LIS 600-201: Information in Society, Spring 2017

*Format: online*

**Instructor Information:** Dr. Shannon M. Oltmann  
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(contact by email is preferred, for reasons of timeliness)  
**Office Hours:** Monday and Wednesday, 2-4 pm

I. Overview

**Official 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. No prerequisites.

**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.

**Contact Information:** I am most accessible through email: shannon.oltmann@uky.edu. As a general rule, I will respond to course-related email correspondence within 24 business hours (it may be longer over weekends and during holidays). Please include the course number in brackets [600] in the subject line for all messages. I am happy to meet face to face or via technology with students, but you should set up the appointment in advance via email. Please note that **class communication is done via your official UK email address.** You must check this frequently.

**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.

**Schedule:** Course sessions run Sunday-Saturday. The reading (and any other activities) listed for a particular week should be completed before the class begins.

II. Assignments & Grading

**Reading.** Completing the required reading each week is essential to doing well in the class. Many readings can be found in our textbook: Rubin, R. (2010). *Foundations of Library and Information Science.* 3rd ed. New York: Neal-Schuman (ISBN: 978-1555706906). The other readings will be made available to you online. Other material may also be required, such as PowerPoint slides, 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 folder in the online environment. Detailed information will become available as the assignment due date nears. All assignments will be turned in online and returned to students online.

Participation: In this course, participation is measured by your contributions to the online discussions each topic. Each classmate must contribute regularly (i.e., at least 3 postings) to each module’s 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.

Essays: You will write three essays in this course. Each essay should be around 2000 words (five pages) and will be worth 20% of your final grade. More information about the essay topics will be available online and at the end of the syllabus.

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

Grading. 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. 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 a paper is worth 20 points, and it is one day late, you will lose 2 points. 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. 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

I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.
III. Important Class Policies

**Attendance:** Regular attendance is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. It is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details (www.uky.edu/StudentAffairs/Code/).

**Excused Absences:** Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for Informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

**Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

**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.

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

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:
http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/ or 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS
  • Carla Cantagallo, DL Librarian
  • Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
  • Email: dllservice@email.uky.edu
  • DL Interlibrary Loan Service:

For more resources about online classes and student resources, visit
http://www.uky.edu/ukonline/. The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.
IV. Weekly Schedule

Week One (01/11-01/14): Introduction to program and core competencies
- SLIS graduation requirements and the final portfolio: 
  [http://ci.uky.edu/sis/lisportfolio](http://ci.uky.edu/sis/lisportfolio)
- Click on the “most current instructions” and read them (Note: these instructions may change as you progress through the program)
- ALA Core competencies. Available here: 
- Complete academic integrity training, listed in the module.
- Study Library Guide for LIS 600, listed in the module.

Week Two (01/15-01/21): History of library science and information science
- Rubin textbook: Chapter 2: From past to present (pp. 35-76) and Chapter 7: Information science: A service perspective (pp. 271-309).
- Video. The lost libraries of Timbuktu, Part one (BBC): 
  [http://www.youtube.com/watch?v=iYMkTxNQGGu](http://www.youtube.com/watch?v=iYMkTxNQGGu) (there are a total of 6 parts, if you want to watch the entire program)

Week Three (01/22-01/28): Information society: Implications for LIS
- Rubin textbook: Chapter 1: The educational, recreational and informational infrastructure (pp. 7-34).
- Video. Libraries of the future (JISC): 
  [http://www.youtube.com/watch?v=UjoJd_uN-7M](http://www.youtube.com/watch?v=UjoJd_uN-7M)


Optional: Libraries of the future (Melanie Florencio at TEDx at Creative Coast): [https://www.youtube.com/watch?v=B13qfU9Cf8](https://www.youtube.com/watch?v=B13qfU9Cf8)

Optional: Librarians of the future: (Lis Parti at TEDxSomerville): [http://www.youtube.com/watch?v=Ya7qVSwz01c](http://www.youtube.com/watch?v=Ya7qVSwz01c)

Week Four: (01/29-02/04): Informatics


- Video. What is informatics and computing (Indiana University, School of Informatics and Computing): [https://www.youtube.com/watch?v=yUkFLcPqrwA](https://www.youtube.com/watch?v=yUkFLcPqrwA)

- Video. Big data in health informatics (Vinay Shanthagiri): [https://www.youtube.com/watch?v=4W6zGmH_pOw](https://www.youtube.com/watch?v=4W6zGmH_pOw)


- Optional: Video. What is informatics (Jasmine Hopkins): [https://www.youtube.com/watch?v=0jaMKYnBayc](https://www.youtube.com/watch?v=0jaMKYnBayc)
• Optional: Video: What is informatics (Craig Chamberlin, IT Life): https://www.youtube.com/watch?v=oVb199eIlN4

Week Five (02/05-02/11): Professionalism and LIS professions

Note: Essay #1 due by 11:59 p.m. (Eastern) on 02/11; submit online

• Rubin textbook: Chapter 3: Library & information science: An evolving profession (pp. 77-126).
• Three-part series on library professionalism:

Week Six (02/12-02/18): Libraries by type: Public and school libraries

• Rubin textbook: Chapter 5: The library as an institution (pp. 165-224).


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**Week Seven (02/19-02/25): Libraries by type: Academic and special libraries**

- Video. Academic librarianship (Brooke Cox, systems librarian at DePauw University): [https://www.youtube.com/watch?v=Eon5T7w9sWE](https://www.youtube.com/watch?v=Eon5T7w9sWE)

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**Week Eight (02/26-03/04): Data centers and other information centers**

- Video. Security and data protection in a Google data center (Google): [https://www.youtube.com/watch?v=cLory3qLoY8](https://www.youtube.com/watch?v=cLory3qLoY8)
- Video. Microsoft datacenter tour (Microsoft): [https://www.youtube.com/watch?v=0uRR72b_qvc](https://www.youtube.com/watch?v=0uRR72b_qvc)

Week Nine (03/05-03/11): Information policies
- Rubin textbook: Chapter 8: Information policy: Stakeholders and agendas (pp. 309-370).

Note: UK Spring Break is 03/13-03/18

Week Ten (03/19-03/25): LIS issues and ethics
Note: Essay #2 due by 11:59 p.m. (Eastern) on 03/25; submit online
- Rubin textbook: Chapter 10: The values and ethics of LIS (pp. 405-439).
- Video. Information ethics (Dr. Jean Preer, professor emerita at Indiana University Indianapolis): [https://www.youtube.com/watch?v=BMm4A5w6KNM](https://www.youtube.com/watch?v=BMm4A5w6KNM)

**Week Eleven (03/26-04/01): Issues: Intellectual freedom and censorship**
- Rubin textbook: Chapter 9: Information policy as library policy (pp. 371-404).

**Week Twelve (04/02-04/08): Issues: Copyright, intellectual property, and open access**
- Video. A fair(y) use tale (Media Education Foundation): [http://www.youtube.com/watch?v=UycH2HvBRd4](http://www.youtube.com/watch?v=UycH2HvBRd4)
Video. Open Access, explained (Piled Higher and Deeper Comics): http://www.youtube.com/watch?v=L5rVH1KGBCY


Week Thirteen (04/09-04/15): Issues: Privacy and big data

- 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

Week Fourteen (04/16-04/22): Issues: Diversity in our communities

Note: Essay #3 due by 11:59 p.m. (Eastern) on 04/22; submit online

• Video. Diversity and tolerance (Sarah Stumpf, now Children’s and Teen Collection Management Librarian at Rockford Public Library): [http://youtu.be/p6hzQeexpwA](http://youtu.be/p6hzQeexpwA)

**Week Fifteen (04/23-04/28): Image and status of information professions**

• Watch one of the following videos (available via a library, Netflix, video rental store, or other location). I encourage you to watch one you haven’t seen before.
  - Desk Set (1957)
  - Foul Play (1978)
  - Forbidden (1932)
  - Goodbye Columbus (1969)
  - The Music Man (1962 or 2003)
  - Gun in Betty Lou’s Handbag (1992)
  - Soylent Green (1973)
  - Party Girl (1995)
  - Shooting the Past (1999)
  - Where the Heart Is (2000)
  - Mummy (1999)
  - The Name of the Rose (1986)
  - The Librarian: The Quest for the Spear (2004; the first of a trilogy; see below)
  - The Librarian: Return to King Solomon’s Mines (2006)
  - The Librarian: The Curse of the Judas Chalice (2009)
  - The Time Traveler’s Wife (2009)
  - Storm Center (1956)
  - The Crimson Rivers (2000)
  - Shawshank Redemption (1994)
  - Pagemaster (1994)
  - Fast and Loose (1939)

• Optional: Rubin textbook: Chapter 3: Library & information science: An evolving profession (pp. 77-126).

Final Exam: Available online (see instructor for more information)
Assignment Guideline
Essay #1: Roles
Due date: 02/11 (11:59 pm EST)

Broad goals of this assignment:
Through this essay, you will demonstrate that you have read and understood some of
the professional and scholarly literature of LIS. You will show that you can synthesize
this into a well-written essay that demonstrates your grasp of the material, your ability to
evaluate and compare the material, and your ability to communicate clearly. This essay
will demonstrate that you have considered the diverse, broad roles that librarians and
information professionals can play in our modern society.

Overview of topic:
- Address roles taken on by librarians and information professionals.
  - Roles are broader than job titles.
  - A role will likely encompass several job duties, be applicable to different
types of institutions, and be performed by multiple individuals.
- You must focus on one role for this paper.

Topic options: Select one of the following roles:
- Teach information literacy skills
- Educate children and/or adults
- Coordinate storage or use of big data sets
- Share/ disseminate scholarly and scientific research
- Advocate for intellectual freedom
- Preserve cultural records in libraries, museums and/or archives
- Develop/ preserve special collections
- Share/ advocate for new technology
- Facilitate access to information
- Acquire new resources and/or technology
- Collaborate with other librarians and/or other teachers/ scholars
- Assist underserved populations
- Contribute to the research literature of the discipline
- If you want to address a role not listed here, you must get prior approval from
  the instructor

Writing notes:
- Paper should be about 1500 and no more than 2500 words.
- Double space the paper and use appropriate font, font size, and margins. No cover
  pages.
- Include your name, date, and course on the first page.
- Include your name and the course number in the filename.
• Double-check your grammar, punctuation, spelling, and other typos. Many typos will result in a lower grade. Avoid use of personal pronouns, contractions, and slang. **Proofread carefully!**

**References:**
• Use at least three professional/academic sources that we did not read for class.
  o Sources include academic articles, books and book chapters, reports, etc.
  o If you are not sure whether a source is professional/academic, please ask the professor.
• You may use class readings in addition to the non-class resources.
• Use APA style to cite resources and to create a bibliography/works cited page.
  o There are many resources online to help you with APA style.
  o I expect you to consult these guides so you use APA citation style correctly and consistently.
  o Excessive mistakes in APA citation style will result in a lower grade.

**Grading Rubric:**
• 20 total points possible (20% of final grade)
  o 12 points for addressing the topic thoroughly.
  o 4 points for proper use of resources and APA citation style.
  o 4 points for overall writing and communication.
Assignment Guideline
Essay #2: Policies or theories
Due date: 03/25 by 11:59 p.m. EST

Broad goals of this assignment:
Through this essay, you will demonstrate that you have read and understood some of the professional and scholarly literature of LIS. You will show that you can synthesize this into a well-written essay that demonstrates your grasp of the material, your ability to evaluate and compare the material, and your ability to communicate clearly. This essay will demonstrate that you have reflected upon policies or theories that are relevant to library and information organizations.

Overview of topic:
• Address theories or policies relevant to the information professions and/or organizations.
  o You can focus on a single theory, a single policy, or more than one.
• The paper should explain how or why this policy/theory is relevant to information organizations and some of the potential implications of the policy/theory.

Topic options:
You may select one of the following or one of your own choosing. There are many more possible theories and policies you may discuss. You are highly encouraged to get your topic approved by the instructor.
• Principle of least effort/ satisficing
• Policies about internet use and/or internet filtering
• Theories of literacy/ information literacy/ digital literacy
• Policies pertaining to archives/ curation and minority groups
• Theories of cataloging/ organizing information

Writing notes:
• Specify which type (or types) of libraries you are discussing.
• Paper should be a minimum of 1500 words and no more than 2500 words.
• Double space the paper and use appropriate font, font size, and margins. No cover pages.
• Include your name, date, and course on the first page.
• Include your name and the course number in the filename.
• Double-check your grammar, punctuation, spelling, and other typos. Many typos will result in a lower grade. Avoid use of personal pronouns, contractions, and slang. Proofread carefully!

References:
• Use at least three professional/ academic sources that we did not read for class.
  o Sources include academic articles, books and book chapters, reports, etc.
If you are not sure whether a source is professional/academic, **please ask the professor.**

- You may use class readings in addition to the non-class resources.
- **Use APA style** to cite resources and to create a bibliography/works cited page.
  - There are many resources online to help you with APA style.
  - I expect you to consult these guides so you use APA citation style correctly and consistently.
  - Excessive mistakes in APA citation style will result in a lower grade.

**Grading Rubric:**

- 20 total points possible (20% of final grade)
  - 12 points for addressing the topic thoroughly.
  - 4 points for proper use of resources and APA citation style.
  - 4 points for overall writing and communication.
Assignment Guideline
Essay #3: Ethical issues
Due date: 04/22 by 11:59 p.m. EST

Broad goals of this assignment:
Through this essay, you will demonstrate that you have read and understood some of the professional and scholarly literature of LIS. You will show that you can synthesize this into a well-written essay that demonstrates your grasp of the material, your ability to evaluate and compare the material, and your ability to communicate clearly. This essay will reflect your consideration of an ethical issue faced by librarians or other information professionals.

Overview of topic:
- Address one ethical issue faced by librarians or other information professionals.
  - Examples include: copyright, intellectual property, and censorship.
- The paper should explain why this is an ethical issue and address typical responses to this issue.

Topic Options:
You will select your own topic for this essay (there is no list of pre-approved topics).
- This can be a topic addressed in class (particularly in the last half of the semester, as an “issue”)
- It can also be a topic that we did not cover in class.
- You are highly encouraged to get it approved by the professor in advance (to ensure it fits the criteria of the paper).

Writing notes:
- Paper should be a minimum of 1500 words and no more than 2500 words.
- Double space the paper and use appropriate font, font size, and margins. No cover pages.
- Include your name, date, and course on the first page.
- Include your name and the course number in the filename.
- Double-check your grammar, punctuation, spelling, and other typos. Many typos will result in a lower grade. Avoid use of personal pronouns, contractions, and slang. Proofread carefully!

References:
- Use at least three professional/ academic sources that we did not read for class.
  - Sources include academic articles, books and book chapters, reports, etc.
  - If you are not sure whether a source is professional/ academic, please ask the professor.
- You may use class readings in addition to the non-class resources.
- Use APA style to cite resources and to create a bibliography/works cited page.
There are many resources online to help you with APA style.
I expect you to consult these guides so you use APA citation style correctly and consistently.
Excessive mistakes in APA citation style will result in a lower grade.

Grading Rubric:
- 20 total points possible (20% of final grade)
  - 12 points for addressing the topic thoroughly.
  - 4 points for proper use of resources and APA citation style.
  - 4 points for overall writing and communication.