

LIS 600-401: Information in Society, Spring 2015

Format: online

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(contact by email is preferred, for reasons of timeliness)
Office Hours: Tuesday & Wednesday 2-4 p.m.

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.

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.

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

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. The other readings will be made available to you via Blackboard. 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 Blackboard environment. Detailed information

will become available as the assignment due date nears. All assignments will be turned in via Blackboard and returned to students via Blackboard.

Participation: In this course, participation is measured by your contributions to the Blackboard discussions each week. Each classmember 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 two posts per week, not two posts for each question each week.) 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 in Blackboard.

Final Exam: This will be a test taken through Blackboard 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

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>: “Plagiarism: What is it?”

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.

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/).

IV. Weekly Schedule

Part One: Introduction to library and information science (LIS)

Week One (01/14-01/17): Introduction to program and core competencies

- SLIS graduation requirements and the final portfolio:
<https://ci.uky.edu/lis/content/graduation-requirements-and-final-portfolio>
 - Click on the “most current instructions” and read them (Note: these instructions may change as you progress through the program)
- ALA Core competencies. Available here:
<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>
- Field, J.J. (2008). Understanding your competencies to create a successful career. *Science & Technology Libraries*, 28(1/2), 1-10.
- Complete academic integrity training, linked on Blackboard.
- Complete training on finding, evaluating, and using resources, linked on Blackboard.

Week Two (01/18-01/24): 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).
- Smithsonian Institute. (2013). Japanese illustrated books tell of vibrant reading culture in Edo-period Japan. Available here: <http://newsdesk.si.edu/releases/japanese-illustrated-books-tell-vibrant-reading-culture-edo-period-japan>
- McMenemy, D. (2007). Ranganathan's relevance in the 21st century. *Library Review*, 56(2), 97-101.
- *Optional*: Rayword, W.B. (2014). Information revolutions, the information society, and the future of the history of information science. *Library Trends*, 62(3), 681-713.

Week Three (01/25-01/31): Information society: Implications for LIS

- Rubin textbook: Chapter 1: The educational, recreational and informational infrastructure (pp. 7-34).
- Johnson, M. (2010). Chapter 2: Information sickness (pp. 13-30). In *This book is overdue: How librarians and cybrarians can save us all*. New York: Harper.
- Hayes, H. (2004). The role of libraries in the knowledge economy. *Serials*, 17(3), 231-238.
- Shafique, F., & Mahinood, K. (2010). The need of information systems and networks for survival into information society. *Pakistan Library & Information Science Journal*, 41(2), 11-17.
- *Optional*: Fuchs, C. (2010). Theoretical foundations of defining the participatory, co-operative, sustainable information society. *Information, Communication, & Society*, 13(1), 23-47.
- *Optional*: Mainka, A., Hartmann, S., Orszulok, L., Peters, I., Stallmann, A., & Stock, W.G. (2013). Public libraries in the knowledge society: Core services of libraries in informational world cities. *Libri: International Journal of Libraries & Information Services*, 63(4), 295-319.

Week Four (02/01-02/07): Informatics

- University of California, Irvine. Department of Informatics. (2013). Questions and answers. Available here: <http://www.informatics.uci.edu/qa/#general01>
- Dalrymple, P.W. (2011). Data, information, knowledge: The emerging field of health informatics. *Bulletin of the American Society for Information Science & Technology*, 37(5), 41-44.
- American Medical Informatics Association. (2014). The science of informatics. Available here: <http://www.amia.org/about-amia/science-informatics>
- Dixon, B.E., Jabour, A.M., Phillips, E.O., & Marrero, D.G. (2014). An informatics approach to medication adherence assessment and improvement using clinical, billing, and patient-entered data. *Journal of the American Medical Informatics Association*, 21(3), 517-521.

- Kling, R., Rosenbaum, H., & Sawyer, S. (2005). Chapter 1: Introduction to social informatics (pp. 1-11), in *Understanding and communicating social informatics: A framework for studying and teaching the human contexts of information and communication technologies*. Medford, NJ: Information Today.
- *Optional*: Friedman, C.P. (2013). What informatics is and isn't. *Journal of the American Medical Informatics Association*, 20(2), 224-226.
- *Optional*: Williams, K. (2012). Informatics moments. *Library Quarterly*, 82(1), 47-73.
- *Optional*: Marty, P.F., & Twidale, M.B. (2011). Museum informatics across the curriculum: Ten years of preparing LIS students for careers transcending libraries, archives, and museums. *Journal of Education for Library & Information Science*, 52(1), 9-22.

Week Five (02/08-02/14): Professionalism and LIS professions

Note: Essay #1 due by 11:59 p.m. (Eastern) on 02/14; submit via Blackboard

- Rubin textbook: Chapter 3: Library & information science: An evolving profession (pp. 77-126).
- Hirsh, S. (2013). From vision to reality: The emerging information professional. *Bulletin of the American Society for Information Science & Technology*, 39(3), 44-45.
- Harrison, R. (2010). Unique benefits of conference attendance as a method of professional development for LIS professionals. *The Serials Librarian*, 59, 263-270.
- John, J., Sheppard, J., & Knight, J. (2010). The IIP and the small business high tech client. *Bulletin of the American Society for Information Science & Technology*, 37(1), 21-25. [Note: this whole issue focuses on various roles for the Independent Information Professional and is really worth perusal.]
- Three-part series on library professionalism:
 - Weihs, J. (2009). The professional status of librarianship, part 1. *Technicalities*, 29(3), 15-17.
 - Weihs, J. (2009). The professional status of librarianship, part 2. *Technicalities*, 29(4), 18-20.
 - Weihs, J. (2009). The professional status of librarianship, part 3. *Technicalities*, 29(5), 16-19.
- Wilder, S. (2007, Feb. 20). The new library professional. *Chronicle of Higher Education*. Available at: <http://chronicle.com/article/The-New-Library-Professional/46681>
- *Optional*: Johnson, M. (2010). Chapter 1: The frontier (pp. 1-12). In *This book is overdue: How librarians and cybrarians can save us all*. New York: Harper.
- *Optional*: Weber, N.M., Palmer, C.L., & Chao, T.C. (2012). Current trends and future directions in data curation research and education. *Journal of Web Librarianship*, 6(4), 305-320.

Part Two: LIS Institutions

Week Six (02/15-02/21): Libraries by type: Public and school libraries

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

- Zickuhr, K., Rainie, L. & Purcell, K. (2013). *Younger Americans' Library Habits and Expectations*. Washington, DC: Pew Research Center. Available here: <http://libraries.pewinternet.org/2013/06/25/younger-americans-library-services/>
- ALA. (2006). Pages 11-13 (Executive Summary) of the report *Long overdue: A fresh look at public and leadership attitudes about libraries in the 21st Century*. Available here: <http://www.policyarchive.org/handle/10207/bitstreams/5605.pdf>
- Everhart, N., & Mardis, M.M. (2014). What do stakeholders know about school library programs? Results of a focus group evaluation. *School Library Research*, 17, 1-14.
- Smith III, M., Schiano, A., & Lattanzio, E. (2014). Beyond the classroom. *Knowledge Quest*, 42(3), 20-29.
- De Groot, J., & Branch, J. (2009). Solid foundations: A primer on the crucial, critical, and key roles of school and public libraries in children's development. *Library Trends*, 58(1), 51-62.
- *Optional*: Lyons, R. (2013). Rainy day statistics: U.S. public libraries and the Great Recession. *Public Library Quarterly*, 32(2), 97-118.
- *Optional*: Ewbank, A.D. (2011). School librarians' advocacy for the profession: Results of a U.S. national survey. *School Libraries Worldwide*, 17(2), 41-58.

Week Seven (02/22-02/28): Libraries by type: Academic and special libraries

- Franklin, B. (2012). Surviving to thriving: Advancing the institutional mission. *Journal of Library Administration*, 52(1), 94-107.
- Darnton, Robert (2010). The library: Three jeremiads. *The New York Review of Books*, 57 (December 23). Available here: <http://www.nybooks.com/articles/archives/2010/dec/23/library-three-jeremiads/>
- Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. *Advances in Librarianship*, 37, 135-151.
- Koltay, T. (2011). Information literacy for amateurs and professionals: The potential of academic, special, and public libraries. *Library Review*, 60(3), 246-257.
- Murray, T.E. (2013). How much is a special library worth? Valuing and communicating information in an organizational context. *Journal of Library Administration*, 53(7/8), 462-471.
- Abram, S. (2012). Collaboration in special library environments. *Information Outlook*, 16(5), 39-41.
- Poll, R. (2007). Quality measures for special libraries. *IFLA Conference Proceedings*, p. 1-8.
- *Optional*: Yi, Z. (2013). Setting goals for change in the information age: Approaches of academic library directors in the USA. *Library Management*, 34(1/2), 5-19.
- *Optional*: Murray, T.E. (2013). What's so special about special libraries? *Journal of Library Administration*, 53(4), 274-282.
- *Optional*: Mehr, L.H. (2009). Oscar's very special library: the Margaret Herrick Library of the Academy of Motion Picture Arts and Sciences. *Art Libraries Journal*, 34(3), 29-34.

Week Eight (03/01-03/07): Data centers and other information centers

- Shen, Y., & Varvel, V.E. (2013). Developing data management services at the Johns Hopkins University. *Journal of Academic Librarianship*, 39(6), 552-557.
- Knapp, K.J., Denney, G.D., & Barner, M.E. (2011). Key issues in data center security: An investigation of government audit reports. *Government Information Quarterly*, 28(4), 533-541.
- Ard, C. (2012). Beyond metrics: The value of the information center. *Information Outlook*, 16(5), 16-18.
- Schwalb, S.I. (2013). Research collaboration tools for the U.S. Department of Defense. *Information Services & Use*, 33(3), 243-250.
- *Optional:* ur Rehman, S. (2009). Evolving role of the information center: Challenges and directions. *Pakistan Journal of Library & Information Science*, 10, 8-42.

Part Three: Policies, Ethics, and Issues

Week Nine (03/08-03/14): Information policies

- Rubin textbook: Chapter 8: Information policy: Stakeholders and agendas (pp. 309-370).
- Case, D. (2010, December). A framework for information policies, with examples from the United States. *Library Philosophy and Practice*. Available here: <http://unllib.unl.edu/LPP/lpp2010.htm>
- Megnigbeto, E. (2010). Information policy: Content and challenges for an effective knowledge society. *The International Information & Library Review*, 42(3), 144-148.
- Jaeger, P.T., Bertot, J.C., Thompson, K.M., Katz, S.M., & DeCoster, E.J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly*, 31(1), 1-20.
- *Optional:* Jaeger, P.T., Lin, J., & Grimes, J.M. (2008). Cloud computing and information policy: Computing in a policy cloud? *Journal of Information Technology and Politics*, 5(3), 269-283.
- *Optional:* Braman, S. (2006). Chapter 3: Bounding the domain: Information policy for the twenty-first century (pp. 39-78) in *Change of state: Information, policy, and power*. Cambridge, MA: The MIT Press.

Note: Spring Break is 03/16-03/21

Week Ten (03/22-03/28): LIS issues and ethics

Note: Essay #2 due by 11:59 p.m. (Eastern) on 03/28; submit via Blackboard

- Rubin textbook: Chapter 10: The values and ethics of LIS (pp. 405-439).
- Barbakoff, A. (2010). Libraries build autonomy: A philosophical perspective on the social role of libraries and librarians. *Library Philosophy & Practice*.
- Johnson, M. (2010). Chapter 3: On the ground (pp. 31-48). In *This book is overdue: How librarians and cybrarians can save us all*. New York: Harper.

- American Library Association. (2013). Code of ethics. Available here: <http://www.ala.org/advocacy/proethics/codeofethics/codeethics>
- Brody, R. (2006). Information ethics in the business research environment. *Online*, 30(6), 38-41.
- Dow, M. (2008). Teaching ethical behavior in the global world of information and the new AASL standards. *School Library Monthly*, 25(4), 49-52.
- Sturges, P. (2009). Information ethics in the twenty first century. *Australian Academic & Research Libraries*, 40(4), 241-251.
- *Optional*: Zaiane, J.R. (2011). Global information ethics in LIS. *Journal of Information Ethics*, 20(2), 25-41.
- *Optional*: Foster, C., & McMenemy, D. (2012). Do librarians have a shared set of values? A comparative study of 36 codes of ethics based on Gorman's Enduring Values. *Journal of Librarianship and Information Science*, 44, 249-262.
- *Optional*: Bernstein, A. (2004). Library ethics 101. *Georgia Library Quarterly*, 40(4), 5-7.

Week Eleven (03/29-04/04): Issues: Intellectual freedom and censorship

- Rubin textbook: Chapter 9: Information policy as library policy (pp. 371-404).
- American Library Association. (2013). Frequently challenged books of the 21st century. Available here: <http://www.ala.org/bbooks/frequentlychallengedbooks/top10>
- Asheim, L. (1953). Not censorship but selection. *Wilson Library Bulletin*, 28, 63-67. Available here: <http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/notcensorship>
- LaRue, J. (2004). Buddha at the gate, running: Why people challenge library materials. *American Libraries*, 35(11), 42-44.
- Stripling, B.K. (2013). Intellectual freedom: Moving beyond freedom from...to freedom to...*Indiana Libraries*, 32(1), 8-12.
- Adams, H.R. (2011). Solo librarians and intellectual freedom: Perspectives from the field. *Knowledge Quest*, 40(2), 30-35.

Week Twelve (04/05-04/11): Issues: Copyright, intellectual property, and open access

- Aulisio, G.J. (2013). Copyright in light of ethics. *Reference Services Review*, 41(3), 566-575.
- Suber, P. (2010). Open access overview. Available here: <http://www.earlham.edu/~peters/fos/overview.htm>
- Harper, G. (2009). OA and IP: Open access, digital copyright, and marketplace competition. *Learned Publishing*, 22(4), 283-288.
- Herb, U. (2010). Sociological implications of scientific publishing: Open access, science, society, democracy, and the digital divide. *First Monday*, 15(2-1). Available here: <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2599/2404>
- *Optional*: Pressman, R.R. (2008). Fair use: Law, ethics, and librarians. *Journal of Library Administration*, 47(3/4), 89-110.
- *Optional*: Copyright law of the United States. (1976; 1998). U.S. Copyright Office. Available here: <http://www.copyright.gov/title17>. In Chapter One, read sections 101-108.

- *Optional:* Buttler, D.K. (2012). Intimacy gone awry: Copyright and special collections. *Journal of Library Administration*, 52(3/4), 279-293.

Week Thirteen (04/12-04/18): Issues: Privacy and big data

- boyd, d., & Crawford, K. (2012). Critical questions for big data. *Information, Communication, & Society*, 15(5), 662-679.
- Zimmer, M. (2013). Patron privacy in the “2.0” era. *Journal of Information Ethics*, 22(1), 44-59.
- Wyatt, A.M. (2006). Do librarians have an ethical duty to monitor patrons' internet usage in the public library? *Journal of Information Ethics*, 15(1), 70-79.
- Herther, N.K. (2014). Global efforts to redefine privacy in the age of big data. *Information Today*, 31(6), 1.
- Kravets, D. (2013). Spycast lawsuit accuses NSA of unconstitutional ‘dragnet electronic surveillance.’ *Wired.com*. Available here: <http://www.wired.com/threatlevel/2013/07/spycast-lawsuit/>
- *Optional:* Johnson, M. (2010). Chapter 5: Big brother and the holding company (pp. 67-86) In *This book is overdue: How librarians and cybrarians can save us all*. New York: Harper.

Week Fourteen (04/19-04/25): Issues: Diversity in our communities

Note: Essay #3 due by 11:59 p.m. (Eastern) on 04/25; submit via Blackboard

- Pruitt, J. (2010). Gay men’s book clubs versus Wisconsin’s public libraries: Political perceptions in the absence of dialogue. *Library Quarterly*, 80(2), 121-141.
- Frostick, C.M. (2009). The myth of equal access: Bridging the gap with diverse patrons. *Children & Libraries: The Journal of the Association for Library Service to Children*, 7(3), 32-37.
- Overall, P.M. (2009). Cultural competence: A conceptual framework for library information science professionals. *Library Quarterly*, 79(2), 175-204.
- Eannance Lazzaro, A., Mills, S., Garrard, T., Ferguson, E., Watson, M., & Ellenwood, D. (2014). Cultural competency on campus. *College & Research Libraries News*, 75(6), 332-335.
- Wray, W.L. (2009). Library services for the poor: Implications for library education. *Public Library Quarterly*, 28(1), 40-48.
- *Optional:* Jaeger, P.T., Bertot, J.C., & Subramaniam, M. (2013). Preparing future librarians to effectively serve their communities. *Library Quarterly*, 83(3), 243-248.

Week Fifteen (04/26-05/02): Image and status of information professions

- Duncan, A. (2004). Caught between the stacks and a hard place: Dealing with librarian stereotypes. *Louisiana Libraries*, 66(4), 3-5.
- Potter, N. (2010). Why are we still defined by our building? *Journal of the Career Development Group*, 13(1), 2-4.

- Jesella, K. (July 8, 2007). A hipper crowd of shushers. *The New York Times*. Available here: <http://www.nytimes.com/2007/07/08/fashion/08librarian.html?em&ex=1183953600&en=a003ba925f48b89b&ei=5087%0A>
- Haider, S.M.A. (2008). Image problem even haunts hi-tech libraries: Stereotypes associated with library and information professionals in Singapore. *Aslib Proceedings*, 60(3), 229-241.
- Watch one of the following videos (available via a library, Netflix, video rental store, or other location).

<ul style="list-style-type: none"> ▪ <i>Desk Set</i> (1957) ▪ <i>Foul Play</i> (1978) ▪ <i>Forbidden</i> (1932) ▪ <i>Goodbye Columbus</i> (1969) ▪ <i>The Music Man</i> (1962 or 2003) ▪ <i>Gun in Betty Lou's Handbag</i> (1992) ▪ <i>Soylent Green</i> (1973) ▪ <i>Ghostbusters</i> (1984) ▪ <i>Party Girl</i> (1995) ▪ <i>Shooting the Past</i> (1999) ▪ <i>Where the Heart Is</i> (2000) ▪ <i>Mummy</i> (1999) ▪ <i>The Name of the Rose</i> (1986) 	<ul style="list-style-type: none"> ▪ <i>The Librarian: The Quest for the Spear</i> (2004; the first of a trilogy; see below) ▪ <i>The Librarian: Return to King Solomon's Mines</i> (2006) ▪ <i>The Librarian: The Curse of the Judas Chalice</i> (2009) ▪ <i>The Time Traveler's Wife</i> (2009) ▪ <i>Storm Center</i> (1956) ▪ <i>The Crimson Rivers</i> (2000) ▪ <i>Shawshank Redemption</i> (1994) ▪ <i>Pagemaster</i> (1994) ▪ <i>Fast and Loose</i> (1939)
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- *Optional*: Johnson, M. (2010). Chapter 8: Follow that tattooed librarian (pp. 123-132). In *This book is overdue: How librarians and cybrarians can save us all*. New York: Harper.
- *Optional*: Walker, S. and Lawson, V.L. (1993). The librarian stereotype and the movies. *The Journal of Academic Media Librarianship*, 1(1), 16-28. Available here: <http://wings.buffalo.edu/publications/mcjrnl/v1n1/image.html>
- *Optional*: Attebury, R.I. (2010). Perceptions of a profession: Librarians and stereotypes in online videos. *Library Philosophy & Practice*, October, 1-22.