

LIS 600 Information in Society

Format: online

Instructor Information:

Contact information:

Phone:

Office hours:

I. 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 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.

Contact Information:

Schedule: Course weeks start on Monday and end on Sunday. The reading(s) (and any other activities) listed for a particular week should be completed before the class begins.

Textbook: 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.**

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

1. Explain the concepts of information society and information ecosystem 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 ecosystem.
4. Apply the core values and ethics of the discipline as appropriate.
5. 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.	Explain the concepts of information society and information ecosystem and how these relate to specific information organizations.	Information ecology project

	Analyze various facets of a particular information ecosystem	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

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 weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization’s community. 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 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 spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course. Readings that are particularly relevant to the theme of technology are marked with a • symbol.

II. Assignments & Grading

Reading. Completing the required reading each week 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 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. Detailed information will become available as the assignment due date nears. All assignments will be turned in online and returned to students online.

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 or wrong. 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 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.

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 65% of your final grade.

- Part A: Identify your information organization; Week 3 (5% of total grade)
- Part B: Describe the organization's information ecology; Week 5 (10% of total grade)
- Part C: Interview a MSLS-degree holder about ethics; Week 7 (10% of total grade)
- Part D: Analyze impact of information policies; Week 9 (10% of total grade)
- Part E: Analyze community engagement activity; Week 11 (10% of final grade)
- Part F: Describe diversity of organization; Week 13 (5% of final grade)
- Capstone: Summarize information ecosystem learning; Week 15 (15% of final grade)

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.

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

Participation (20 points):	20%
Information Ecology Project (65 points):	65%
Elevator Speech (10 points):	10%
Completion of pre- AND post-test (5 points)	5%

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 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) rarely, only when I am convinced the student's circumstances warrant it. This must be discussed in advance with me and approved in writing.

III. Required information from the university

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Share any additional technology requirements, such as required software, and your preferred procedure for resolving technical complaints for each service or software used in the course.

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by email, or by phone at 859-218-HELP (4357).

Resources

[Distance Learning Library Services](#)

Carla Cantagallo, Distance Learning Librarian, 859-218-1240

Stacey Greenwell, Library & Information Science Liaison Librarian, 859-218-1322
(stacey@uky.edu)

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of

the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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.)

Religious Observances (Senate Rules 5.2.4.2.D)

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (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 instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

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. Visit the [DRC website](#), email the DRC, contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity- Prohibition on Plagiarism (Senate Rules 6.3.1)

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 on the [Academic Ombud](#) page. 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 Rule 6.3.1 (see current [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 Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information,

or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them via email.

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, via email, and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the VRC website, email the DRC, visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; email them; or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

VI. 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 are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf.

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.

Technology Information and 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 UK ITS.

Information Technology Services Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-218-4357

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>

V. Weekly Schedule

Readings which are especially relevant to the theme of diversity are marked with a 🍷 symbol.
Readings that are especially relevant to the theme of technology are marked with a 🖨 symbol.

Part One: Foundations of the course

Week One: 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 Saullés, 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/F6DAFEFFEDA4E44PQ/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>

Week Two: 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
- Zuboff, S. (2015). Big other: Surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology*, 30(1), 75-89. Available at: <https://search-proquest-com.ezproxy.uky.edu/docview/1672110062/fulltextPDF/A65C4B4308F74753PQ/10?accountid=11836>
- Silverman, J. (2017). Privacy under surveillance capitalism. *Social Research*, 84(1), 147-164. Available at: <http://web.b.ebscohost.com.ezproxy.uky.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=ae848ca4-3192-48fa-9fe7-7c326caac1d1%40pdc-v-sessmgr01>
- 🍷 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:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.848.1782&rep=rep1&type=pdf>

- *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>

Week Three: 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=bth&AN=117877483&site=ehost-live&scope=site>

Part Two: Core of the Profession

Week Four: 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

Week Five: Core Values & Competencies

Note: 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(8), 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://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=129786443&site=ehost-live&scope=site>
- *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. Available at: <https://search-proquest-com.ezproxy.uky.edu/docview/1783939270/fulltextPDF/9F346E2DF5484980PQ/3?accountid=11836>

Week Six: 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/>.

Part Three: Who We Are

Week Seven: Information Organizations

Part C of Information Ecology Project due

- 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/5b29915daca27209f346c38e/Ethical-Challenges-and-Current-Practices-in-Activist-Social-Media-Archives.pdf

Week Eight: Professionalism & Significance of LIS Professions

- Hirsh textbook: Chapter 3: Librarianship: A continuously evolving profession (pp. 26-39), Chapters 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>

Week Nine: 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: https://global-factiva-com.ezproxy.uky.edu/ha/default.aspx#!?&_suid=156185384090308540908887005061

Part Four: Who We Serve and Why

Week Ten: 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(2), 90-105. Available at: 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
- ☞ *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>

Week Eleven: 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

- Sweeney, M.E., & Rhinesmith, C. (2017). Creating caring institutions for community informatics. *Information, Communication, and Society*, 20(10), 1482-1497.
- 📖 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.

Week Twelve: 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 through 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. Available at: <https://www-sciencedirect-com.ezproxy.uky.edu/science/article/pii/S009913331400192X>
- 📖 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

Part Five: What We Do

Week Thirteen: Preservation of Information

Note: 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>

Week Fourteen: 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.

Week Fifteen: Information Overload & Literacy

Note: Capstone of Information Ecology 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>

Week Sixteen: Challenges and Opportunities

Elevator Speech due at end of week

- 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), 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>