



Syllabus

LIS 600-202: Information in Society

Fall Semester, 2016

August 24-December 16

Instructor: Anthony Ubelhor, MA, MSLS, PMP

COURSE OVERVIEW

Course Description

An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspective.

Course Goals

LIS 600 addresses the “Foundations of the profession” core competency area, as approved by the ALA. The course provides the following content: the history of library science and information science; core concepts of the field; the ethics and foundational principles of the field; key issues faced by LIS practitioners, and relevant social, economic, and cultural trends.

Student Learning Outcomes

After completing this course, the student will be able to:

- Describe the history, background, and future opportunities with the LIS discipline.
- Interpret core ethical issues and values of the profession.
- Explain and apply core concepts of the field.

Class Materials

Textbook: *Foundations of Library and Information Science*, Third Edition by Richard E. Rubin. Neal-Schuman Publishers. ISBN: 1555706908.

Additional Resources: Students will be required to utilize various other materials available on the web or through our library databases as directed in each module.

Contact Information

Please note that class communication is done via Canvas, and my preferred method of contact is through Canvas email. I will frequently respond to emails as soon as possible, usually within 24 hours on weekdays, but you can expect a delay during weekends and holidays. You may also schedule an online appointment via Adobe Connect, Skype, or by other means, but you need to set up the appointment in advance.

Course Format and Schedule

This is an online course. The Canvas course management system will be used to facilitate the class. Please see the “Technical Requirements” section of this syllabus to learn about this system and the login requirements. Course weeks start on Monday and end on Sunday. You will be expected to complete all required readings and assignments during the time frame given. Go to “Course Content” on Canvas for details.

ASSIGNMENTS AND GRADING

Grading Parameters

The final grade in this course is determined according to the following percentages:

Participation	20%
Essay #1	20%
Essay #2	20%
Essay #3	20%
Final Exam	20%

Grades are based on a percentage scale. Grading will not be done on a curve. You can check your grade at any time or email me with any questions regarding your grade. Late assignments will lose 10% for each day they are late. For example, if a paper is worth 10 points, and it is one day late, you will lose 1 point. (NOTE: Assignments submitted more than one week past the original due date will not be graded.) Exceptions will be granted rarely—in advance and in writing. If you are going to turn in a late assignment, contact me as soon as possible to discuss the situation. Canvas will convert the points earned into a percentage:

A = 90% and above (Exceptional achievement)
B = 80% to 89% (Average achievement)
C = 70% to 79% (Below average achievement)
E = below 70% (Fail)

I do not assign incompletes.

Reading

Completing the required reading each week is essential to doing well in the class. Many of your readings will be found in our textbook, whereas others will be made available to you via Canvas, on the web, or through our library databases. Other material may also be required, such as PowerPoint slides, news articles, or videos. It is your responsibility to read and/or view this material as well. If you encounter a broken link or have trouble accessing something, contact me.

Written Assignments

You will write three essays in this course. Each essay should be around 2000 words and each will be worth 20% of your final grade for a total of 60% of your final grade. More information about the essay topics will be available in Canvas.

Essays must be submitted via the Assignment link in Canvas and are due by 11:59 p.m. (Eastern) on the due date. Submission dates will be based on the time stamp provided by Canvas. Essays may be turned in early, though no extra credit is received for this. I will return graded essays to you in a timely fashion. I will return all graded assignments to you via Canvas.

When submitting Assignments via Canvas, make sure your word processing software allows you to save files in Microsoft Word format (.doc, .docx, or .rtf). I cannot read Macintosh .pages files, so Mac users will need to save their assignments in a different format.

Participation

In this course, participation is measured by your contributions to the Canvas discussion boards. At the start of each week several discussion topics will be posted in the discussion forum. The topics will relate to the course readings and any supplementary material assigned. Each week you are expected

to make at least one original posting on the topic of your choice and two responses to other students' postings. Postings to the discussion forum can earn up to one (1) point for each posting for a maximum of three (3) points per week. Postings will be evaluated based on the substance, facts, ideas, opinions, tone, and style of your responses to the discussion board topic. "I agree with the author" will not be deemed a credit-worthy response.

Final Exam

This will be a test taken through Canvas to evaluate your mastery of basic information and concepts throughout the semester. It is worth 20% of your final grade.

COURSE POLICIES

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

TECHNICAL REQUIREMENTS, INFORMATION, AND RESOURCES

This course will be conducted asynchronously via the Canvas course management system. Please visit the link below to learn about this system and the login requirements:

<https://uk.instructure.com/courses/1096339>

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. You can review the minimum recommendations and guidelines for your computer at:

<http://www.uky.edu/ukit/hardwareguide>

The UKIT Service Desk is available to help with any computer or technical issue you encounter, 24 hours per day, seven days per week. Whether you are having trouble logging into a course or have a question about installing software, the service desk is available to help. Contact them at:

<http://www.uky.edu/ukit/Help/>

Phone: 859-218-HELP(4357)

Toll-Free: 1-877-481-UKIT(8548)

Email: helpdesk@uky.edu

LIS 600-202 COURSE SCHEDULE, F16

(Schedule is subject to change. Changes will be posted in the Announcements.)

Revised: 15 August 2016

Topics & Dates	Readings
0. Aug. 24-28. Intro. to the course.	<ul style="list-style-type: none"> • Review syllabus. • Introduce yourself to the class in the discussion forum.
1. Aug. 29-Sept 4. Intro. to program and core competencies.	<ul style="list-style-type: none"> • SLIS graduation requirements and the final portfolio: https://ci.uky.edu/lis/content/graduation-requirements-and-final-portfolio Click on the “most current instructions” and read them (Note: these instructions may change as you progress through the program) • ALA Core competencies: http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf • Field, J.J. (2008). Understanding your competencies to create a successful career. <i>Science & Technology Libraries</i>, 28(1/2), 1-10. • Complete academic integrity training, linked online. • Complete training on finding, evaluating, and using resources, linked online.
2. Sept. 5-11. History of library and information science.	<ul style="list-style-type: none"> • Rubin textbook: Chapter 2: From past to present (pp. 35-76) and Chapter 7: Information science: A service perspective (pp. 271-309). • Yu, P. (2008). History of modern librarianship in East Asia. <i>Library History</i>, 24(1), 64-77. • McMenemy, D. (2007). Ranganathan’s relevance in the 21st century. <i>Library Review</i>, 56(2), 97-101. • Video. The history of libraries (Kathryn Hoover): http://www.youtube.com/watch?v=v9kOixAbQ • Video. The lost libraries of Timbuktu, Part one (BBC): http://www.youtube.com/watch?v=iYMkTxNQGQU (there are a total of 6 parts, if you want to watch the entire program) • <i>Optional</i>: Rayword, W.B. (2014). Information revolutions, the information society, and the future of the history of information science. <i>Library Trends</i>, 62(3), 681-713.
3. Sept. 12-18. The Information society: Implications for LIS.	<ul style="list-style-type: none"> • Rubin textbook: Chapter 1: The educational, recreational and informational infrastructure (pp. 7-34). • Johnson, M. (2010). Chapter 2: Information sickness (pp. 13-30). In <i>This book is overdue: How librarians and cybrarians can save us all</i>. New York: Harper. • Feather, J.P. (2013). Introduction: The information society: Myth and reality (pp. xiii-xxi). In <i>The Information Society: A study of continuity and change</i> (6th ed). London: Facet Publishing.

	<ul style="list-style-type: none"> • Shafique, F., & Mahinood, K. (2010). The need of information systems and networks for survival into information society. <i>Pakistan Library & Information Science Journal</i>, 41(2), 11-17. • Video. Libraries of the future (JISC): http://www.youtube.com/watch?v=UjoJd_uN-7M • <i>Optional:</i> Fuchs, C. (2010). Theoretical foundations of defining the participatory, co-operative, sustainable information society. <i>Information, Communication, & Society</i>, 13(1), 23-47. • <i>Optional:</i> Mainka, A., Hartmann, S., Orszulok, L., Peters, I., Stallmann, A., & Stock, W.G. (2013). Public libraries in the knowledge society: Core services of libraries in informational world cities. <i>Libri: International Journal of Libraries & Information Services</i>, 63(4), 295-319. • <i>Optional:</i> Hayes, H. (2004). The role of libraries in the knowledge economy. <i>Serials</i>, 17(3), 231-238. • <i>Optional:</i> Libraries of the future (Melanie Florencio at TEDx at Creative Coast): https://www.youtube.com/watch?v=B13qfU-9Cf8 • <i>Optional:</i> Librarians of the future: (Lis Parti at TEDxSomerville): http://www.youtube.com/watch?v=Ya7qVSWz01c
<p>4. Sept. 19-25. Informatics.</p>	<ul style="list-style-type: none"> • University of California, Irvine. Department of Informatics. (2013). Questions and answers. Available here: http://www.informatics.uci.edu/qa/#general01 • Dalrymple, P.W. (2011). Data, information, knowledge: The emerging field of health informatics. <i>Bulletin of the American Society for Information Science & Technology</i>, 37(5), 41-44. • American Medical Informatics Association. (2014). The science of informatics. Available here: http://www.amia.org/about-amia/science-informatics • Dixon, B.E., Jabour, A.M., Phillips, E.O., & Marrero, D.G. (2014). An informatics approach to medication adherence assessment and improvement using clinical, billing, and patient-entered data. <i>Journal of the American Medical Informatics Association</i>, 21(3), 517-521. • Kling, R., Rosenbaum, H., & Sawyer, S. (2005). Chapter 1: Introduction to social informatics (pp. 1-11), in <i>Understanding and communicating social informatics: A framework for studying and teaching the human contexts of information and communication technologies</i>. Medford, NJ: Information Today. • Video. What is informatics and computing (Indiana University, School of Informatics and Computing): https://www.youtube.com/watch?v=yUkFLcPqrwA • Video. Big data in health informatics (Vinay Shanthagiri): https://www.youtube.com/watch?v=4W6zGmH_pOw • <i>Optional:</i> Friedman, C.P. (2013). What informatics is and isn't. <i>Journal of the American Medical Informatics Association</i>, 20(2), 224-226. • <i>Optional:</i> Williams, K. (2012). Informatics moments. <i>Library Quarterly</i>, 82(1), 47-73.

	<ul style="list-style-type: none"> • <i>Optional:</i> Marty, P.F., & Twidale, M.B. (2011). Museum informatics across the curriculum: Ten years of preparing LIS students for careers transcending libraries, archives, and museums. <i>Journal of Education for Library & Information Science</i>, 52(1), 9-22. • <i>Optional:</i> Video. What is informatics (Jasmine Hopkins): https://www.youtube.com/watch?v=0jaMKYnBayc • <i>Optional:</i> Video: What is informatics (Craig Chamberlin, IT Life): https://www.youtube.com/watch?v=oVbl99eIlN4
<p>5. Sept. 26-Oct. 2. LIS professions & professionalism.</p>	<p>Essay #1 due by 11:59 p.m. (Eastern) on 10/02.</p> <ul style="list-style-type: none"> • Rubin textbook: Chapter 3: Library & information science: An evolving profession (pp. 77-126). • Abram, S. (2015). Chapter 5: Librarianship: A continuously evolving profession (pp. 41-52). In Hirsh, S. (Ed.), <i>Information services today: An introduction</i>. Lanham: Rowman & Littlefield. • Harrison, R. (2010). Unique benefits of conference attendance as a method of professional development for LIS professionals. <i>The Serials Librarian</i>, 59, 263-270. • Hirsh, S. (2013). From vision to reality: The emerging information professional. <i>Bulletin of the American Society for Information Science & Technology</i>, 39(3), 44-45. • John, J., Sheppard, J., & Knight, J. (2010). The IIP and the small business high tech client. <i>Bulletin of the American Society for Information Science & Technology</i>, 37(1), 21-25. [Note: this whole issue focuses on various roles for the Independent Information Professional and is really worth perusal.] • Three-part series on library professionalism: <ul style="list-style-type: none"> ○ Weihs, J. (2009). The professional status of librarianship, part 1. <i>Technicalities</i>, 29(3), 15-17. ○ Weihs, J. (2009). The professional status of librarianship, part 2. <i>Technicalities</i>, 29(4), 18-20. ○ Weihs, J. (2009). The professional status of librarianship, part 3. <i>Technicalities</i>, 29(5), 16-19. • Wilder, S. (2007, Feb. 20). The new library professional. <i>Chronicle of Higher Education</i>. Available at: http://chronicle.com/article/The-New-Library-Professional/46681 • <i>Optional:</i> Johnson, M. (2010). Chapter 1: The frontier (pp. 1-12). In <i>This book is overdue: How librarians and cybrarians can save us all</i>. New York: Harper. • <i>Optional:</i> Weber, N.M., Palmer, C.L., & Chao, T.C. (2012). Current trends and future directions in data curation research and education. <i>Journal of Web Librarianship</i>, 6(4), 305-320. • <i>Optional:</i> Feather, J.P. (2013). Chapter 7: The information profession: A domain delineated (pp. 175-200). In <i>The Information Society: A study of continuity and change</i>. London: Facet Publishing.

<p>6. Oct. 3-9. Libraries by type: public and school libraries.</p>	<ul style="list-style-type: none"> • Rubin textbook: Chapter 5: The library as an institution (pp. 165-224). • Zickuhr, K., Rainie, L. & Purcell, K. (2013). Younger Americans' Library Habits and Expectations. Washington, DC: Pew Research Center. Available here: http://libraries.pewinternet.org/2013/06/25/younger-americans-library-services/ • ALA. (2006). Pages 11-13 (Executive Summary) of the report Long overdue: A fresh look at public and leadership attitudes about libraries in the 21st Century. Available here: http://www.policyarchive.org/handle/10207/bitstreams/5605.pdf • Everhart, N., & Mardis, M.M. (2014). What do stakeholders know about school library programs? Results of a focus group evaluation. School Library Research, 17, 1-14. • Smith III, M., Schiano, A., & Lattanzio, E. (2014). Beyond the classroom. Knowledge Quest, 42(3), 20-29. • Harlan, M.A. (2015). Chapter 6: Literacy and media centers in the twenty-first century (pp. 53-61). In Hirsh, S. (Ed.), Information services today: An introduction. Lanham: Rowman & Littlefield. • Video. School libraries (New Jersey Association of School Librarians): http://www.youtube.com/watch?v=KTslgjlEzLw • <i>Optional:</i> Video. Kenton County Public Library (Dave Schroeder, director): http://connect.uky.edu/p6wu6f0my9d/ . Note: Kenton County Public Library was named a Star Library by the American Library Association, the first Kentucky public library to be recognized as such (more information here: http://lj.libraryjournal.com/2013/11/managing-libraries/lj-index/class-of-2013/americas-star-libraries-2013-top-rated-libraries/). Dave's video is quite long (and he had problems with his camera), but it is full of rich information about successful public libraries. I encourage you to listen in two or three segments. (You may need to copy and paste the URL instead of clicking on it.) • <i>Optional:</i> Lyons, R. (2013). Rainy day statistics: U.S. public libraries and the Great Recession. Public Library Quarterly, 32(2), 97-118. • <i>Optional:</i> Ewbank, A.D. (2011). School librarians' advocacy for the profession: Results of a U.S. national survey. School Libraries Worldwide, 17(2), 41-58.
<p>7. Oct. 10-16. Libraries by type: academic and special libraries.</p>	<ul style="list-style-type: none"> • Franklin, B. (2012). Surviving to thriving: Advancing the institutional mission. Journal of Library Administration, 52(1), 94-107. • Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. Advances in Librarianship, 37, 135-151. • Koltay, T. (2011). Information literacy for amateurs and professionals: The potential of academic, special, and public libraries. Library Review, 60(3), 246-257. • Dee, C.R., Abram, S., & Hunt, D. (2015). Chapter 9: Information centers: Special libraries (pp. 82-93). In Hirsh, S. (Ed.), Information services today: An introduction. Lanham: Rowman & Littlefield.

	<ul style="list-style-type: none"> • Murray, T.E. (2013). How much is a special library worth? Valuing and communicating information in an organizational context. <i>Journal of Library Administration</i>, 53(7/8), 462-471. • Poll, R. (2007). Quality measures for special libraries. <i>IFLA Conference Proceedings</i>, p. 1-8. • Video. Academic librarianship (Brooke Cox, systems librarian at DePauw University): https://www.youtube.com/watch?v=Eon5T7w9sWE • <i>Optional</i>: Yi, Z. (2013). Setting goals for change in the information age: Approaches of academic library directors in the USA. <i>Library Management</i>, 34(1/2), 5-19. • <i>Optional</i>: Murray, T.E. (2013). What's so special about special libraries? <i>Journal of Library Administration</i>, 53(4), 274-282. • <i>Optional</i>: Mehr, L.H. (2009). Oscar's very special library: the Margaret Herrick Library of the Academy of Motion Picture Arts and Sciences. <i>Art Libraries Journal</i>, 34(3), 29-34.
<p>8. Oct. 17-23. Data centers and other information centers.</p>	<ul style="list-style-type: none"> • Shen, Y., & Varvel, V.E. (2013). Developing data management services at the Johns Hopkins University. <i>Journal of Academic Librarianship</i>, 39(6), 552-557. • Knapp, K.J., Denney, G.D., & Barner, M.E. (2011). Key issues in data center security: An investigation of government audit reports. <i>Government Information Quarterly</i>, 28(4), 533-541. • Ard, C. (2012). Beyond metrics: The value of the information center. <i>Information Outlook</i>, 16(5), 16-18. • Schwalb, S.I. (2013). Research collaboration tools for the U.S. Department of Defense. <i>Information Services & Use</i>, 33(3), 243-250. • Video. Security and data protection in a Google data center (Google): https://www.youtube.com/watch?v=cLory3qLoY8 • Video. Microsoft datacenter tour (Microsoft): https://www.youtube.com/watch?v=0uRR72b_qvc • <i>Optional</i>: ur Rehman, S. (2009). Evolving role of the information center: Challenges and directions. <i>Pakistan Journal of Library & Information Science</i>, 10, 8-42.
<p>9. Oct. 24-30. Information policies.</p>	<ul style="list-style-type: none"> • Rubin textbook: Chapter 8: Information policy: Stakeholders and agendas (pp. 309-370). • Case, D. (2010, December). A framework for information policies, with examples from the United States. <i>Library Philosophy and Practice</i>. Available here: http://unllib.unl.edu/LPP/lpp2010.htm • Megnigbeto, E. (2010). Information policy: Content and challenges for an effective knowledge society. <i>The International Information & Library Review</i>, 42(3), 144-148. • Jaeger, P.T., Bertot, J.C., Thompson, K.M., Katz, S.M., & DeCoster, E.J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. <i>Public Library Quarterly</i>, 31(1), 1-20. • <i>Optional</i>: Jaeger, P.T., Lin, J., & Grimes, J.M. (2008). Cloud computing

	<p>and information policy: Computing in a policy cloud? Journal of Information Technology and Politics, 5(3), 269-283.</p> <ul style="list-style-type: none"> • <i>Optional:</i> Braman, S. (2006). Chapter 3: Bounding the domain: Information policy for the twenty-first century (pp. 39-78) in Change of state: Information, policy, and power. Cambridge, MA: The MIT Press.
<p>10. Oct. 31-Nov. 6. LIS issues and ethics.</p>	<p>Essay #2 due by 11:59 p.m. (Eastern) on 11/06.</p> <ul style="list-style-type: none"> • Rubin textbook: Chapter 10: The values and ethics of LIS (pp. 405-439). • Barbakoff, A. (2010). Libraries build autonomy: A philosophical perspective on the social role of libraries and librarians. Library Philosophy & Practice. • Johnson, M. (2010). Chapter 3: On the ground (pp. 31-48). In This book is overdue: How librarians and cybrarians can save us all. New York: Harper. • American Library Association. (2013). Code of ethics. Available here: http://www.ala.org/advocacy/proethics/codeofethics/codeethics • Brody, R. (2006). Information ethics in the business research environment. Online, 30(6), 38-41. • Dow, M. (2008). Teaching ethical behavior in the global world of information and the new AASL standards. School Library Monthly, 25(4), 49-52. • Sturges, P. (2009). Information ethics in the twenty first century. Australian Academic & Research Libraries, 40(4), 241-251. • Video. Information ethics (Dr. Jean Preer, professor emerita at Indiana University Indianapolis): https://www.youtube.com/watch?v=BMm4A5w6KNM • <i>Optional:</i> Zaiane, J.R. (2011). Global information ethics in LIS. Journal of Information Ethics, 20(2), 25-41. • <i>Optional:</i> Foster, C., & McMenemy, D. (2012). Do librarians have a shared set of values? A comparative study of 36 codes of ethics based on Gorman's Enduring Values. Journal of Librarianship and Information Science, 44, 249-262. • <i>Optional:</i> Bernstein, A. (2004). Library ethics 101. Georgia Library Quarterly, 40(4), 5-7.
<p>11. Nov. 7-13. Issues: Intellectual freedom and censorship.</p>	<ul style="list-style-type: none"> • Rubin textbook: Chapter 9: Information policy as library policy (pp. 371-404). • American Library Association. (2013). Frequently challenged books of the 21st century. Available here: http://www.ala.org/bbooks/frequentlychallengedbooks/top10 • Asheim, L. (1953). Not censorship but selection. Wilson Library Bulletin, 28, 63-67. Available here: http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/notcensorship • LaRue, J. (2004). Buddha at the gate, running: Why people challenge library materials. American Libraries, 35(11), 42-44. • Stripling, B.K. (2013). Intellectual freedom: Moving beyond freedom

	<p>from...to freedom to...Indiana Libraries, 32(1), 8-12.</p> <ul style="list-style-type: none"> Adams, H.R. (2011). Solo librarians and intellectual freedom: Perspectives from the field. Knowledge Quest, 40(2), 30-35.
<p>12. Nov. 14-20. Issues: Copyright, intellectual property, and open access.</p>	<ul style="list-style-type: none"> Minow, M., & Hamilton, L. (2015). Copyright and creative commons (pp. 300-314). In Hirsh, S. (Ed.), Information services today: An introduction. Lanham: Rowman & Littlefield. Aulisio, G.J. (2013). Chapter 31: Copyright in light of ethics. Reference Services Review, 41(3), 566-575. Suber, P. (2010). Open access overview. Available here: http://www.earlham.edu/~peters/fos/overview.htm Herb, U. (2010). Sociological implications of scientific publishing: Open access, science, society, democracy, and the digital divide. First Monday, 15(2-1). Available here: http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2599/2404 Video. A fair(y) use tale (Media Education Foundation): http://www.youtube.com/watch?v=Uych2HvBRd4 Video. Open Access, explained (Piled Higher and Deeper Comics): http://www.youtube.com/watch?v=L5rVH1KGBCY <i>Optional:</i> Pressman, R.R. (2008). Fair use: Law, ethics, and librarians. Journal of Library Administration, 47(3/4), 89-110. <i>Optional:</i> Copyright law of the United States. (1976; 1998). U.S. Copyright Office. Available here: http://www.copyright.gov/title17. In Chapter One, read sections 101-108. <i>Optional:</i> Buttler, D.K. (2012). Intimacy gone awry: Copyright and special collections. Journal of Library Administration, 52(3/4), 279-293.
<p>13. Nov. 21-27. Issues: Privacy and big data.</p>	<ul style="list-style-type: none"> DeMauro, A. (2015). What is big data? A consensual definition and a review of key research topics. AIP Conference Proceedings, 1644(1), 97. Zimmer, M. (2013). Patron privacy in the "2.0" era. Journal of Information Ethics, 22(1), 44-59. Wyatt, A.M. (2006). Do librarians have an ethical duty to monitor patrons' internet usage in the public library? Journal of Information Ethics, 15(1), 70-79. Herther, N.K. (2014). Global efforts to redefine privacy in the age of big data. Information Today, 31(6), 1. Kravets, D. (2013). Spygate lawsuit accuses NSA of unconstitutional 'dragnet electronic surveillance.' Wired.com. Available here: http://www.wired.com/threatlevel/2013/07/spygate-drag-net-lawsuit/ Video. Ethical insights: big data and privacy (University of St. Thomas): https://www.youtube.com/watch?v=KJmqiwNjfMI Video, Big data for smarter customer experiences: https://www.youtube.com/watch?v=449twsMTrJI <i>Optional:</i> Johnson, M. (2010). Chapter 5: Big brother and the holding company (pp. 67-86) In This book is overdue: How librarians and cybrarians can save us all. New York: Harper.

<p>14. Nov. 28-Dec. 4. Diversity in our communities.</p>	<p>Essay #3 due by 11:59 p.m. (Eastern) on 12/04.</p> <ul style="list-style-type: none"> • Wong, P., & Figueroa, M. (2015). Chapter 4: Diversity, cultures, and equity of access (pp. 27-38). In Hirsh, S. (Ed.), Information services today: An introduction. Lanham: Rowman & Littlefield. • Frostick, C.M. (2009). The myth of equal access: Bridging the gap with diverse patrons. <i>Children & Libraries: The Journal of the Association for Library Service to Children</i>, 7(3), 32-37. • Johnson, J.P., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: Toward a definition and a model. <i>Journal of International Business Studies</i>, 37(4), 525-543. • Eannance Lazzaro, A., Mills, S., Garrard, T., Ferguson, E., Watson, M., & Ellenwood, D. (2014). Cultural competency on campus. <i>College & Research Libraries News</i>, 75(6), 332-335. • Helton, R. (2010). Diversity dispatch: Increasing diversity awareness with cultural competency. <i>Kentucky Libraries</i>, 74(4), 22-24. • Wray, W.L. (2009). Library services for the poor: Implications for library education. <i>Public Library Quarterly</i>, 28(1), 40-48. • Video. Diversity and tolerance (Sarah Stumpf, teen librarian at White Oaks Library District): http://youtu.be/p6hzQeexpwA • <i>Optional:</i> Jaeger, P.T., Bertot, J.C., & Subramaniam, M. (2013). Preparing future librarians to effectively serve their communities. <i>Library Quarterly</i>, 83(3), 243-248. • <i>Optional:</i> Pruitt, J. (2010). Gay men's book clubs versus Wisconsin's public libraries: Political perceptions in the absence of dialogue. <i>Library Quarterly</i>, 80(2), 121-141.
<p>15. Dec. 5-11. Image and status of information professions.</p>	<ul style="list-style-type: none"> • Duncan, A. (2004). Caught between the stacks and a hard place: Dealing with librarian stereotypes. <i>Louisiana Libraries</i>, 66(4), 3-5. • Potter, N. (2010). Why are we still defined by our building? <i>Journal of the Career Development Group</i>, 13(1), 2-4. • Jesella, K. (July 8, 2007). A hipper crowd of shushers. <i>The New York Times</i>. Available here: http://www.nytimes.com/2007/07/08/fashion/08librarian.html?em&ex=1183953600&en=a003ba925f48b89b&ei=5087%0A • Haider, S.M.A. (2008). Image problem even haunts hi-tech libraries: Stereotypes associated with library and information professionals in Singapore. <i>Aslib Proceedings</i>, 60(3), 229-241. • Watch a video about librarians. • <i>Optional:</i> Video. Image and status of librarians (Dr. Ron Day, professor): http://youtu.be/Up4D1tTea-4 • <i>Optional:</i> Johnson, M. (2010). Chapter 8: Follow that tattooed librarian (pp. 123-132). In <i>This book is overdue: How librarians and cybrarians can save us all</i>. New York: Harper. • <i>Optional:</i> Walker, S. and Lawson, V.L. (1993). The librarian stereotype and the movies. <i>The Journal of Academic Media Librarianship</i>, 1(1), 16-28. Available here: http://wings.buffalo.edu/publications/mcjrnl/v1n1/image.html

	<ul style="list-style-type: none"> • <i>Optional:</i> Attebury, R.I. (2010). Perceptions of a profession: Librarians and stereotypes in online videos. Library Philosophy & Practice, October, 1-22. • <i>Optional:</i> Rubin textbook: Chapter 3: Library & information science: An evolving profession (pp. 77-126).
<p>F. Dec. 12-16. Finals week</p>	<p>Final Exam due by 11:59 p.m. (Eastern) on 12/16. Exam cannot be submitted late.</p>