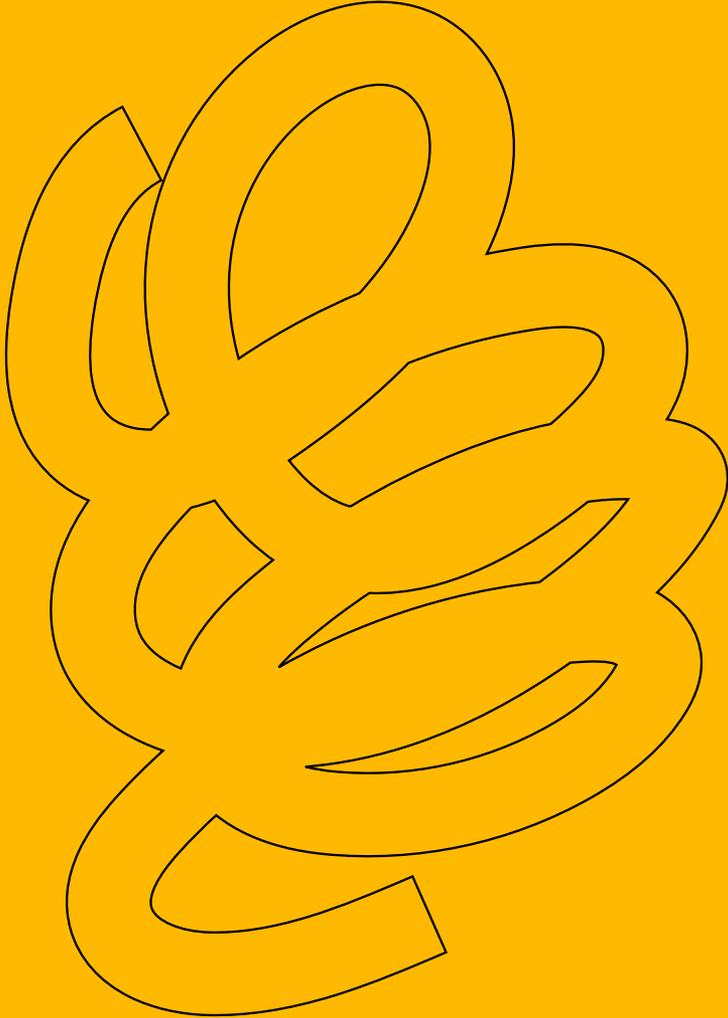


PRATT INSTITUTE

DIVERSIFYING THE CURRICULUM EVENT



SCHOOL OF INFORMATION

APRIL 11, 2019
10:30AM-2:30PM

PRATT MANHATTAN CENTER 610

Pratt

PROGRAM

10:30a ~ Coffee and Muffins

10:35a-10:45a ~ Welcome from Anthony Cocciolo
Dean of the School of Information

10:45a-10:55a ~ Welcome from Office of Diversity, Equity and Inclusion with Jazmin Peralta, Director of Diversity, Equity and Inclusion, Pratt Institute

10:55a-11:40a ~ Interactive Activity
The Identities We Inhabit, led by Jazmin Peralta

11:40a-12p ~ Lunch break

12:00p-12:45p ~ Keynote Presentation with Dr. Nicole Cooke
Associate Professor and MSLIS Program Director at the School of Information Sciences, University of Illinois, Urbana Champaign.

SCHEDULE

12:45p-1:00p ~ Discussion

1:00-1:50p ~ Mini-talks

1:00-1:10p - Nick Dease, Digital Learning Librarian, Pratt Institute Libraries

1:10p-1:20p - Chris Alen Sula, Associate Professor

1:20p-1:30p - Jennifer Hubert Swan, Visiting Assistant Professor

1:30p-1:40p - Anthony Cocciolo

1:40-1:50p - Q/A

1:50-2:30 ~ Interactive Activity

Thinking about Diversity, Equity and Inclusion in School of Information Core Curriculum Syllabi, led by Judit Török, Director of the Center for Teaching and Learning, Pratt Institute

2:30 ~ Fin.

ADDITIONAL RESOURCES

From Anthony Cocciolo:

Project Implicit includes implicit bias tests that were taken by last year attendees of the event facilitated by Dialogues on Diversity. More at: <https://implicit.harvard.edu>

Cocciolo, A. "Teaching Archives and Learning from Them: Segregation of African Americans in Early Library Science Education," Paper presented at Archival Education & Research Institute (AERI), July 10-14, 2017, Toronto, Ontario.
Article that discusses the exclusion of African Americans from LIS education in northern Library Schools from 1890-1940, including at Pratt.
Available at: <http://bit.ly/segregationinlis>

From Jazmin Peralta:

Pratt Institute Diversity, Equity & Inclusion Strategic Plan
<https://www.pratt.edu/the-institute/diversity-and-inclusion/diversity-strategic-plan/>

From Nicole Cooke:

Cooke, N. A. (2019). Leading with love and hospitality: Applying a radical pedagogy to LIS. *Information and Learning Sciences*, 120(1/2), 119-132.

Cooke, N. A., & Jacobs, J. A. (2018). Diversity and cultural competence in the LIS classroom: A curriculum audit. *Urban Library Journal*, 24 (1). Retrieved from <https://academicworks.cuny.edu/ulj/vol24/iss1/2>

Cooke, N. A. (2018). Creating mirrors and doors in the curriculum: Diversifying and Re-Envisioning the MLIS. In L. C. Sarin, J. Percell, P. T. Jaeger, and J. C. Bertot (Eds.), *Re-Envisioning the MLIS: Perspectives on the Future of Library and Information Science Education* (Advances in Librarianship Series) (pp. 27-48). Emerald Group Publishing.

Cooke, N. A. (2016). Counter-storytelling in the LIS curriculum. In P. T. Jaeger, U. Gorham, and N. Greene Taylor (Eds.), *Perspectives on Libraries as Institutions of Human Rights and Social Justice* (Advances in Librarianship series, Volume 41) (pp. 331-348). Emerald Group Publishing.

ADDITIONAL RESOURCES

From Jennifer Hubert Swan:

Cooke, Nicole A., and Renee F. Hill. "Considering Cultural Competence." *Knowledge Quest*, vol. 45, no. 3, Jan.-Feb. 2017, pp. 54-61.

This timely annotated collection of recent academic resources on cultural competency, defined here as, "a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations," has been gathered specifically by and for library professionals. Every person's culture comes into play in all interactions, including library exchanges, and educators need to agree on a set of norms that addresses and is sensitive to those cultural differences. This is a concept that has been called many things in the past, including multiculturalism and diversity, but now is being titled cultural competency to additionally acknowledge intersectionality, or the overlapping social identities present in each person.

"Cultural Competence Wiki." YALSA, wikis.ala.org/yalsa/index.php/Cultural_Competence. Accessed 25 Apr. 2017.

This is an evolving professional wiki about cultural competence that has been created and is being maintained by the Young Adult Library Services Association of the American Library Association. It contains multiple definitions and links to blogs, articles, training sites, organizations and primary research documents. It provides a broad overview of cultural competence as it relates to youth library services and would make an ideal starting point for anyone looking for basic information.

Kumasi, Kafi, and Sandra Hughes-Hassell. "Shifting Lenses on Youth Literacy & Identity." *Knowledge Quest*, vol. 45, no. 3, Jan.-Feb. 2017, pp. 12-21.

This article stresses the need for school librarians to be sensitive to the needs of "racialized" youth, especially since librarians "whose decision making power and interactions with children and young adults in and out of library spaces can shape the trajectory of their literate lives in significant ways." The authors suggest viewing the issues of racialized youth through four lenses: statistical, critical, refracted and historical. They go on to provide eight guiding principles to guide the work of school librarians, including "explicitly acknowledging race, ethnicity and tribal status," using "culturally relevant teaching strategies," and using "materials that are authentic and relevant to the lives of Native American youth and youth of color."

Naidoo, Jamie Campbell. *Diversity Programming for Digital Youth*. Libraries Unlimited, 2014.

This book explores the intersection between cultural competency and digital literacy. Section I defines and describes the role of cultural competency in the public and school library. Section II defines and describes the role of digital media in the lives of children and in the library. Section III provides real life examples of culturally competent digital literacy programs and guidelines for evaluating the success of such programming. The volume concludes with an annotated list of digital media for children that promotes cultural competence, while openly acknowledging that these resources are ephemeral simply based on their format. I included this book because it's one I chose as a textbook for adult library students at Pratt, as it's emphasis on making programs culturally relevant to all children is paramount for all youth librarians.

