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## FYRE 2020 Syllabus

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# FYRE 2020 Syllabus

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## Program Expectations

As part of your FYRE experience, we will be meeting on weekday afternoons from 2 PM – 4 PM. On Monday, Wednesday, Friday, you will be expected to come prepared to discuss assigned readings. Each MWF session will be accompanied by a Frame intended to further your understanding and conceptualization of information literacy. On Tuesday and Thursday afternoons, you will team teach with one other intern. You and your partner will choose an article for the group to read (to be distributed before the end of the business day before the presentation). You will be responsible for leading the discussion. The article of your choice may tie into your research project or an aspect of librarianship or equity that interests you. During these afternoon sessions, we will also work on our library and information literacy skills to ensure we understand the research process.

If you have any questions or concerns, please feel free to talk to any of the coordinators or librarians.

## Objectives

By the end of your research experience, you will be able to

- Identify the Association of College & Research Libraries' frames from the *Framework for Information Literacy for Higher Education*
- Accurately recognize and describe the main point and argument of a scholarly research paper
- Critically assess and analyze the argument of a scholarly research paper
- Communicate clearly and concisely about issues pertaining to equity in library science and academia
- Formulate a well-informed argument based on an original research question

## Resources

- [xula.libguides.com/library](http://xula.libguides.com/library)
- [xula.libguides.com/research](http://xula.libguides.com/research)
- They Say, I Say 3<sup>rd</sup> Edition\_  
[https://archive.org/details/they\\_say\\_i\\_say\\_3rd\\_edition/mode/2up](https://archive.org/details/they_say_i_say_3rd_edition/mode/2up)
- The Academic Writer's Toolkit
  - Accessible online through ProQuest Ebook Central

## Assignments

You will be given clear due dates for your “larger” assignments (ex. research proposals, annotated bibliographies, final paper). All of these assignments are due at 7 PM on the due

date. For your weekly readings, however, you are expected to come prepared to discuss the articles assigned for that day. You will come with one research question or question you had about each of the readings. As a group, we'll write out our questions and take a moment to summarize as best we can, what we think the "So What?" is of the articles. We will use our summaries, research questions, and the week's *Frame* to guide our discussion.

Your mental health is important to us, if you need to take a mental health day or half-day, please let us know and do so. If you need extra time for your assignments or find that you need more guided assistance, please ask!

## Schedule

Week	Topics & Readings
<p>7/1 - 7/3</p>	<p style="text-align: center;">FRAME: Research as Inquiry + Searching as Strategic Exploration</p> <p>Wednesday (7/1):</p> <ul style="list-style-type: none"> <li>• Intro to Xavier Library + Library Staff</li> </ul> <p>Thursday (7/2):</p> <ul style="list-style-type: none"> <li>• Research as Inquiry + Library Basics (Database 101)               <ul style="list-style-type: none"> <li>○ Griffin, K. A. (2019). Redoubling our efforts: How institutions can affect faculty diversity. <i>Race and Ethnicity in Higher Education: A Status Report</i>. Retrieved from <a href="https://www.equityinhighered.org/resources/ideas-and-insights/redoubling-our-efforts-how-institutions-can-affect-faculty-diversity/">https://www.equityinhighered.org/resources/ideas-and-insights/redoubling-our-efforts-how-institutions-can-affect-faculty-diversity/</a></li> <li>○ Honma, T. (2005). Trippin' over the color line: The invisibility of race in library and information science. <i>InterActions: UCLA Journal of Education and Information Studies</i>, 1(2). Retrieved from <a href="http://escholarship.org/uc/item/4nj0w1mp">http://escholarship.org/uc/item/4nj0w1mp</a>.</li> </ul> </li> </ul> <p>Friday (7/3):</p> <ul style="list-style-type: none"> <li>• Vacation for Fourth of July               <ul style="list-style-type: none"> <li>○ Over the weekend, please watch, <i>Living Thinkers: An autobiography of Black women in the Ivory Tower</i> (film on Kanopy)</li> </ul> </li> </ul>
<p>7/6 - 7/10</p>	<p style="text-align: center;">FRAME: Scholarship as Conversation</p> <p>M (7/6):</p> <ul style="list-style-type: none"> <li>• Brief intro to archives &amp; guest speaker, Vincent Barraza, Digital Preservation Librarian</li> <li>• Green, M. (2014). A critique of social justice as an archival imperative: What <i>is</i> it we're doing that's all that important? <i>The American Archivist</i>, 76(2), 302-334</li> <li>• Ramirez, M.H. (2015). Being assumed not to be: A critique of Whiteness as an archival imperative. <i>The American Archivist</i>, 78(2), 339-356.</li> </ul> <p>T (7/7):</p> <ul style="list-style-type: none"> <li>• Data Curation, Dr. Alex Saltzman (2 PM – 3PM)</li> </ul>

	<ul style="list-style-type: none"> <li>• Team teach #1</li> </ul> <p><b>W (7/8): Research Question + Proposal Due @ 7 PM</b></p> <ul style="list-style-type: none"> <li>• Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In Norman K. Denzin &amp; Yvonna S. Lincoln (Eds.) <i>Handbook of qualitative research</i> (2<sup>nd</sup> edition) (257-277). SAGE Publications. Retrieved from <a href="https://archive.org/details/handbookofqualit0000unse">https://archive.org/details/handbookofqualit0000unse</a></li> <li>• Matias, C.E. (2019). Beyond White: The emotional complexion of critical research on race. In Kamden K. Strunk &amp; Leslie A. Locke (Eds.) <i>Research methods for social justice and equity in Education</i>. (263-274). Palgrave Macmillan.</li> </ul> <p>TH (7/9):</p> <ul style="list-style-type: none"> <li>• Data Visualization</li> <li>• Team teach # 2</li> </ul> <p><b>F (7/10): 5 Annotations Due @ 7 PM</b></p> <ul style="list-style-type: none"> <li>• Hathcock, A. (2015, October 7). <i>White librarianship in Blackface: Diversity initiatives in LIS</i>. In the library with the lead pipe. <a href="http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/">http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/</a></li> <li>• Alabi, J. (2015). “This actually happened”: An analysis of librarians’ responses to a survey about racial microaggressions. <i>Journal of Library Administration</i>, 55(3), 179-191.</li> </ul>
<p><b>7/13</b></p> <p>-</p> <p><b>7/17</b></p>	<p style="text-align: center;"><b>FRAME: Authority is Constructed and Contextual + Information Has Value</b></p> <p>M (7/13):</p> <ul style="list-style-type: none"> <li>• “We Are the Cite Black Women Collective,” Season 1, Ep. 0</li> <li>• “Centering and Celebrating Black Women in Sociology” Season 1, Ep. 9</li> </ul> <p>T (7/14):</p> <ul style="list-style-type: none"> <li>• Data Management, Dr. Alex Saltzman, (2 PM – 3 PM)</li> <li>• Presentation on Personal Statements, Dr. LaDrika Carey</li> </ul> <p>W (7/15):</p> <ul style="list-style-type: none"> <li>• Drake, J.M. (2016). Expanding #ArchivesForBlackLives to Traditional Archival Repositories. <a href="https://medium.com/on-archivy/expanding-archivesforblacklives-to-traditional-archival-repositories-b88641e2daf6">https://medium.com/on-archivy/expanding-archivesforblacklives-to-traditional-archival-repositories-b88641e2daf6</a></li> <li>• Hall, K.M.Q. (2016). A transnational Black feminist framework: rooting in feminist scholarship, framing contemporary Black activism. <i>Meridians</i>, 15(1), 86-105. doi: 10.2979/meridians.15.1.06</li> </ul> <p>TH (7/16):</p> <ul style="list-style-type: none"> <li>• Team teach #4</li> <li>• Conference Presentation Examples + Demos</li> </ul> <p><b>F (7/17): 5 Annotations due @ 7 PM</b></p> <ul style="list-style-type: none"> <li>• “A Candid dialogue about citational politics and Black women’s knowledge” pt. 1 &amp; pt. 2</li> </ul>

FRAME: Information Creation as a Process

<p>7/20 - 7/24  7/20 - 7/24</p>	<p>M (7/20):</p> <ul style="list-style-type: none"> <li>• <i>Liminalities</i>, 15(4). Choose 3 stories to listen to</li> <li>• whitehead lee, m.h. (2015). on not bein. In Cherríe Moraga &amp; Gloria Anzaldúa (Eds.) <i>This Bridge Called My Back: Writings by Radical Women of Color</i>, (4<sup>th</sup> Ed.) (7-9). Retrieved from <a href="https://archive.org/details/in.ernet.dli.2015.182997/mode/2up">https://archive.org/details/in.ernet.dli.2015.182997/mode/2up</a></li> <li>• Wong, N. (2015). When I was growing up. In Cherríe Moraga &amp; Gloria Anzaldúa (Eds.) <i>This Bridge Called My Back: Writings by Radical Women of Color</i>, (4<sup>th</sup> Ed.) (5-6). Retrieved from <a href="https://archive.org/details/in.ernet.dli.2015.182997/mode/2up">https://archive.org/details/in.ernet.dli.2015.182997/mode/2up</a></li> </ul> <p>T (7/21):</p> <ul style="list-style-type: none"> <li>• Team teach #5</li> <li>• Presentation Assistance – show us what you have so far. An outline with a few slides is okay</li> </ul> <p>W (7/22): <b>Full Rough Draft Due @ 7 PM</b></p> <ul style="list-style-type: none"> <li>• Young, V.A. (2014). Straight Black Queer: Obama, code-switching, and the gender anxiety of African American men. <i>PMLA</i>, 129(3), 464-470.</li> <li>• Renn, K.A. (2019). Working with intension and in tension: Evolving as a scholar-activist. In Kamden K. Strunk &amp; Leslie A. Locke (Eds.) <i>Research methods for social justice and equity in Education</i>. (283-288). Palgrave Macmillan.</li> </ul> <p>TH (7/23):</p> <ul style="list-style-type: none"> <li>• Team teach #6</li> <li>• Presentation Assistance—we will be offering additional feedback, you should have a working final draft</li> </ul> <p>F (7/24):</p> <ul style="list-style-type: none"> <li>• Mestre, L. (2010). Librarians working with diverse populations: What impact does cultural competency training have on their efforts? <i>Journal of Academic Librarianship</i>, 36(6). doi. <a href="https://doi.org/10.1016/j.acalib.2010.08.003">https://doi.org/10.1016/j.acalib.2010.08.003</a></li> <li>• Cooke, N.A. &amp; Jacobs, J.A. (2018). Diversity and cultural competence in the LIS classroom: A curriculum audit. <i>Urban Library Journal</i>, 24(1). Retrieved from <a href="https://academicworks.cuny.edu/ulj/vol24/iss1/2/">https://academicworks.cuny.edu/ulj/vol24/iss1/2/</a></li> </ul>
<p>7/27 - 7/31</p>	<p>M (7/27): <b>Practice Presentations</b></p> <p>T (7/28): <b>Final Draft Due @ 4 PM</b></p> <p>W (7/29): <b>Practice Presentations</b></p> <p>TH (7/30): <b>Practice Presentations + Survey</b></p> <p>F (7/31): <b>Final Presentations (with Leadership Alliance)</b></p>