



## Syllabus

LIS 600: Information in Society  
Summer Semester, 2020 (11 June-6 August)  
Revised: 3 June 2020

### Instructor

Anthony Ubelhor, MA, MSLS, PMP  
Richland, WA 99352  
Email: Canvas Inbox

### Office Hours

Most issues can be handled through Canvas email. I will frequently respond to emails as soon as possible, usually within 24 hours, weekdays. You may also schedule an online appointment via Skype, Zoom, or by other means.

## COURSE OVERVIEW

### 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 Goals

LIS 600 addresses the "Foundations of the profession" core competency area, as defined by the American Library Association. 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.

### Course Materials

Textbook: Hirsh, S. (Ed.) (2018). *Information services today: An introduction, 2nd edition*. Lanham, MD: Rowman & Littlefield. ISBN: 978-1-5381-0300-5. Please be sure to purchase the second edition, as it differs considerably from the first edition.

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.

### Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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

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

### Course Format and Schedule

This is an online, asynchronous course which is on an accelerated schedule. The course includes online lectures (PPT slides and videos), online discussions, exercises, and assignments. For the purpose of this course, the week starts at midnight on Monday and ends at 11:59 p.m. on Sunday. You will be expected to complete all required readings and assignments during the time frame given. Please refer to the schedule included in this syllabus for dates.

The Canvas course management system will be used to facilitate this class. Please see the "Technical Requirements" section of this syllabus to learn about this system and the login requirements. Teaching materials (syllabus, course notes, discussions, assignments, etc.) will be made available in Canvas. All assignments should also be submitted via Canvas. Please visit the Canvas information pages at for more information. (See below.) For technical support, call the UKIT Service Desk at (859) 218-HELP (4357) or email [helpdesk@uky.edu](mailto:helpdesk@uky.edu).

### Communications

All course related communications should occur within Canvas. For private correspondence with me, use the Canvas Inbox. In ordinary circumstances, I will respond within 24 hours on weekdays, but you might experience a delay during weekends and holidays. I am also happy to meet with students online, but you should set up the appointment in advance via Canvas Inbox.

Please post course-related questions on the Canvas discussion board because other students

may have the same questions and receive the benefits from answers. Important announcements will be made through Canvas, so it is essential that you check Canvas on a regular basis. Failure to receive such announcements cannot be used as an excuse for not being informed.

### **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. Many readings that discuss countries other than the U.S. are included in several different modules. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization's community.

### **Technology**

The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with a wide array of technology personally and professionally. In this course, we incorporate technology in a variety of ways. We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We dedicate a module to discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course.

## **ASSIGNMENTS AND GRADING**

Your final grade is determined by your performance on the items below.

<u>Description</u>	<u>Points</u>
Information Ecology Project	70
Elevator Speech	10
<u>Class Participation</u>	<u>20</u>
Total Points	100

Final grades will be calculated as follows:

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

I do not assign incompletes.

### **Readings**

Completing the required reading is essential for doing well in the class. Many readings can be

found through the UK Libraries; other readings will be made available 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 will be posted at the beginning of the semester. Please submit your assignments through Canvas. Assignments are due by 11:59 p.m. (Eastern) on their respective due dates. Submission dates will be based on the time stamp provided by Canvas. Assignments may be turned in early, though no extra credit is given for this. I will return graded assignments to you in a timely fashion via Canvas. An overdue assignment will get a penalty of 20% of total points for each day late. No assignment or project will be accepted after five days.

### **Class Participation**

Participation is measured by your contributions to the discussion boards. The course is divided into five sections with each section consisting of three modules. At the start of each section several discussion topics for each module in that section will be posted in the discussion forum. The topics will relate to the course readings and any supplementary material assigned.

Postings to the discussion forum can earn up to one point for each posting for a maximum of four points per section. You are expected to make at least one original posting on the topic of your choice and one response to other students' postings. Postings will be evaluated based on the substance, facts, ideas, opinions, and style of your responses to the discussion board topic.

### **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 available in Canvas. The information ecology project is worth a total of 70% of your final grade.

Part A: Identify your information organization; Module 3 (5 points)

Part B: Describe the organization's information ecology; Module 5 (10 points)

Part C: Interview a MLS-degree holder about ethics; Module 7 (10 points)

Part D: Analyze the impact of information policies; Module 9 (10 points)

Part E: Analyze a community engagement activity; Module 11 (10 points)

Part F: Describe the diversity of the organization; Module 13 (5 points)

Capstone: Summarize information ecosystem learning; Module 15 (20 points)

### **Elevator Speech**

This will be a short, recorded 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.

## **COURSE POLICIES**

### **Academic Integrity**

According to Senate Regulation 6.3.1: "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." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>  
<http://www.uky.edu/StudentAffairs/Code/part2.html>  
<http://www.uky.edu/Ombud/Plagiarism.pdf>

### **Academic Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754) for coordination of campus disability services available to students with disabilities.

### **Classroom Behavior, Decorum, and Civility**

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

## **TECHNICAL REQUIREMENTS, INFORMATION & RESOURCES**

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

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

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. Contact them at:

<http://www.uky.edu/its/customer-support-student-it-enablement/customer-services>  
Phone: 859-218-4357  
Email: 218help@uky.edu

### **Library and Distance Learning Services**

<http://www.uky.edu/Libraries/DLLS>

Local phone number: (859) 257-0500, ext. 2171

Long-distance phone number: (800) 828-0439 (option #6)

Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service:

[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

## LIS 600 COURSE SCHEDULE, Summer, 2020

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

Revised: 8 June 2020

### Section One: Foundations of the course

Module One (6/11-6/13): The Information Society & Contextualizing the Field

- Webster, F. (2014). Chapter 2: Definitions (pp.10-23). *Theories of the information society* (4th edition). New York: Routledge. [Available as ebook through UK Libraries.]
- 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.
- Bornman, E. (2016). Information society and digital divide in South Africa: Results of longitudinal surveys. *Information, Communication, & Society*, 19(2), 264-278.
- Einasto, O. (2015). Transforming library communication: From Gutenberg to Zuckerberg. *New Library World*, 116(5/6), 247-263. Available at: <https://search-proquest-com.ezproxy.uky.edu/docview/1691010676/fulltextPDF/E664D5E0E920455BPQ/1?accountid=11836>
- Hirsh textbook, Chapter 1: The transformative information landscape: What it means to be an information professional today (pp. 3-13).
- Optional: Boucas, D. (2017). The state and development of an information society: Greek policy and experience. *British Journal of Sociology*, 68(3), 556-580. Available at: <https://onlinelibrary-wiley-com.ezproxy.uky.edu/doi/epdf/10.1111/1468-4446.12238>

Module Two (6/14-6/17): Surveillance & Commodification of Information

- Hirsh textbook, Chapter 34: Information privacy and cybersecurity (pp. 419-433).
- Benkler, Y. (2016). Degrees of freedom, dimensions of power. *Daedalus, the Journal of the American Academy of Arts & Sciences*, 145(1), 18-32. Available at: [https://www-mitpressjournals-org.ezproxy.uky.edu/doi/pdf/10.1162/DAED\\_a\\_00362](https://www-mitpressjournals-org.ezproxy.uky.edu/doi/pdf/10.1162/DAED_a_00362)
- Zuboff, S. (2015). Big other: Surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology*, 30(1), 75-89. Available: <https://search-proquest-com.ezproxy.uky.edu/docview/1672110062/fulltextPDF/886CA0BE21C74488PQ/10?accountid=11836>
- Silverman, J. (2017). Privacy under surveillance capitalism. *Social Research*, 84(1), 147-164. Available at: <https://muse.jhu.edu/article/659227/pdf>
- Kim, J., Kim, J., & Kim, A.H. (2014). The communication adaptiveness and power dynamics of the state, the market, and civil society in the information age: The case of Korea. *Information, Communication, & Society*, 17(8), 956-973.
- Optional: Hampton, K.N. (2016). Persistent and pervasive community: New communication technologies and the future of community. *American Behavioral Scientist*, 60(1), 101-124. Available at: <https://journals-sagepub->

com.ezproxy.uky.edu/doi/pdf/10.1177/0002764215601714

- Optional: Crain, M. (2018). The limits of transparency: Data brokers and commodification. *New Media & Society*, 20(1), 88-104. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/1461444816657096>

#### Module Three (6/18-6/20): Information Ecology

- **Part A of Information Ecology Project due**
- 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.
- Thapa, D., & Sein, M.K. (2016). Information ecology as a holistic lens to understand ICTD initiatives: A case study of OLPC deployment in Nepal. *Proceedings of the Eighth International Conference on Information and Communication Technologies and Development*. Article #27. Ann Arbor, MI.
- Optional: Diga, K., & May, J. (2016). The ICT Ecosystem: The application, usefulness, and future of an evolving concept. *Information Technology for Development*, 22(Supp 1), 1-6). Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117877483&site=ehost-live&scope=site>

## Section Two: Core of the Profession

#### Module Four (6/21-6/24): LIS Ethics

- Hirsh textbook: Chapters 30: Information Ethics (pp. 366-377), 31: Copyright and creative commons (pp. 378-396), and 34: Information privacy and security (pp. 419-433).
- American Library Association. (2016). Code of ethics of the American Library Association. Available at: <http://www.ala.org/advocacy/proethics/codeofethics/codeethics>
- Ferguson, S., Thornley, C., & Gibb, F. (2016). Beyond codes of ethics: How library and information professionals navigate ethical dilemmas in a complex and dynamic information environment. *International Journal of Information Management*, 36(4), 543-556. Available at: [http://mural.maynoothuniversity.ie/7076/1/Information\\_ethical\\_dilemmas\\_eprints.pdf](http://mural.maynoothuniversity.ie/7076/1/Information_ethical_dilemmas_eprints.pdf)

#### Module Five (6/25-6/27): Core Values & Competencies

- **Part B of Information Ecology Project due**
- American Library Association. (2009). ALA's core competencies of librarianship. Available at:

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

- 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, the Library Bill of Rights, and Libraries: An American Value).
- Hirsh textbook: Chapter 35: Intellectual Freedom (pp. 434-450).
- Harhai, M., & Krueger, J. (2016). Competency-based professional development. *Journal of Library Administration*, 56(80), 939-956. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/pdf/10.1080/01930826.2016.1179478>
- 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/>
- Cooper, L.B., & Beman-Cavallaro, A.D. (2017). We've come a long way (baby)! Or have we? Evolving intellectual freedom issues in the United States and Florida. *Journal of Intellectual Freedom and Privacy*, 1(4). Available at: <https://journals.ala.org/index.php/jifp/article/view/6317/8264>
- Seale, M. (2016). Compliant trust: The public good and democracy in the ALA's "Core values of librarianship." *Library Trends*, 64(3), 585-603. Available at: <https://search-proquest-com.ezproxy.uky.edu/docview/1783939193/fulltextPDF/3A911BC679184DA5PQ/1?accountid=11836>
- Optional: Oltmann, S.M. (2018). Ethics, values, and intellectual freedom in school libraries. *School Libraries Worldwide*, 24(1), 71-86. Available at: <http://web.b.ebscohost.com.ezproxy.uky.edu/ehost/detail/detail?vid=0&sid=3abc40ef-b97a-4d7a-b1bf-1a35fa445ef4%40pdc-v-sessmgr06&bdata=JnNpdGU9ZWlhvc3QtbGl2ZSZZY29wZT1zaXRl#AN=129786443&db=llf>
- Optional: Campbell, D.G., & Cowan, S.R. (2016). The paradox of privacy: revisiting a core library value in an age of big data and linked data. *Library Trends*, 64(3), 492-511. <https://search-proquest-com.ezproxy.uky.edu/docview/1783939270/fulltextPDF/9F346E2DF5484980PQ/3?accountid=11836>

#### Module Six (6/28-7/1): Information Policy

- Hirsh textbook, Chapter 29: Information policy (pp. 357-365).
- McClure, C. R., & Jaeger, P. T. (2008). Government information policy research: Importance, approaches, and realities. *Library & Information Science Research*, 30(4), 257-264. Available at: <https://www-sciencedirect-com.ezproxy.uky.edu/science/article/pii/S0740818808000753>
- Pasek, J.E. (2015). Defining information policy: Relating issues to the information cycle. *New Review of Academic Librarianship*, 21(3), 286-303. Available at: <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., 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. *Public Library Quarterly*, 31(1), 1-20. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01616846.2012.654728>
- Howell, C., & West, D.M. (2016). The internet as a human right. Techtank. Brookings Institution. Available at: <https://www.brookings.edu/blog/techtank/2016/11/07/the-internet-as-a-human-right/>.

## Section Three: Who We Are

### Module Seven (7/2-7/4): Information Organizations

- **Part C of Information Ecology Project (7/3)**
- Hirsh textbook, Chapters 6: Literacy and media centers: School libraries (pp. 71-80), 7: Learning and research institutions: Academic libraries (pp. 81-93), 8: Community anchors for lifelong learning: Public libraries (pp. 94-105), and 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>
- Optional: Velte, A. (2018). Ethical challenges and current practices in activist social media archives. *American Archivist*, 81(1), 112-134. Available at: [https://www.researchgate.net/profile/Ashlyn\\_Velte/publication/325666515\\_Ethical\\_Challenges\\_and\\_Current\\_Practices\\_in\\_Activist\\_Social\\_Media\\_Archives/links/5b29915dac27209f346c38e/Ethical-Challenges-and-Current-Practices-in-Activist-Social-Media-Archives.pdf](https://www.researchgate.net/profile/Ashlyn_Velte/publication/325666515_Ethical_Challenges_and_Current_Practices_in_Activist_Social_Media_Archives/links/5b29915dac27209f346c38e/Ethical-Challenges-and-Current-Practices-in-Activist-Social-Media-Archives.pdf)

### Module Eight (7/5-7/8): Professionalism & Significance of LIS Professions

- Hirsh textbook: Chapter 3: Librarianship: A continuously evolving profession (pp. 26-39), Chapter 28: Advocacy (pp. 343-353) and Chapter 36: Career management strategies for lifelong success (pp. 453-464).
- Hicks, D. (2016). Advocating for librarianship: The discourses of advocacy and service in the professional identities of librarians. *Library Trends*, 64(3), 615-640. Available at: <https://search-proquest-com.ezproxy.uky.edu/docview/1783939173/fulltextPDF/2F20BF4CE320477EPQ/10?accountid=11836>
- Cannon, P. (2017). A review of professionalism within LIS. *Library Management*, 38(2/3), 142-152. Available at: <https://www-emeraldinsight-com.ezproxy.uky.edu/doi/pdfplus/10.1108/LM-07-2016-0053>

### Module Nine (7/9-7/11): Impact of Technology on Information Organizations

- **Part D of Information Ecology Project due**
- Hirsh textbook: Chapters 10: Digital resources: Digital libraries (pp. 119-128), 17:

- Hyperlinked libraries (pp. 211-219) and 25: Managing technology (pp. 298-313).
- Becker, B.W. (2015). Advances in technology and library space. *Behavioral & Social Sciences Librarian*, 34(1), 41-44.
  - Brown, J., Crocarno, J.T., Bielskas, A., Ransom, E., Vanti, W.B., & Wilfong, K. (2017). Evolving skills for emerging technologies: A collaborative approach. *Library Hi Tech*, 35(3), 346-359. Available at: <https://www-emeraldinsight-com.ezproxy.uky.edu/doi/pdfplus/10.1108/LHT-12-2016-0156>
  - Lee King, D. (2017). How to keep up with emerging technology. *Computers in Libraries*, 37(10), 12-14. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126808784&site=ehost-live&scope=site>

## Section Four: Who We Serve and Why

### Module Ten (7/12-7/15): Community Engagement

- 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.)
- Blessinger, K., Braunstein, S., Cramer, J.A., Griffen, L.S., & Hrycaj, P. (2015). Implementing a film series for community engagement. *Codex*, 3(2), 25-46. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=101685721&site=ehost-live&scope=site>
- Stout, R. (2015). Hand in hand: Teens, tech, and community engagement. *Young Adult Library Services*, 13(2), 21-24. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=100503060&site=ehost-live&scope=site>
- Baba, Z., & Abrizah, A. (2018). Transformation strategies in community engagement. *IFLA Journal*, 44(1), 90-105. Available at: [https://www.ifla.org/files/assets/hq/publications/ifla-journal/ifla-journal-44-1\\_2018.pdf](https://www.ifla.org/files/assets/hq/publications/ifla-journal/ifla-journal-44-1_2018.pdf) (scroll down to this article)
- Optional: Daniels, C., Fox, H., Poindexter-S.J., & Reilly, E. (2015). Saving all the freaks on the life raft: Blending documentation strategy with community engagement to build a local music archives. *American Archivist*, 78(1), 238-261. Available at: [https://www-jstor-org.ezproxy.uky.edu/stable/43489615?seq=1#metadata\\_info\\_tab\\_contents](https://www-jstor-org.ezproxy.uky.edu/stable/43489615?seq=1#metadata_info_tab_contents)
- Optional: Sung, H.-Y., Hepworth, M., & Ragsdell, G. (2013). Investigating essential elements of community engagement in public libraries: An exploratory qualitative study. *Journal of Librarianship & Information Science*, 45(3), 206-218. Available at: <https://journals-sagepub-com.ezproxy.uky.edu/doi/10.1177/0961000612448205>

### Module Eleven (7/16-7/18): Community Informatics

- **Part E of Information Ecology Project due**
- Gurstein, M. (2007). What is community informatics and why that matters (pp. 11-21;

35-38). Available at:

[http://eprints.rclis.org/10919/1/WHAT\\_IS\\_COMMUNITY\\_INFORMATICS\\_reading.pdf](http://eprints.rclis.org/10919/1/WHAT_IS_COMMUNITY_INFORMATICS_reading.pdf)

- Sweeney, M.E., & Rhinesmith, C. (2016). Creating caring institutions for community informatics. *Information, Communication, and Society*, x(x), 1-16.
- Gikenye, W., & Ocholla, D.N. (2014). The diffusion of information and communication technologies in the informal sector in Kenya. *Mousaion*, 32(3), 29-48. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=116897909&site=ehost-live&scope=site>
- Song, J., Sankar, C.S., Kahai, P., & Mixson, D. (2016). Use of digital signage in a distressed community: An example of community informatics. *Information Systems Management*, 33(1), 17-29. Available at: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=112574337&site=ehost-live&scope=site>
- Optional: Marler, W. (2018). Mobile phones and inequality: Findings, trends, and future directions. *New Media & Society*, 20(9), 3498–3520.

#### Module Twelve (7/19-7/22): Diversity & Inclusion

- Hirsh textbook: Chapters 4: Diverse information needs (pp. 40-51) and 5: Diversity, equity of access, and social justice (pp. 52-68).
- 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]
- Alabi, J. (2015). Racial microaggressions in academic libraries: Results of a survey of minority and non-minority librarians. *Journal of Academic Librarianship*, 41, 47-53.
- Black, S., Krahmer, D., & Allen, J.D. (2018). Part 6: Diversity and inclusion. *Reference Librarian*, 59(2), 92-106. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/02763877.2018.1451425>
- Adkins, D., Virden, C., & Yier, C. (2015). Learning about diversity: The roles of LIS education, LIS associations, and lived experience. *Library Quarterly*, 85(2), 139-149. Available at: [https://www-jstor-org.ezproxy.uky.edu/stable/10.1086/680153?seq=1#metadata\\_info\\_tab\\_contents](https://www-jstor-org.ezproxy.uky.edu/stable/10.1086/680153?seq=1#metadata_info_tab_contents)

### Section Five: What We Do

#### Module Thirteen (7/23-7/25): Preservation of Information

- **Part F of Information Ecology Project Due**
- Hirsh textbook, Chapter 13: Analog and digital curation and preservation (pp. 142-155).
- Balogun, T. (2018). The nexus between digitization, preservation and access in the context of selection of materials for archives. *Library Philosophy & Practice*, 1-15. Available at: <https://digitalcommons.unl.edu/libphilprac/1893/>
- Berger, S. (2009). The evolving ethics of preservation: Redefining practices and responsibilities in the 21st century. *Serials Librarian*, 57(1-2), 57-68. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/03615260802669086>

- Module Fourteen (7/26-7/29): Standardization, Retrieval, & Organization
- Hirsh textbook: Chapters 12: Metadata, cataloging, linked data, and the evolving ILS (pp. 142-155) and 15: Accessing information anywhere and anytime: Access services (pp. 183-194).
- MacFarlane, A. (2016). Knowledge organization and its role in multimedia information retrieval. *Knowledge Organization*, 43(3), 180-183. Available at: <https://www-nomos-elibrary-de.ezproxy.uky.edu/10.5771/0943-7444-2016-3-180/knowledge-organisation-and-its-role-in-multimedia-information-retrieval-jahrgang-43-2016-heft-3?page=1>
- Metoyer, C.A., & Littletree, S. (2015). Knowledge organization from an indigenous perspective: The Mashantucket Pequot thesaurus of American Indian terminology project. *Cataloging & Classification Quarterly*, 53(5/6), 640-657. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01639374.2015.1010113>
- Optional: Kim, Y., & Burns, C.S. (2016). Norms of data sharing in biological sciences: The roles of metadata, data repository, and journal and funding requirements. *Journal of Information Science*, 42(2), 230-245.

#### Module Fifteen (7/30-8/2): Information Overload & Literacy

- **Capstone Project due**
- Hirsh textbook: Chapters 16: Teaching users: Information and technology instruction (pp. 195-210) and 18 (pp. 220-228).
- Koltay, T. (2017). Information overload in a data-intensive world (pp. 197-217). In Schuster, A.J. (Ed.). *Understanding information: From the big bang to big data*. Cham, Switzerland: Springer International Publishing. [Ebook available through UK Libraries.]
- Shachaf, O., Aharony, N., & Baruchson, S. (2016). The effects of information overload on reference librarians. *Library & Information Science Research*, 38(4), 301-307. Available at: <https://www-sciencedirect-com.ezproxy.uky.edu/science/article/pii/S0740818815300979>
- Hanbridge, A.S, Tin, T., & Sanderson, N. (2018). Information literacy skills on the go: Mobile learning innovation. *Journal of Information Literacy*, 12(1), 118-136. Available at: <https://ojs.lboro.ac.uk/JIL/article/view/PRJ-V12-I1-4/2698>
- Optional: Reed, K.L. (2015). Square peg in a round hole? The framework for information literacy in the community college environment. *Journal of Library Administration*, 55(3), 235-248. Available at: <https://www-tandfonline-com.ezproxy.uky.edu/doi/full/10.1080/01930826.2015.1034052>

#### Module Sixteen (8/3-8/6): Challenges and Opportunities

- **Elevator Speech due**
- Hirsh textbook: Chapter 37: Leadership skills for today's global information landscapes (pp. 465-476).
- Mwaniki, P.W. (2018). Envisioning the future role of librarians: Skills, services and

information resources. *Library Management*, 39(1), 2-11. Available at: <https://www-emeraldinsight-com.ezproxy.uky.edu/doi/pdfplus/10.1108/LM-01-2017-0001>

- Helbing, D. (2015). From technology-driven society to socially oriented technology: The future of information society—alternatives to surveillance. In *Thinking ahead: Essays on big data, digital revolution, and participatory market society*. Cham, Switzerland: Springer. [Ebook available through UKY Libraries]
- Optional: Williams, R.N. (2018). Future strategic considerations and development priorities for national museum libraries. *Journal of Documentation*, 74(6), 1204-1225. Available at: <https://www-emeraldinsight-com.ezproxy.uky.edu/doi/pdfplus/10.1108/JD-01-2018-0011>