

# LIS 600: Information in Society

## Fall 2022

**Instructor:** Dr. Daniela Krueel DiGiacomo

**Office Address:** Lucile Little Fine Arts Library (3<sup>rd</sup> Floor) Room 353

**Email:** daniela.digiacom@uky.edu

**Office hours:** Tuesdays 11am-1pm & Thursdays 11am-1pm or by appointment

### Overview

**Official Course Description:** Students investigate the information society and its relationships with our world including the impact on information organizations and communities. Students focus on the discipline's ethics, values, and core concepts. No prerequisites.

**Course Norms:** It will be my goal in this class to create a “community of learners” (Rogoff, 1994) amongst us—a generative space in which each of our “cultural repertoires of practice” (Gutiérrez & Rogoff, 2003)— is leveraged and integrated in equitable ways. Valuing each other's contributions and multiple ways of meaning-making and reflecting on one's own assumptions about what it means to learn and be a community member, are central aspects of creating a successful community of learners. Your ethical, respectful, and thoughtful critical thinking and participation in this joint project of learning is deeply important.

Because teaching is about learning, I will aim to extend materials iteratively based on your interests, experiences, and responses to what we are learning. For me, being responsive in the moment is what good and inclusive pedagogy is all about. Please get in touch with any questions about this norm, which reflects my own epistemological commitments to the co-construction of knowledge.

**Contact Information:** My preferred form of contact is email: daniela.digiacom@uky.edu. I am happy to meet with students (virtually or in person) during my office hours or by appointment

**Schedule:** Course weeks start on Sunday and end on Saturday.

**Course Objectives:** Upon successful completion of this course, students can:

1. Explain the concepts of information society and information ecology and how these relate to specific information organizations.
2. Articulate the role of diverse information organizations within various communities.
3. Analyze various facets of a particular information ecology.
4. Apply the core values and ethics of the discipline as appropriate.
5. Communicate the function and value of information professionals.

<b>Program Learning Objectives</b>	<b>Course Objectives</b>	<b>Relevant Assignment</b>
Describe how communities & individuals interact with/in information ecosystems.	Explain the concepts of information society and information ecosystem and how these relate to specific information organizations. Analyze various facets of a particular information ecosystem	Information ecology project  Information ecology project
Analyze the major tenets of information practice and apply them in multiple contexts.	Apply the core values and ethics of the discipline as appropriate. Communicate the function and value of information professionals.	Information ecology project  Elevator pitch
Connect diverse communities & individuals with appropriate resources.	Articulate the role of diverse information organizations within various communities.	Information ecology project

### **Two Textbooks:**

1. Hirsh, S. (Ed.) (2018). *Information services today: An introduction, 2nd edition*. Lanham, MD: Rowman & Littlefield. ISBN: 978-1-5381-0300-5. Note: Many readings come from this book; it is necessary to purchase it for this course. **Please be sure to purchase the second edition, as it differs considerably from the first edition.**

2. Klinenberg, E. (2019). *Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life*. Crown. ISBN: 978-1524761172. Note: Many readings come from this book; it is necessary to purchase it for this course. A used or ebook version is fine for this.

### **Academic Course Policies**

All academic policies for the course can be found here:

<https://www.uky.edu/universitysenate/acadpolicy>.

Rules regarding academic offenses: <https://www.uky.edu/universitysenate/ao>.

Statement on Diversity, Equity, and Inclusion:

<https://www.uky.edu/universitysenate/syllabus-dei>

Resources available to students: <https://www.uky.edu/universitysenate/student-resources>.

**Diversity:** The School of Information Science defines diversity as “embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community.” In this course, we address diversity in several ways. Part of the semester-long project incorporates a diversity-related goal. Readings which are especially relevant to the theme of diversity are marked with a ☒☒symbol.

**Technology:** The School of Information Science emphasizes the importance and centrality of technology in today’s society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology across multiple readings. Readings that are particularly relevant to the theme of technology are marked with a ☒☒symbol.

### **Assignments and Grading**

**Reading.** Completing the required reading each week is essential for doing well in the class. Most readings can be found through the UK Libraries, either as ebooks or through provided links; other readings will be made available online. Other material may also be required, such as slides, lectures, news articles, or videos. It is your responsibility to read/view this material as well. If you encounter a broken link or trouble accessing something, contact me.

**Assignments.** All assignments are due by 11:59 p.m. (Eastern time) on Saturday, unless otherwise noted. Assignments may be turned in early (though no extra credit is received for this). I will return graded assignments to you in a timely fashion. More details about each assignment can be found in the Assignments tab in the online environment. All assignments will be turned in online and returned to students online.

Pre- <u>AND</u> post-test:	5%
Participation:	20%
Self-reflection and introduction:	10%
Information ecology project:	55%
Final elevator speech:	10%

**Pre- and Post-test completion:** In this course, we require you to complete a pre-test in the first week of class and a post-test in the last week of class. Your answers are used only to evaluate the teaching of the material in the course, and you will receive the full five points upon completion, regardless of how many questions you actually get right. Do the best you can on these tests. **Note: You receive 5% of your final grade if you complete BOTH the pre-test and the post-test. You receive a 0% if you complete only one or neither of the tests.**

Participation: In this course, participation is measured by your contributions to the online discussions each week. **Each class member must contribute regularly (i.e., at least 3 postings) to each set of Discussion Board questions—the equivalent of a "B" grade for "participation."** (Note: this means at least three posts per module, not three posts for each question in each module.) Less participation will lower the grade; frequent, informed participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 20% of your final grade. Due weekly.

Self-Reflection and Introduction: For this assignment, you will record a short video to introduce yourself and reflect on your purpose for this class and this academic program. You will also view and comment on others' videos. See the detailed assignment guide in Canvas.

Information Ecology Project: This project will contextualize what we learn about information ecology and apply it to a specific information organization. It is broken into multiple components. See the detailed assignment guide in Canvas. The information ecology project is worth a total of 55% of your final grade.

- Part A: Identify your information organization; Week 4 (5% of total grade)
- Part B: Describe the organization's information ecology; Week 6 (10% of total grade)
- Part C: Interview a MSLS-degree holder about ethics; Week 8 (10% of total grade)
- Part D: Analyze a community engagement activity and the diversity of the community; Week 10 (10% of final grade)
- Capstone: Summarize information ecosystem learning; Week 12 (20% of final grade)

Elevator Speech: This will be a short, recorded audio and video presentation in which you make connections throughout the semester's readings and argue for the importance of our discipline/ profession. See the detailed assignment guide available in Canvas. The elevator speech is worth 10% of your final grade.

**Grading.** Grades are based on a percentage scale. There are 100 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. Late assignments will lose 10% for each day they are late. For example, if an assignment is worth 10 points, and it is one day late, you will lose 1 point. Exceptions will be granted 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.** At the end of the course, I will convert the points earned into a percentage:

90% and above = A  
80% to 90% = B  
70% to 80% = C  
below 70% = E

## Course Schedule and Readings

### **Week One (8/22-8/27): What we're about**

#### **Self-Reflection/Introduction due by Saturday, 11:59 pm eastern time**

- Hirsh textbook: Chapter 3: Librarianship: A continuously evolving profession (pp. 26-39) and Chapter 36: Career management strategies for lifelong success (pp. 453-464).
- American Library Association. (2009). Core competencies of librarianship. Available at: <http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>.
- School of Information Science. (2016). Vision, mission, and objectives. Available at: <http://ci.uky.edu/sis/libsci/mission>. (Pay particular attention to the "Instructional Objectives for the LIS Master's Program.")
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). Chapter 1: Learning: From speculation to science. In *How people learn: Brain, mind, experience and school*. National Academies Press. [Available as e-book through UK Libraries]
- American Library Association. (2006). Library Bill of Rights. Available at: <http://www.ala.org/advocacy/intfreedom/librarybill>.

### **Week Two (8/28-9/03): The information society and digital inequalities**

- Hirsh textbook, Chapter 1: The transformative information landscape: What it means to be an information professional today (pp. 3-13).
- 📖 De Saulles, M. (2015). Chapter 6: Conclusion (pp. 131-144). In *Information 2.0: New models of information production, distribution and consumption (2nd ed.)*. London: Facet Publishing.
- Lupac, P. (2018). Chapters 1, 2, and 7. In *Beyond the digital divide: Contextualizing the information society* (pp. 1-17, 175-180). Bingley, UK: Emerald Publishing Limited.
- 📖 📖 Robinson, L., Schulz, J., Blank, G., Ragnedda, M., Ono, H., Hogan, B., Mesch, G., Cotten, S. R., Kretchmer, S. B., Hale, T. M., Drabowicz, T., Yan, P., Wellman, B., Harper, M.-G., Quan-Haase, A., Dunn, H. S., Casilli, A. A., Tubaro, P., Carveth, R....Khilnani, A. (2020). Digital inequalities 2.0: Legacy inequalities in the information age. *First Monday*, 25(7). Available at: <https://firstmonday.org/ojs/index.php/fm/article/view/10842/9561>.
- 📖 📖 Robinson, L., Schulz, J., Dunn, H. S., Casilli, A. A., Tubaro, P., Carveth, R., Chen, W., Wiest, J. B., Dodel, M., Stern, M. J., Ball, C., Huan, K.-T., Blank, G., Ragnedda, M., Ono, H., Hogan, B., Mesch, G., Cotten, S. R., Kretchmer, S. B.... Khilnani, A. (2020). Digital inequalities 3.0: Emergent inequalities in the information age. *First Monday*, 25(7). Available at: <https://firstmonday.org/ojs/index.php/fm/article/view/10844/9562>.

### **Week Three (9/04-9/10): Datafication and surveillance of society**

- 📖 Zuboff, S. (2019). Chapter 1 and Chapter 2 (pp. 3-62). In *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. Public Affairs. [Available as e-book through UK Libraries.]
- 📖 Pallitto, R. M. (2018). Irresistible bargains: Navigating the surveillance society. *First Monday*, 23(2). Available at: <https://firstmonday.org/ojs/index.php/fm/article/view/7954/6643>.

- 📖 Kwet, M. (2019). Digital colonialism: US empire and the new imperialism in the Global South. *Race & Class*, 60(4), 3-26. <https://journals-sagepub-com.ezproxy.uky.edu/doi/pdf/10.1177/0306396818823172>
- 📖 Lee, C. S. (2019). Datafication, surveillance, and the social credit system as China's new normal. *Online Information Review*, 43(6), 952-970. <https://www-proquest-com.ezproxy.uky.edu/docview/2302303468/fulltextPDF/B5C4482B4900409CPQ/1?accountid=11836>
- Corrado, E. M. (2020). Libraries and protecting patron privacy. *Technical Services Quarterly*, 37(1), 44-54. <https://www-tandfonline-com.ezproxy.uky.edu/doi/pdf/10.1080/07317131.2019.1691761>
- 📻 Wamsley, L. (2020). Your technology is tracking you. Take these steps for better online privacy. *NPR*. Available at: <https://www.npr.org/2020/10/09/922262686/your-technology-is-tracking-you-take-these-steps-for-better-online-privacy>.

#### **Week Four (9/11-9/17): Information ecology**

##### **Part A of Information Ecology Project due by Saturday, 11:59 pm eastern time**

- Nardi, B. A., & O'Day, V. (1999). Information ecologies: Using technology with heart. *First Monday*, 4(5). Available at: <http://firstmonday.org/ojs/index.php/fm/article/view/672/582>
- O'Day, V. L. (2000). Information ecologies. *Serials Librarian*, 38(1/2), 31-40.
- Perrault, A. M. (2017). The school as an information ecology: A framework for studying changes in information use. In *Librarians and educators collaborating for success: An international perspective* (pp. 161-173). Santa Barbara, CA: ABC-CLIO.
- 📖 Mishra, G., Thapa, D., & Ojha, J. K. (2019). Ecological perspective on ICT and education: The case of i-Saksham in Bihar, India. *25th Americas Conference on Information Systems: Cancun*.
- 📖 Brown, S., & Hussain, F. (2017). Information ecology as a framework for South-South cooperation: Case studies of Rwanda and Bangladesh ICT-based health applications. *14th International Conference on Social Implications of Computers in Developing Countries (ICT4D)*, May 2017, Yogyakarta, Indonesia. [https://link.springer.com/chapter/10.1007/978-3-319-59111-7\\_65](https://link.springer.com/chapter/10.1007/978-3-319-59111-7_65)

#### **Week Five (9/18-9/24): Libraries' roles in the information society**

- Klinenberg, E. (2018). *Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life*. Intro & Ch.1: pages 1-53.
- Kranich, N. (2017). Libraries: reuniting the divided states of America. *The Library Quarterly*, 87(4), 419-429. <https://www-journals-uchicago-edu.ezproxy.uky.edu/doi/pdf/10.1086/693495>
- Gray, M. (2017). School libraries as the third place. *Access* 31(4), 36-37.
- Ryan, M., & Swindells, G. (2018). Democratic practice: Libraries and education for citizenship. *Portal: Libraries & the Academy*, 18(4), 623-628. <https://muse-jhu-edu.ezproxy.uky.edu/article/704933/pdf>

#### **Week Six (9/25-10/01): Types of information organizations (school, public, and academic libraries)**

## Part B of Information Ecology Project due by Saturday, 10/1, 11:59 pm eastern time

- Hirsh textbook, Chapters 6: Literacy and media centers: School libraries (pp. 71-80), 7: Learning and research institutions: Academic libraries (pp. 81-93), and 8: Community anchors for lifelong learning: Public libraries (pp. 94-105).
- Williams, R. D., & Saunders, L. (2020). What the field needs: Core knowledge, skills, and abilities for public librarianship. *Library Quarterly*, 90(3), 283-297. <https://www-journals-uchicago-edu.ezproxy.uky.edu/doi/pdf/10.1086/708958>
- Saunders, L. (2020). Core knowledge and specialized skills in academic libraries. *College & Research Libraries*, 81(2), 288-311. <https://crl.acrl.org/index.php/crl/article/view/24336/32153>
- Merga, M. K. (2020). School librarians as literacy educators within a complex role. *Journal of Library Administration*, 60(8), 889-908. <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2020.1820278>

## Week Seven (10/02-10/08): Types of information organizations (special libraries, data centers, archives, etc.)

- Hirsh textbook, Chapters 9: Working in different information environments: Special libraries and information centers (pp. 106-116).
- Federer, L. (2018). Defining data librarianship: A survey of competencies, skills, and training. *Journal of the Medical Library Association*, 106(2018 Supplement), 294-303. Available at: <http://jmla.pitt.edu/ojs/jmla/article/view/306/655>
- Barker, R. (2020). A community shapes a collection: The punk archive at the Washington, DC Public Library. *ARSC Journal*, 51(2), 203-209. <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=147656558&site=ehost-live&scope=site>
- Graham, B., Baldivia, S., Cuthbertson, W., Leon, K., Monson, J., & Trask, J. (2021). Collecting first-generation voices in academic libraries and archives. *College & Research Libraries*, 82(1), 44-58. <https://crl.acrl.org/index.php/crl/article/view/24752/32588>
- Davis, R., & Saunders, L. (2020). Essential skills for corporate and special librarians. *Journal of Library Administration*, 60(7), 762-783. <https://www-tandfonline-com.ezproxy.uky.edu/doi/pdf/10.1080/01930826.2020.1786984>

## Week Eight (10/09-10/15): Community engagement

### Part C of Information Ecology Project due by Saturday, 10/15, 11:59 pm eastern time

- Hirsh, S. (2015). Chapter 3: Information communities: Defining the focus of information service. *Information Services*, 1st edition (pp. 20-26). Note: this is a chapter from the first edition of Hirsh's book, not from the edition we currently use. (The current edition doesn't have as good of a chapter on community.)
- Gruss, R., Abrahams, A., Song, Y., Berry, D., & Al-Daihani, S. M. (2020). Community building as an effective user engagement strategy: A case study in academic libraries. *Journal of the Association for Information Science & Technology*, 71(2), 208-220. <https://asistdl-onlinelibrary-wiley-com.ezproxy.uky.edu/doi/10.1002/asi.24218>
- Sung, H.-Y., Hepworth, M., & Ragsdell, G. (2013). Investigating essential elements of community engagement in public libraries: An exploratory qualitative study. *Journal of Librarianship and Information Science*, 45(3), 206-218. <https://journals-sagepub-com.ezproxy.uky.edu/doi/pdf/10.1177/0961000612448205>

- Fesemyer, C. (2021). Chapter 4: Partnering for greater impact. M. D. Fournier & S. Ostman (Eds.), In *Ask, listen, empower: Grounding your library work in community engagement* (pp. 33-46). ALA Editions.
- 📖 📄 de Moor, A. (2018). Participatory collaboration mapping in Malawi: Making Mike's community informatics idea(l)s work. *Journal of Community Informatics*, 14(2-3). <https://openjournals.uwaterloo.ca/index.php/JoCI/article/view/3411/4482>

### **Week Nine (10/16-10/22): Diversity, equity, and inclusion**

- 📖 Hirsh textbook: Chapters 4: Diverse information needs (pp. 40-51) and 5: Diversity, equity of access, and social justice (pp. 52-68).
- 📖 American Library Association. (2017). Equity, diversity, inclusion: An interpretation of the Library Bill of Rights. Available at: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI>.
- 📖 Sweeney, M. E., & Cooke, N. A. (2018). You're so sensitive! How LIS professionals define and discuss microaggressions online. *Library Quarterly*, 88(4), 375-390. <https://www-journals-uchicago-edu.ezproxy.uky.edu/doi/pdf/10.1086/699270>
- 📖 Cooke, N. A. (2017). Chapter 4: Services to diverse populations (pp. 47-78). In *Information services to diverse populations: Developing culturally competent library professionals*. Santa Barbara, CA: Libraries Unlimited. [Available as ebook in UK Libraries]
- 📖 Gibson, A. N., Chancellor, R. L., Cooke, N. A., Dahlen, S. P., Lee, S. A., & Shorish, Y. L. (2017). Libraries on the frontlines: Neutrality and social justice. *Equity, Diversity, and Inclusion: An International Journal*, 36(8), 751-766.

NOTE: Fall Break: October 24-25

### **Week Ten (10/23-10/29): Values and ethics of the profession**

**Part D of Information Ecology Project due by Saturday, 10/29, 11:59 pm eastern time**

- Hirsh textbook: Chapters 30: Information Ethics (pp. 366-377), 31: Copyright and creative commons (pp. 378-396), 34: Information privacy and security (pp. 419-433), and 35: Intellectual Freedom (pp. 434-450).
- American Library Association. (2016). *Code of ethics of the American Library Association*. Available at: <http://www.ala.org/advocacy/proethics/codeofethics/codeethics>
- American Library Association. (2016). *Core values of librarianship*. Available at: <http://www.ala.org/advocacy/intfreedom/statementspols/corevalues> (also read the linked *Freedom to Read* statement and *Libraries: An American Value*).
- Oltmann, S. M. (2018). Ethics, values, and intellectual freedom in school libraries. *School Libraries Worldwide*, 24(1), 71-86. <https://www-proquest-com.ezproxy.uky.edu/docview/2051730561/fulltextPDF/44E350096AE24CF9PQ/1?accountid=11836>

- Opara, U. N. (2017). Empowering library users through the five laws of library science. *Library Philosophy and Practice*, January, 1-14. Available at: <https://digitalcommons.unl.edu/libphilprac/1499/>

### **Week Eleven (10/30-11/05): Information policy**

- Hirsh textbook, Chapter 29: Information policy (pp. 357-365).
- Pasek, J. E. (2015). Defining information policy: Relating issues to the information cycle. *New Review of Academic Librarianship*, 21(3), 286-303. <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=109173614&site=ehost-live&scope=site>
- Jaeger, P. T., & N. G. Taylor. (2019). Chapters 1 and 2. *Foundations of information policy*. Chicago: ALA.

### **Week Twelve (11/06-11/12): Information loss and preservation**

- 📄 Keller, S. (2020). Demystifying digital preservation: Recommendations for organizations, libraries, and information professionals. *Serials Librarians*, 78, 1-4, 57-63. <https://www.tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/0361526X.2020.1697591>
- 📄 Tammaro, A. M., Matusiak, K. K., Sposito, F. A., & Casarosa, V. (2019). Data curators' roles and responsibilities: An international perspective. *Libri: International Journal of Libraries & Information Services*, 69(2), 89–104. <https://www-degruyter-com.ezproxy.uky.edu/document/doi/10.1515/libri-2018-0090/html>
- Poole, A. (2016). The conceptual landscape of digital curation. *Journal of Documentation*, 72(5), 961-986. <https://www-emerald-com.ezproxy.uky.edu/insight/content/doi/10.1108/JD-10-2015-0123/full/pdf?title=the-conceptual-landscape-of-digital-curation>
- 📄 Anderson, K. E. (2020). Getting acquainted with social networks and apps: Capturing and archiving social media content. *Library Hi Tech News*, 37(2), 18-22. <https://www-emerald-com.ezproxy.uky.edu/insight/content/doi/10.1108/LHTN-03-2019-0011/full/pdf?title=getting-acquainted-with-social-networks-and-apps-capturing-and-archiving-social-media-content>
- 📄 García López, F., & Martínez Cardama, S. (2020). Strategies for preserving memes as artefacts of digital culture. *Journal of Librarianship & Information Science*, 52(3), 895–904. <https://journals-sagepub-com.ezproxy.uky.edu/doi/pdf/10.1177/0961000619882070>

### **Week Thirteen (11/13-11/19): Information overload and literacy**

- Hirsh textbook: Chapters 16: Teaching users: Information and technology instruction (pp. 195-210) and 18 (pp. 220-228).
- Becker, B. W. (2018). Information literacy in the digital age: Myths and principles of digital literacy. *School of Information Student Research Journal*, 7(2), 2. <https://scholarworks.sjsu.edu/ischoolsrj/vol7/iss2/2/>

- Polizzi, G. (2020). Information literacy in the digital age: Why critical digital literacy matters for democracy. In S. Goldstein (Ed.), *Informed societies: Why information literacy matters for citizenship, participation and democracy* (pp. 1-24). London: Facet Publishing. [E-book available through UK Libraries]

#### **Week Fourteen (11/20-11/26): Advocacy for the profession**

- Albert, A. B. (2017). Building brand love and gaining the advocacy you crave by communicating your library's value. *Journal of Library & Information Services in Distance Learning*, 11(1/2), 237-250.
- Haycock, K., & Matthews, J. R. (2016). Persuasive advocacy. *Public Library Quarterly*, 35(2), 126-135. <https://www.tandfonline-com.ezproxy.uky.edu/doi/pdf/10.1080/01616846.2016.1200362>
- Allison-Bunnell, J., Morton-Keithley, L., & Knight, E. (2013). Build it--and advocate for it--and they will come: Lessons from a collaborative project in archives advocacy and program development. *Journal of Western Archives*, 4(1), article 9. <https://digitalcommons.usu.edu/westernarchives/vol4/iss1/9/>
- American Library Association. (2018). Frontline advocacy for academic libraries. Available at: <http://www.ala.org/advocacy/frontline-advocacy-academic-libraries>.
- Association for Library Service to Children. (2013). Resources from ALA. Available at: <http://www.ala.org/everyday-advocacy/be-informed/ala-resources>.

NOTE: Thanksgiving Break: November 23-25

#### **Week Fifteen (11/27-12/03): Information ecosystems and community building Capstone of Information Ecology Project due by Saturday, Dec. 3<sup>rd</sup>, 11:59 pm eastern time**

- American Library Association. (2018). One voice: Building a strong library ecosystem. Available at: <http://www.ala.org/advocacy/state-ecosystem-initiative>. From this page, read the linked Ecosystem Continuum and Implementation Guide. Under Resources, read Moving Forward to Build a Strong Library Ecosystem.
- Etheredge, S., Jarrett, P. R., & Westwood, K. (2018). The ins and outs of advocacy: Advice and best practices for getting involved in public policy. *AALL Spectrum*, 22(4), 34-36. <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=133159199&site=ehost-live&scope=site>
- Jaeger, P. T., Zerhusen, E., Gorham, U., Hill, R. F., & Taylor, N. G. (2017). Waking up to advocacy in a new political reality for libraries. *Library Quarterly*, 87(4), 350-368. <https://www-journals-uchicago-edu.ezproxy.uky.edu/doi/pdf/10.1086/693492>
- 📖 Wang, D. (2017). From awareness to advocacy: An urban teen librarian's journey from passivity to activism: why it's important to be an active advocate. *Young Adult*

*Library Services*, 15(3), 40-42.

<http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=122869325&site=ehost-live&scope=site>

- Griffith, T. (2018). President's page. *Kentucky Libraries*, 82(1), 1.  
<http://web.a.ebscohost.com.ezproxy.uky.edu/ehost/detail/detail?vid=0&sid=a92ce0f0-ecc4-4bc4-a9f1becd3f8f3002%40sessionmgr4007&bdata=JnNpdGU9ZWwhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=122869325&db=a9h>

**Week Sixteen (12/04-12/10): Future challenges and opportunities**  
**Elevator Pitch due by Friday, December 9<sup>th</sup>, 11:59 pm eastern time**

- 📖 Klinenberg, E. (2018). *Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life*. Conclusion, p. 209-233.
- Young, E. (2018). The role of public libraries in disasters. *New Visions for Public Affairs*, 10, 31-38.
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