creating fake profiles and inputting fake information to find bugs and problems with the user interface. The process of employees testing out their own products is known as "dogfooding" and is very common in the tech world²⁶. Facebook has tested its dating app internationally in Columbia, Canada, and Thailand to gather user feedback. However, there is currently no information on when Facebook Dating will be available in the United States²⁷.

²⁴ Arjun, "Facebook CEO Mark Zuckerberg Testimony Key Points."

²⁵ Bowles, "Sen. Mark Warner's 15 'common Sense' Rules for Social Media Platforms."

²⁶ Newton, "Facebook Has Started Internal Testing of Its Dating App."

²⁷ Matsakis, "Facebook Dating Is Rolling Out. Here's How It Differs From Tinder | WIRED."

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Collection Development Project: The 60th Anniversary of Motown

Gabriel Cardenas

INF STD289-1 Performing Arts Librarianship

Professor Carbone

May 7, 2019

Scenario

I am the selector for a music library in an accredited university with a large music department, most known for their ethnomusicology program. For the fall quarter of 2019, I have decided to develop a new and specialized collection of materials around the storied history of Motown: its music and its artists. This is not only to commemorate Motown's 60th anniversary, but to expose the students to a genre of music they may not be particularly familiar with. I have spoken with the music department faculty and they have agreed to offer an undergraduate ethnomusicology course titled The History of Motown for the fall quarter. At the end of the quarter, there will be a concert featuring the music of Motown performed by the school's jazz big band, selected jazz combos, as well as the school choir. I will also be creating a Motown exhibit in the display case in front of the music library to promote the collection. With a budget of \$1500 (+/- \$10.00), I am tasked to build a specialized collection to meet the needs for the History of Motown class, the concert, the exhibit, as well as general users interested in the topic.

Collection Materials

Scores

(Via Ejazz Lines)

Stevie Wonder For Jazz Ensemble: Eight Arrangement Set \$315.00

Published by Hal Leonard, Various Arrangers, Full Score and Parts

Edition: Eight Jazz Big Band Arrangements

Originally Performed by Stevie Wonder

Papa Was a Rollin' Stone \$42.75

Published by Hal Leonard, Arranged by Roger Holmes, Full Score and Parts

Edition: Jazz Big Band Arrangement

Originally Performed by The Temptations

My Girl \$61.75

Published by Lush Life Music, Arranged by Myles Collins, Full Score and Parts

Edition: Jazz Big Band Arrangement with Vocal

Originally Performed by The Temptations

Get Ready \$23.75

Published by Hal Leonard, Arranged by John Berry, Full Score and Parts

Edition: Jazz Combo Arrangement [4 Horns with Rhythm Section]

Originally Performed by The Temptations

What's Going On \$47.50

Published by Hal Leonard, Arranged by Les Hooper, Full Score and Parts

Edition: Jazz Big Band Arrangement

Originally Performed by Marvin Gaye

Heard It Through the Grapevine

Published by Hal Leonard, Arranged by John Berry, Full Score and Parts \$42.75

Edition: Jazz Big Band Arrangement

Ain't No Mountain High Enough \$42.75

Published by Hal Leonard, Arranged by Roger Holmes, Full Score and Parts

Edition: Jazz Big Band Arrangement

Subtotal: \$576.25

Shipping: \$14.51

Total: **\$590.76**

(via Theodore Front Musical Literature)

Motown's First: The Ultimate Selection of Soul \$49.50

Arranged by Paul Beuscher, 1 Score (Piano/Vocal/Chords)

Subtotal: \$49.50

Tax: \$4.70

Total: **\$54.20**

(via J.W. Pepper & Son, Inc.)

Forever Motown \$40.99

Published by Hal Leonard, Arranged by Roger Emerson, Full Score and Parts

Performance/Accompaniment CD for Choir

Subtotal: \$40.99

Shipping: \$8.99

Total: **\$49.98**

Books

(via Amazon)



Where did Our Love Go? The Rise and Fall of the Motown \$26.24

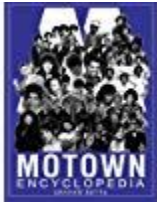
Sound - By Nelson George - Hardcover



Motown: Music, Money, Sex, and Power

\$47.50

By Gerald Posner - Hardcover



Motown Encyclopedia

\$24.99

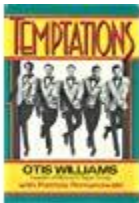
By Gerald Posner - Paperback



Motown: The Sound of Young American

\$30.00

By Adam White - Hardcover



Temptations

\$29.99

By Otis Williams - Hardcover



Signed, Sealed, and Delivered: The Soulful Journey of

\$21.27

Stevie Wonder - By Mark Ribowsky - Hardcover



Mercy, Mercy Me: The Art, Loves and Demons of Marvin Gaye \$29.95

By Michael Eric Dyson - Hardcover



Between Each Line of Pain and Glory: My Life Story \$42.48

By Gladys Knight - Hardcover



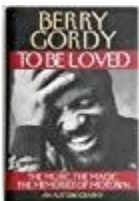
Smokey: Inside My Life \$49.95

By Smokey Robinson - Hardcover



Mary Wells: The Tumultuous Life of Motown's First Superstar \$11.51

By Peter Benjaminson - Hardcover



To Be Loved: The Music, the Magic, the Memories of \$41.38

Motown: An Autobiography - By Berry Gordy - Hardcover

Subtotal: \$355.26

Shipping: \$12.47

Tax: \$8.33

Total: **\$376.06**

CDs/DVDs/Vinyl Records

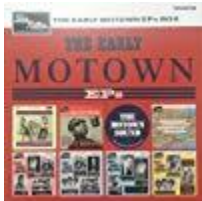
(via Amazon)



Motown: The Complete No. 1's [11 CD Box Set]

\$128.33

Various Artists, 11 Audio CDs



The Early Motown EPs [7 LP Box Set]

\$49.14

Various Artists, 7 Vinyl Records



The Early Motown EPs Volume 2 [7 LP Box Set]

\$56.61

Various Artists, 7 Vinyl Records



Motown: The DVD

\$14.99

By Motown, 1 DVD

Subtotal: \$249.07

Tax: \$22.81

Total: **\$271.88**

(via Time Life)



Motown 25: Yesterday - Today - Forever

\$159.52

Deluxe Collector's Set, 6 DVDs, 8 Audio Cds

Extended version of Motown's 25th Anniversary Concert

14 Hours of Bonus Features, Behind the Scenes Photos

8 Audio CDs containing *The Motown Collection* (120 Tracks)

Subtotal: \$159.52

Total: **\$159.52**

Scores _____ \$694.44

Books _____ \$376.06

CDs/DVDs/Vinyl Records _____ \$431.40

Grand Total: \$1,501.90

Relevant Websites

Music Online: African American Music Reference

Excellent resource on African American Music including books and journal articles about Motown and Motown artists

<https://search.alexanderstreet.com/aamr>

GoodReads

Helpful with finding books on Motown (what websites or locations to purchase them, what libraries you can find them in, recommendations, and reviews)

<https://www.goodreads.com>

Grove Music Online

Searchable database of articles about Motown and its artists

<https://www.oxfordmusiconline.com/>

Alexander Street Press: Music Online

Stream Motown music from an enormous selection of artists and titles

<https://search.alexanderstreet.com/musp>

UCLA Music Research Guide

Helpful LibGuide that contains many links to different music reference resources

<http://guides.library.ucla.edu/musicresearch>

Reflection

The reason I chose Motown for my specialized collection is because I am a huge fan of R&B music. My parents played R&B music from the 60's and 70's on a non-stop loop in our house growing up and one of the first concerts I ever went to was a Smokey Robinson concert. I decided to pick a music library for my library type because the UCLA Music Library was a big part of my undergraduate program. I also really enjoyed the tour we took with Matthew Vest. The tour showed me what a music library is capable of in terms of programming, collection development, and outreach. The users I want to reach regarding my collection are undergraduate ethnomusicology students. When I was in the UCLA ethnomusicology program as an undergrad, there were many different classes that covered various types of music (The Beatles, jazz, rap, world music, and electronic dance music). However, there were not any classes that went over early R&B in great depth. In Schlesinger's article *State of the Profession*, he recommends outreaching and partnering with faculty to "make certain materials are fully integrated into the curriculum" and "creatively applied as the basis for assignments (Schlesinger 2015)." In my scenario, I made certain that I worked with faculty to ensure that my collection is properly utilized. I feel that a specialized collection of materials related to Motown would create interest in the music and students could get exposure to the unique sound it is so famous for.

The university my music library in is most known for their ethnomusicology program, especially their jazz studies program. This fact guided me in selecting materials for my collection. Many Motown songs use large musical ensembles for their tracks and I feel that this will lend well to the school's jazz big band. I found that Ejazz Lines has an excellent selection of big band arrangements of Motown music. By typing in prominent Motown artists' names such as "Stevie Wonder" and "Marvin Gaye", I was able to find multiple charts with full scores and

parts. With my budget, I am able to buy fourteen different songs that can be performed by the jazz big band, as well as some of the smaller jazz combos. For the school choir, I found scores and vocal parts for a compilation of eight different Motown hits. I found this using J.W. Pepper & Son. I found an additional chart of Motown songs for piano, vocal, and chords that a jazz combo can use on Theodore Front Musical Literature. This piece was available on Amazon as well, however, surprisingly, it is less expensive if I buy it via Theodore Front.

For the books, I went entirely through Amazon because the prices were the lowest and shipping is free with Amazon Prime. Theodore Front had some nice books about Motown, but they could not compete with Amazon's prices. One resource I found useful when searching for books was *goodreads.com*. It gave me a list of the top books about Motown, reviews as well as which stores I could purchase the books including a link to the book's Amazon page. Using this resource made choosing and eventually purchasing the books much easier. Another bonus of buying the books exclusively on Amazon is only having to calculate the taxes from one large purchase versus multiple smaller purchases. Ten of the eleven books I plan to purchase are hardcover books. I made this decision because I believe I will be able to use the dust jackets in the display in front of the library. This will give the display great optics as well as show users what books on Motown we have for circulation. The books are also about specific Motown artists and groups that way the collection will give students insight on not only the sound of Motown, but the people too. The Motown CD box set was chosen for research purposes for the History of Motown class. It can be put on course reserve and students along with interested users can listen to the CDs in the library. The Motown DVD can be used for research purposes as well and the Motown course instructor can also play clips for the class.

I decided to buy the vinyl record sets because I am personally a big fan of grooved media. I think that students could benefit by hearing what the Motown sound was intended to sound like with the pops and hisses of a needle on vinyl. The UCLA Music Library has a very impressive display of Mexican music (using album covers) in their display case and I was thinking that I can do something similar. The two vinyl record sets include fourteen albums with unique covers. I can use the album covers in my exhibition to accompany the dust jackets from the books. Clayton Crenshaw created a display of books and CDs in the Crouch Fine Arts Library in Baylor University which “proved to be very effective” and increased the circulation of the promoted materials (Crenshaw 2014).

By Googling “Motown DVD” I was able to find the *Motown 25th Anniversary Deluxe Collector’s Set* through Time Life. This comes with six DVDs and eight audio CDs. These can be used for research purposes and the DVDs contain lots of exclusive footage an interested user would find very fascinating. The set also comes with a booklet full of photos that can be scanned and displayed in the music library Motown exhibit.

I feel that the materials I selected will aid students in the History of Motown class as well as garner a greater interest in Motown music in users outside the course. The musicians will have a wide variety of songs to perform and the students will have a collection of materials that are not only educational, but also entertaining.

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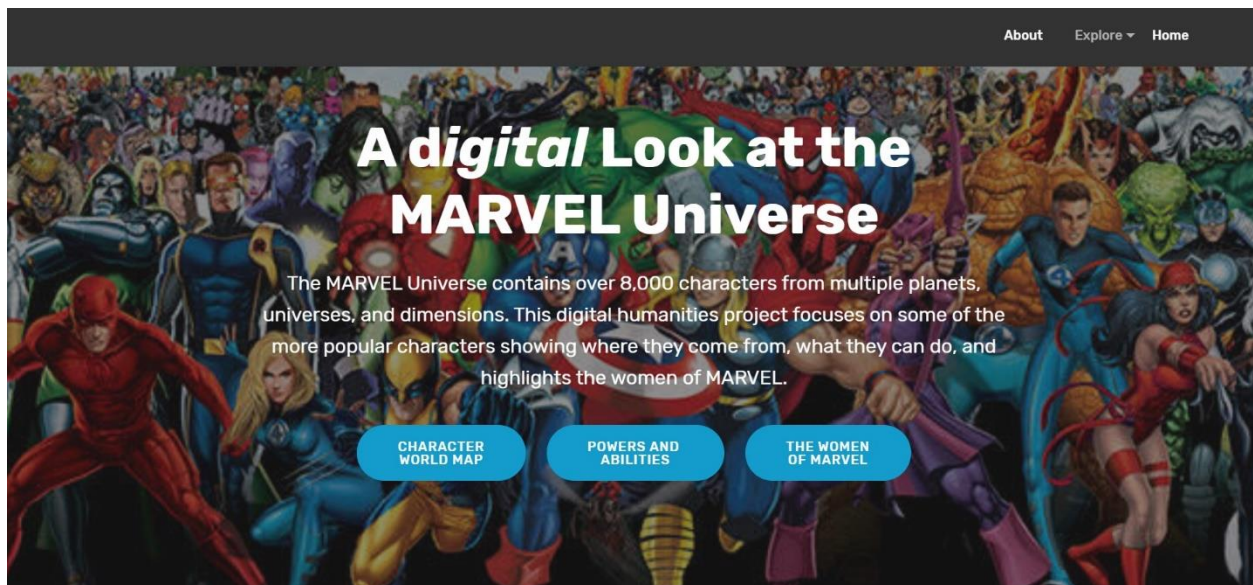
A Digital Look at the Marvel Universe

By Gabriel Cardenas

To View Full Site -- <https://gabecardenas.github.io/Home.github.io.html>

About this Project

This was my final project for DH201 Introduction to Digital Humanities. We were tasked to find a dataset that interested us and create a digital humanities project from it. I have always been a fan of Marvel superheroes and I found a data set that consisted of 735 superheroes and villains along with a list of their various attributes and characteristics (height, weight, powers etc.). Using the data manipulation tool OpenRefine I was able to narrow the list down to just Marvel characters. The data I focused on was where the characters are from, and what their powers and abilities are. I learned that a lot of the characters are from New York because that is where the creators of Marvel are from. I also learned that many of the Marvel villains are from foreign countries. This is due to the fact that Marvel became popular in the 50's, 60's, and 70's and comic books at that time promoted nationalism (mainly because of World War I) by vilifying characters from Eastern Europe, Russia, and Asia. By analyzing data regarding powers and abilities, I uncovered much gender bias and misogyny when it comes to male and female characters. The dataset allowed me to make visualizations including bar graphs, bubble graphs, and interactive maps and timelines. Below are some screenshots of the visualizations. The full website can be viewed at <https://gabecardenas.github.io/Home.github.io.html>

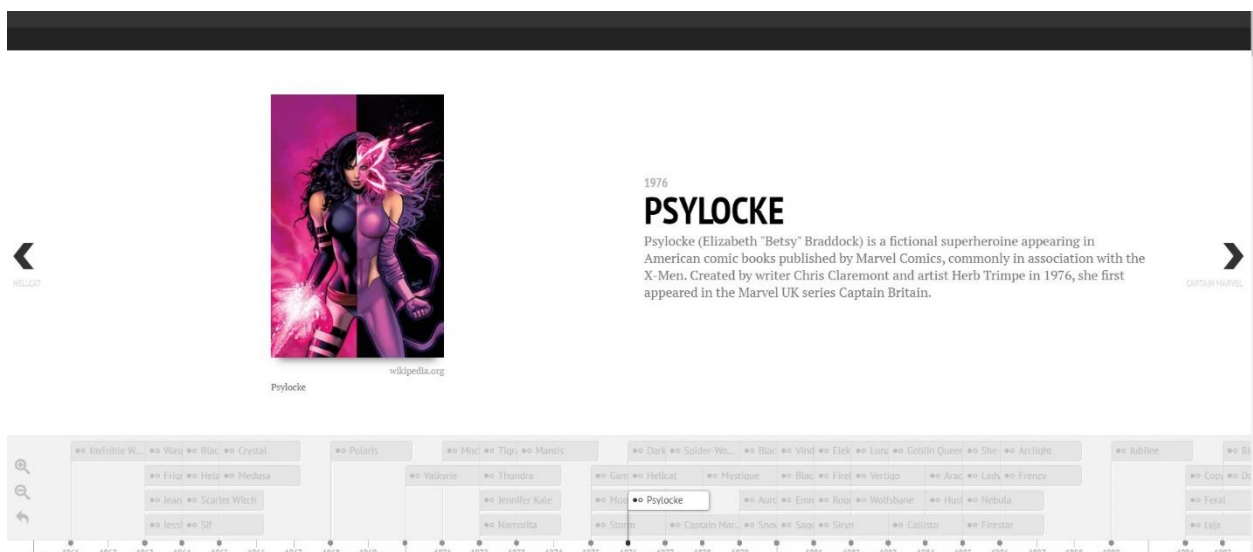


Map of the Origin Locations Marvel Heroes and Villains - The red dots indicate villains and the blue dots indicate heroes. As one can see, a majority of the red dots are from outside the United States.

MARVEL Heroes and Villains: Where are they from and why?

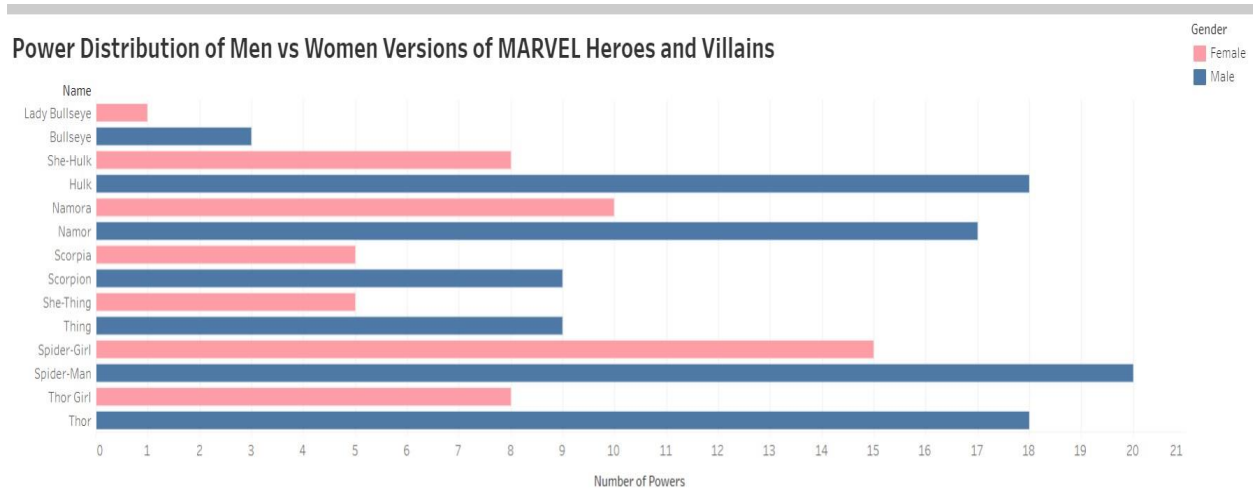


Interactive Timeline of Female Marvel characters - I created this to show the rise in popularity of female characters and how it coincides with the Feminism Movement of the 70's, 80's and 90's.



[illegible]

Bar Graph of the Numbers of Powers, Men versus Women - Marvel has a history of making female counterparts to male characters (for example Spider-Man and Spider-Girl). When the number of powers these counterparts possess is compared side by side, the results are that the male characters have many more powers than the female characters. The graph below shows a clear gender imbalance, even though the characters often have received their powers in the same manner, and their only difference is male or female.



Gangsta Rap LibGuide: By Gabriel Cardenas

About this Project

This LibGuide was my final project for IS 289 Performing Arts Librarianship. The UCLA Library has a LibGuide titled "Motown, R&B (Soul), Funk, Rap, and Hip-Hop", however I felt that gangsta rap is a historically and culturally significant genre of music that warrants its own LibGuide. I was able to find many resources both in the UCLA Library catalog as well as freely available online resources that researchers of the subject could use and navigate through easily. Below is the opening page.

Gangsta Rap



This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

[Home](#)[Purpose of this Guide](#)[Subject Headings to Assist with Research on Gangsta Rap](#)[Notable Gangsta Rap Artists](#)[Books](#)[Articles, Journals, and Other Online Resources](#)[Scores and Sheet Music](#)[Audio](#)[Video and Film](#)[Archival Materials](#)

Purpose of this Guide

This guide will direct you to both primary and secondary sources (e.g., recordings, filmed productions, monographs, journals, scores, archival materials) about gangsta rap music and artists.

Gangsta rap or **gangster rap** is a style of hip-hop characterized by themes and lyrics that generally emphasize the "gangsta" lifestyle. The genre evolved from hardcore rap into a distinct form, pioneered in the mid-1980s by rappers such as Ice-T, and popularized in the later part of the 1980s by groups like N.W.A.

- Wikipedia (2019)

Subject Headings to Assist with Research on Gangsta Rap

Use the suggestions below to help guide you in your UCLA Library searches and in looking through the stacks.

The following is a non-exhaustive list of subject headings* that you can use to guide your research on gangsta rap.

Library of Congress Subject Headings for Gangsta Rap

Gangsta rap (Music)
Gangsta rap (Music)—California—Los Angeles—History and criticism
Gangsta rap (Music)—History and criticism
Gangsta rap (Music)—Illinois—Chicago—History and criticism
Gangsta rap (Music)—Social aspects
Gangsta rap (Music)—Social aspects—United States

*What's a subject heading?: A subject heading is a term or phrase used to classify like materials in the UCLA Library catalog.

Any Questions?



Gabriel Cardenas

[Email Me](#)

On this page I show the authority names of various gangsta rap artists, organized by which area of the country they are most affiliated with.

Gangsta Rap



This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

[Home](#)[Notable Gangsta Rap Artists](#)[Notable Gangsta Rap Artists](#)[Books](#)[Articles, Journals, and Other Online Resources](#)[Scores and Sheet Music](#)[Audio](#)[Video and Film](#)[Archival Materials](#)

Notable Gangsta Rap Artists

[West Coast](#)[East Coast](#)[South and Midwest](#)

Search by author name or Library of Congress Name Authority File (LCNAF) in the library catalog to find music by these artists and groups.

- Dre Dre -- LCNAF: Dr. Dre, 1965-
- Snoop Dogg -- LCNAF: Snoop Dogg, 1972-
- Eazy-E -- LCNAF: Eazy-E (Musician)
- N.W.A. -- LCNAF: N.W.A. (Musical Group)
- Ice Cube -- LCNAF: Ice Cube (Musician)
- Too Short -- LCNAF: Too Short (Musician)
- Cypress Hill -- LCNAF: Cypress Hill (Musician)
- 2Pac -- LCNAF: Shakur, Tupac, 1971-1996
- The Game -- LCNAF: Game (Musician)

CDs Available at the Music Library



2Pac - Greatest Hits
(1998)

Here, I provide links and images to books about gangsta rap, users can check out from the UCLA Library.

Gangsta Rap



This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

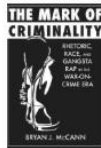
[Home](#)[Notable Gangsta Rap Artists](#)[Books](#)[Books on Gangsta Rap and Gangsta Rap Artists](#)[Articles, Journals, and Other Online Resources](#)[Scores and Sheet Music](#)[Audio](#)[Video and Film](#)[Archival Materials](#)

Books on Gangsta Rap and Gangsta Rap Artists

A sample of the books available through the UCLA Library



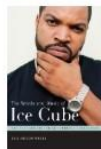
Original Gangstas by Ben Westhoff ⓘ
ISBN: 9780316383899
Date: 2016-09-13



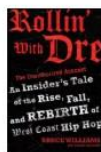
The Mark of Criminality by Bryan J. McCann ⓘ
ISBN: 9780817319489
Date: 2017-06-06



Nuthin' but a G Thang by Eithne Quinn ⓘ
ISBN: 0231124082
Date: 2004-11-17



The Words and Music of Ice Cube by Gail Hilson Woldu ⓘ
ISBN: 9780313080784
Date: 2008-10-30



Rollin' with Dre: the Unauthorized Account by Bruce Williams; Donnell Alexander ⓘ
ISBN: 9780345498229
Date: 2008-03-25

On this page, I provide links to journal articles and databases about gangsta rap that are licensed by UCLA.

Gangsta Rap

This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

Home
Notable Gangsta Rap Artists
Books
Articles, Journals, and Other Online Resources
Gangsta Rap and Hip Hop Magazines
Find Articles/Journals in Online
Thesis, Dissertations, and Other Online Resources for Articles
Scores and Sheet Music
Audio
Video and Film
Archival Materials

Gangsta Rap and Hip Hop Magazines

Available through the UCLA Library

- Source: the magazine of hip-hop music, culture, & politics
UCLA Library has selected hard copies of issues from 1996-2003



- Vibe (Print)
UCLA Library has selected hard copy issues from 1994-2009
- Vibe (Online)
UCLA Library has selected online versions of issues from 1993-2017



Find Articles/Journals in Online

- Music Online: African American Music Reference
- Music Periodicals Database
- JSTOR
- Los Angeles Times
- New York Times
- Oxford Music Online
- Project MUSE

Here, I show users examples of gangsta rap sheet music that the UCLA library has as well as how to search for CDs and albums in the UCLA Library Catalog.

Gangsta Rap

This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

- Home
- Notable Gangsta Rap Artists
- Books
- Articles, Journals, and Other Online Resources
- Scores and Sheet Music

Scores and Sheet Music of Gangsta Rap Available at the UCLA Library

Tupac Shakur by Tupac Shakur (Featuring)
ISBN: 0757905870
Date: 2002-01-01
Piano, vocal, guitar / This is the only print folio available by the late rap legend Tupac Shakur. Throughout his career he produced eight certified platinum albums and had numerous singles and LPs debut at No. 1 on the charts. This folio features Tupac's most successful works spanning his career. Titles are: R U Still Down? * Brenda's Got a Baby * California Love * Changes * Dear Mama * Do for Love * How Do U Want It * I Ain't Mad at Cha * I Get Around * I Wonder If Heaven Got a Ghetto * Me Against the World * Papa's Song * So Many Tears * To Live & Die in L.A. * 2 of Amerikaz Most Wanted.

No Way Out
No way out : piano, vocal, guitar / Puff Daddy & the Family, EMI Music Publishing ; Milwaukee, Wis. : Hal Leonard [Distributor], c1997

In Da Club
Piano, vocal, guitar / Words and music by Curtis Jackson (50 Cent), Andre Young and Michael Elizondo, Jr. Miami, FL : Warner Bros. Publications ; [United States] : Universal Music Corp., c2003

Gangsta Rap

This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

- Home
- Notable Gangsta Rap Artists
- Books
- Articles, Journals, and Other Online Resources
- Scores and Sheet Music
- Audio

Locating CDs, LPs and Other Sound Recordings

Use the UCLA Library Catalog to find CDs, LPs and other sound recordings.

Limit your keyword search to "sound recordings" and enter as many specific words as you can. Here are some examples.

Basic **Advanced** Course Reserves

Search: within

Quick Limits:

Records per page:

Basic **Advanced** Course Reserves

Search: within

Quick Limits:

Records per page:

Basic **Advanced** Course Reserves

Search: within

Quick Limits:

Records per page:

CDs Available at the Music Library

2Pac - Greatest Hits (1998)

On this page I give the user examples to links to gangsta rap videos and films that can be found in the UCLA Library collection.

Gangsta Rap

Search this Guide



This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

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Scores and Sheet Music
Audio
Video and Film
Videos and Films Available at the UCLA Library
Online Video Streaming Services Licensed to UCLA
Archival Materials

Videos and Films Available at the UCLA Library



Boyz n the hood

ISBN: 9780767876513

[DVD] Three friends struggle to survive in South Central Los Angeles where friendship, pain, danger and love form a true picture of life in the 'hood in this critically acclaimed, action-filled story.



Biggie and Tupac

[DVD] / producer, Michele D'Acosta ; director, Nick Broomfield ; a Lafayette film ; produced for Channel 4. Originally produced as a documentary film in 2001.

[more...](#)



Jay-Z: Reasonable Doubt

[DVD] an Isis production in co-production with Eagle Rock Entertainment ; executive producers for Eagle Rock Entertainment Ltd, Terry Shand and Geoff Kempin ; executive producer for Isis Productions Ltd, Jamie Rugge-Price ; director, Jeremy Marre.

[more...](#)

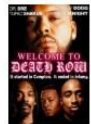


Rhyme and Reason

[VHS video cassette] Charles X. Block; Peter Spier; Daniel Sollinger.

Published/Distributed: Miramax Home Entertainment, 1997.

[more...](#)



Welcome to Death Row

[streaming video file] Originally produced by Xenon Pictures in 2001. Performers: Kevin Powell, Tupac Shakur, Dr. Dre, Snoop Dogg, Suge Knight, Eazy E

[more...](#)



Thug Immortal: Tupac Shakur

[streaming video file] Originally produced by All Channel Films in 1997.

[more...](#)

I was also able to find archival materials both in and outside the UCLA Library Collection.

Gangsta Rap

Search this Guide



This library guide is designed to provide research resources about gangsta rap music and its impact on African American culture.

Home
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Archival Materials
Archival Materials

Archival Materials

- Cheryl Keyes Collection, 1975 - 2001

From Collection Description: "Cheryl L. Keyes is a Professor in the UCLA Department of Ethnomusicology and specializes in rap/hip-hop music.

This collection consists of unpublished and published sound recordings collected by Cheryl Keyes as part of her research on African American music; popular music; women's music; popular music theory; gender/cultural theory. The materials include recordings of interviews, live performances, and rare commercial recordings"

[more...](#)

- The Hip-hop Archive and Research Institute

The Hip-hop Archive and Research Institute's mission is to facilitate and encourage the pursuit of knowledge, art, culture and responsible leadership through Hip-hop. We are uncompromising in our commitment to build and support intellectually challenging and innovative scholarship that both reflects the rigor and achievement of performance in Hip-hop as well as transforms our thinking and our lives. Toward these goals, our website: hiphoparchive.org provides information about all of our activities and projects and serves as a resource for those interested in knowing, developing, building, maintaining and representing Hip-hop.

List of Courses Taken

2018-2019

- *FALL QUARTER*
 - INF STD 211 - Artifacts and Cultures
 - INF STD 260 - Description and Access
 - INF STD 432 - Issues and Problems in Preservation of Heritage Materials
- *WINTER QUARTER*
 - CAEM C242 - Managing Collections for Museums, Libraries, and Archives
 - INF STD 270 - Systems and Infrastructures
 - INF STD 480 - Introduction to Media Archiving and Preservation
- *SPRING QUARTER*
 - INF STD 212 - Values and Communities in Information Professions
 - INF STD 213 - Current Issues in Librarianship
 - INF STD 289 - Performing Arts Librarianship

2019-2020

- *FALL QUARTER*
 - DGT HUM 201 - Introduction to Digital Humanities
 - INF STD 280 - Social Science Research Methodology for Information Studies
 - INF STD 498 - Internship
- *WINTER QUARTER*
 - INF STD 289 - Moving Image Technology
 - INF STD 400 - Professional Development and Portfolio Design
 - INF STD 498 - Internship
- *SPRING QUARTER*
 - INF STD 410 - Management Theory and Practice for Information Professionals
 - INF STD 427 - Young Adult Services
 - INF STD 462 - Subject Cataloging and Classification

Record of Advising History with Professor Greg Leazer

September 25, 2018

I met Professor Leazer at the Convocation and Orientation for GSE&IS. I knew at that time he was going to be my advisor and I thought it would be a good idea to take the initiative to introduce myself.

October 11, 2018

I was taking Professor Leazer's class, IS 260 Description and Access, and I sent him an email to ask his opinion about the topic I was going to write about for the first assignment. I also asked for advice on citation style because it had been a very long time since I had written an academic paper and I needed a refresher on how to appropriately cite my sources.

October 15, 2018

I sent Professor Leazer another email asking about how to use *Zotero*. It was the first time I had ever used the program and Professor Leazer replied back with some helpful tips.

November 7, 2018

I met Professor Leazer during his office hours to discuss what classes I would be taking next quarter. At that time, I was interested in preservation classes and I told him that I would be taking a conservation class with Professor Pearlstein and a media archiving and preservation class with Professor Vancour. Professor Leazer expressed to me that he thought that my choices were fine.

February 7, 2019

I made it a habit to meet with Professor Leazer in-person at least once a quarter to discuss which classes I should take the following quarter. I remember at that time, I was becoming a little burnt out on preservation classes and wanted to switch my focus to librarianship classes. We both decided that would be a good idea and agreed on a couple of classes I could take in the spring: Issues in Librarianship (which Professor Leazer was teaching himself) and a performing arts librarianship class taught by Professor Carbone.

February 26, 2019

On this day, Professor Leazer held a group meeting for all of his advisees to check in with us and answer any questions. There were about six of us and I recall that most of the questions revolved around class choices and graduation requirements, particularly papers we needed to complete to put in our portfolio.

April 12, 2019

This email was in reference to a specific question about a presentation I was going to give in Professor Leazer's Issues in Librarianship class.

May 29, 2019

I sent Professor Leazer an email going over my topic for my final paper for his class. The topic was about how aspects of social work are becoming more incorporated into librarianship as social services continue to fail the public. Professor Leazer was encouraging and even sent me a YouTube video about a program where libraries are doing summer lunch programs for kids.

June 20, 2019

I sent Professor Leazer a lengthy email about my choices for classes in the fall including a question about the methodology requirement for the program. I also told him that I would be volunteering at the MLK Library at Los Angeles City College over the summer in preparation for my internship there in the fall. He was very supportive of my decisions.

August 22, 2019

I emailed Professor Leazer about a question regarding my fall internship and the minimum hour requirement.

October 1, 2019

I emailed Professor Leazer to ask him if he could return my final paper from my Issues in Librarianship class. My hope was to use that paper as my major paper for my portfolio.

November 12, 2019

At this moment, I was strongly considering pursuing a career in community college librarianship after I get my degree. I sent Professor Leazer an email asking if I were to pursue this career route, is it necessary for me to take any cataloging classes? I planned on taking cataloging in winter quarter, however, it was being taught at a time that would conflict with something else in my schedule. He replied by saying that in his personal opinion, cataloging is not a major part of community college librarianship anymore. He also gave me the contact information of a community college librarian from East Los Angeles College I could reach out and ask as well.

January 3, 2020

I sent Professor Leazer an email to ask him if we could meet to sign my internship form for my winter internship with Los Angeles Public Library, Palms Rancho Park Branch. I also asked if we could meet to go over the topic for my issue paper. We planned to meet that week, unfortunately Professor Leazer was very busy that week and was unable to go over my issue paper topic in person. However, over the next few weeks we emailed back and forth bouncing back and forth some ideas about my issue.

February 14, 2020

I emailed Professor Leazer a draft of my issue paper. He replied saying that it was good “as is”, but also gave me a few ideas on how to make it a little bit stronger and more personal.

Gabriel Cardenas

Email: gcardena@ucla.edu

-Education-

University of California Los Angeles ~ Los Angeles, CA Sept 2018-Present

Graduate School of Education and Information Studies

- Master of Library and Information Science (M.L.I.S.)

(Expected graduation date June 2020)

University of California Los Angeles ~ Los Angeles, CA Sept 2001-Mar 2006

Bachelor of Arts in Ethnomusicology

-Professional Experience-

Resource Acquisitions & Metadata Services (UCLA) May 2007-Present

Library Assistant III Digital Resources Manager

- Oversee the electronic resource workflow and distribute requests to catalogers
- Copy catalog electronic resources (both monographic and integrating resources)
- Work on non-Marc cataloging projects in the Digital Library Collection System
- Database maintenance in Voyager and OCLC regarding electronic resources

Los Angeles Public Library Palms Rancho Park Branch Jan 2020-Mar 2020

Public Librarian Intern

- Attended to patrons at reference desk
- Completed weeding projects throughout the library
- Studied vendors' lists and made recommendations regarding collection development
- Assisted the YA librarian in Teen Counsel, also created and hosted a teen karaoke night for the library
- Co-facilitated activities for weekly Baby Story Time with the Children's Librarian
- Filled online and telephone requests for materials to be placed on hold

Martin Luther King Jr. Library (Los Angeles City College) June 2019-Dec 2019

Community College Librarian Intern Sept 2019-Dec 2019

- Assisted patrons at reference desk, including individuals experiencing homelessness and mental illness
- Conducted bibliographic instructions sessions

Volunteer Reference Desk Librarian

June 2019-Aug 2019

- Assisted patrons at reference desk

Southern Regional Library Facility (UCLA)

Dec 2005-May 2007

Library Assistant II Processor

- Created and modified holding and item records of incoming items
- Oversaw the circulation of Film and Television Archive materials
- Attended to patrons at the circulation desk

Young Research Library (UCLA)

Oct 2001-Sept 2005

Library Assistant I Student Supervisor

Sept 2004-Sept 2005

- Supervised crews of 10-20 stacks workers
- Recorded statistics of duties completed by stacks crew
- Shelved books and maintained common areas
- Checked out books to patrons and issued library cards.

Microform Attendant

Nov 2001-Sept 2004

- Retrieved microforms (microfilms, microfiche, and micro-cards) for patrons
- Instructed patrons on how to operate and use microforms and machines

Stacks Worker

Oct 2001-Sept 2004

- Shelved books
- Maintained common areas
- Discharged returned books

-Professional Organizations-

- American Library Association
- UCLA Equity, Diversity, and Inclusion Committee

-Languages-

- English (Native, Fluent)
- Spanish (Limited Working)

-Additional Skills-

- Experienced in OCLC (cataloging tool), Voyager (library database system), Google and Microsoft Suites, Social Media (Twitter, Facebook, and Instagram), lite web design