

**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

LSC 557, Section 01
Libraries and Information in Society

Fall 2009
Syllabus

3 Credit Hours; No Prerequisites
McMahon Hall, Room 201
Tuesdays, 6:35pm-9:05pm

NOTE: This Syllabus is Subject to Change

Instructor: Renate Chancellor, Ph.D.	Office: 246 Marist Hall Hours: Tuesdays, 3:00pm-5:00pm and by appointment
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Course Description

Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. Incorporates historical developments, current trends, and the outlook for the future. Emphasizes the values, principles, legal, and ethical responsibilities of the profession and builds a foundation for each student's ongoing professional development and leadership.

Instructional Methods

The course may incorporate lecture/discussion; guest speakers; group presentations; and research projects. Class meetings will be supplemented by announcements, discussion, and other materials posted on the class Blackboard site (<http://bb8.cua.edu>).

Required Text

Rubin, R. E. (2004). *Foundations of library and information science (2d)*.
New York: Neal-Schuman.

Optional Supplementary Texts

American Psychological Association. *Publication manual of the American Psychological Association*. 5th ed. Washington, DC: APA.

OWL at PURDUE is a useful website for general APA Guidelines:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Haycock, K., & Sheldon, B.E.,(Eds). (2008). *The Portable MLIS: Insights from the Experts*. Westport, CT: Libraries Unlimited.

Other Required Readings

American Library Association. Library Bill of Rights. Available:

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

American Library Association. Available:

<http://www.cni.org/docs/infopols/ALA.html>

American Indian Library Association. Available: <http://aila.library.sd.gov/>

Asian/Pacific American Library Association. Available:

<http://www.apalaweb.org/>

Bates, M.J. (1999). The Invisible Substrate of Information Science. *Journal of the American Society for Information Science*, v. 50, no. 12, p. 1043-1050. Available:

<http://www.gseis.ucla.edu/faculty/bates/substrate.html>.

Bates, M.J. (2005). Information and knowledge: an evolutionary framework

for Information science. *Information Research*, 10 (4) paper 239. Available:

<http://InformationR.net/ir/10-4/paper239.html>]

Black Caucus of the American Library Association. Available:

<http://www.bcala.org/>

Buckland, M.K. (1991). Information as thing. *Journal of the American*

Society for Information Science, 44(5), 351-360. Available:

<http://people.ischool.berkeley.edu/~buckland/thing.htm>

Bush, V. (1945). As we may think. *Atlantic*. Available:

<http://www.theatlantic.com/doc/194507/bush>

Carr, N. (2008, July/August). Is Google making us stupid? *Atlantic*. Available:

<http://www.theatlantic.com/doc/200807/google>

Case, D. O. (2002). Looking for information. A survey of research on information seeking, needs, and behavior. *San Diego Academic Press. Chapter 3: Concepts Relevant to Information Behavior*, pp. 39-67.

Chancellor, R. & Chu, C. (2007). Ask Dr. Chu: An Interview with a Peruvian-born Chinese Canadian Living in the U.S. *InterActions: UCLA Journal of Education and Information Studies*. Vol. 3, Issue 2, Article 4.

Available: <http://repositories.cdlib.org/gseis/interactions/vol3/iss2/article4>

Froehlich, T. A. (2004). Brief History of Information Ethics," *bid: Textos*

- universitarios de biblioteconomía I documentació*, 13. Accessed:
December 2004. <http://www.ub.es/bid/13froel2.htm>
- Preston, C. (1998, September). Perceptions of Discriminatory Practices and Attitudes: A Survey of African American Librarians.
Available:
<http://www.acrl.org/ala/mgrps/divs/acrl/publications/crljournal/1998/sep/preston.pdf>
- Ranganathan, S.R. (1931). The Five Law of Library Science. Madras Library Association (Madras, India) and Edward Goldston (London, UK).
Available: <http://dlist.sir.arizona.edu/1220/> (Accessed August 22, 2009).
- Reforma: <http://www.reforma.org/>
- Section 108 Study Group Report:
<http://section108.gov/docs/Sec108StudyGroupReport.pdf>
- Siatry, R. (1999). The Evolution of User Studies. *Libri*, 49, 132-141. Available:
<http://www.librijournal.org/pdf/1999-3pp132-141.pdf>
- United States Copyright Office. *Copyright Basics*. Available at:
<http://www.copyright.gov/circs/circ01.pdf>

Vaidhyanathan, S. (2007). The Googlization of Everything and the Future of

Copyright: Copyright, Creativity and Catalogs, Regents of the

University of California. Available

[:http://lawreview.law.ucdavis.edu/issues/Vol40/Issue3/DavisVol40No3_Vaidhyanathan.pdf](http://lawreview.law.ucdavis.edu/issues/Vol40/Issue3/DavisVol40No3_Vaidhyanathan.pdf)

Wayward, B. (2004, Spring). When and why is a pioneer: history and heritage

In library and information science. *Library Trends*, 52, 4, 671-682.

Available:

http://findarticles.com/p/articles/mi_m1387/is_4_52/ai_n7074013/

Whitmire, E. (2001). The relationship between undergraduates' background

Characteristics and college experiences and their academic library

use. *College & Research Libraries*, 62(6), 528-540. [PDF, 1 MB]

Required Technologies

Capabilities Required for Course Delivery and Student Participation:

Blackboard; standard CUA software; CUA library and information system accounts; ability to use ALADIN digital library resources. Every student should have daily access to a computer and high speed internet access.

Tools and Technologies Taught: This course presents the concept of technological innovation as a major factor in librarianship and information professions. It does not teach the use of specific technologies.

Course Goals and Objectives:

The course goals are to:

- Discuss the role of information in society

- Examine the historical development of the role of information, libraries, and librarianship in society
- Understand the role of libraries, archives, museums, and other information service organizations in society
- Identify and discuss the core values and ethical principles associated with librarianship and related information professions
- Explore the impact of multicultural and diverse populations on librarians and information professionals
- Understand the policy issues related to the creation, dissemination, preservation, and use of Information

At the conclusion of this course, students will be able to:

1. Demonstrate an understanding of the theoretical foundations of Library and information Science
2. Describe the major developments in the history of the role of libraries and librarianship in society
3. Articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom
4. Identify major information-related social issues in contemporary society and describe the various perspectives that characterize current debates on those issues

Professional Standards Addressed

With respect to the curriculum objectives stated in Section II of the Standards for Accreditation of Master's Programs in Library & Information Studies, 1992, this course addresses:

Development of library and information professionals who will assume an assertive role in providing services by educating students in the role of librarians in modern society

An evolving body of knowledge that reflects the findings of basic and applied research from relevant fields by incorporating current news and trends into the content of the course

The needs of a rapidly changing ... society by exploring the breadth of contexts, roles, and contributions of librarians, and the influences affecting their role in society

Commitment to continuous professional growth by exploring the dynamic forces at work that are continuing to change the tools and practice of librarianship, and the role of information in society

This course also addresses competencies A.8, B.6, D.3, and D.4 of the “Competencies for Information Professionals of the 21st Century,” revised June 2003, by Eileen Abels, Rebecca Jones, John Latham, Dee Magnoni, Joanne Gard Marshall.

(<http://www.sla.org/content/learn/comp2003/index.cfm>):

“A.8 Advises the organization on copyright and intellectual property issues and compliance.

“B.6 Develops information policies for the organization regarding externally published and internally created information resources and advises on the implementation of these policies.

“D.3 Protects the information privacy of clients and maintains awareness of, and responses to, new challenges to privacy

“D.4 Maintains current awareness of emerging technologies that may not be currently relevant but may become relevant tools of future information resources, services or applications.”

Course Requirements

General Expectations for Students:

- Enroll in Blackboard and check it frequently to receive communications from your instructor (<http://bb8.cua.edu>).
- All assignments should be submitted in class by 6:35pm on the specified due date.
- All assignments should be double-spaced in *Times New Roman*, 12-point font and created using Microsoft Word.

- Consistently follow the *Publication manual of the American Psychological Association* (5th ed.) for formats, citations and references.
- Assignments should be proofread and submitted without grammatical and syntactical errors.
- Incompletes will be granted *only* under extreme circumstances.

Assessment:

<p><u>Attendance/Class Participation (10%):</u> Participation in weekly discussions is an important part of your grade and you will be evaluated on your performance. Those who contribute most to the course knowledge base will receive the highest scores in this area.</p>
<p><u>Library/Information Science Luminary Analysis(20%):</u> Write a 5-page double-spaced report on a Library and Information Science luminary figure. Deliver a 5 minutes oral presentation in class. You will sign up for the luminary on the first day of class. Instructions will be provided.</p>
<p><u>Policy Paper(30%):</u> Write a policy paper (15- 20pages) in which you analyze a significant policy issue confronting the information professions. Topics may be selected from areas covered in class.</p>
<p><u>Annotated Bibliography (15%):</u> Submit a topic statement along with an annotated bibliography of 12-15 sources (e.g. articles, books, websites, etc.) that you will use in your policy paper. Your bibliography must be formatted in APA citation style.</p>
<p><u>Group Project: Visit an Information Center(25%):</u> Select an information center of your choice, visit and write a 20-page report. You will present your findings in a presentation at the end of the semester. Instructions will be provided.</p>

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty is required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Important University Resources:

CUA Network:

All students should know their NT (CUA network) account information and be able to log on to the CUA network. Contact the Center for Planning and Information Technology at 202-319-4357 for assistance.

CUA Libraries:

All students should be able to use the CUA library resources, including the ALADIN online system. Visit the CUA Library homepage at <http://libraries.cua.edu> for assistance and directions. See also the Mullen Library welcome page at <http://libraries.cua.edu/welcome.html> , or phone (202) 319-5070.

CUA Center for Academic Success:

See <http://success.cua.edu>

Pryzbyla Center

Phone: (202) 319-5655

CUA Counseling Center:

See <http://counseling.cua.edu/services/>
127 O'Boyle Hall
Phone: (202) 319-5765

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>

Assessment (Guidelines – May be Adjusted by Instructor)

<u>Assignment</u>	%	Due Date
Attendance & Class Participation	10	Weekly
Annotated Bibliography	15	October 27
Luminary Analysis	20	September 29
Policy Paper	30	November 24
Group Report & Presentation	25	December 15

GRADING:

Assignments are due at the beginning of class on the date indicated. Assignments submitted after that time are considered late and will be penalized accordingly. Unless prior permission is obtained, grades for late assignments will be reduced by 5 points (out of 100) per day and 2 points for each day thereafter. Assignments more than a week late will not be accepted.

Grading Scale:

96-100	A
95-92	A-
91-89	B+
88-84	B
83-80	B-
79-70	C
Below 70	F

University grades:

The University grading system is available at <http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

COURSE SCHEDULE

Date	Topic	Assignment
September 1	Introduction; Course overview & requirements	Read: Rubin, Chap. 1 Library Luminaries Assigned Group Project Teams Formed
September 8	History of Information Science	Read: Rubin, Chap. 2; Bates ¹
September 15	Characteristics of Information	Read: Bates ² ; Buckland; Case ³
September 22	History of Libraries	Read: Rubin, Chap. 7; Ranganathan, Chap. 1: The First

¹The Invisible Substrate of Information

²The Information Knowledge: An evolutionary framework for information science

³ Provided on Blackboard

		Law, pp. 1-73 and Chap. 7: The Fifth Law pp. 382 – 416
September 29	Library Luminaries	Read: Wayward, p.671-682 DUE: Library Luminary Analysis & Oral Presentation
October 6	Libraries, Information & Technology	Read: Rubin, Chap. 3; Carr; Bush DUE: Policy Paper Topic
October 13	The Role of Libraries & other Information Centers in Society	Read: TBA
October 20	Professional Ethics & Practices	Read: Rubin, Chap. 8; Froehlich
October 27	Information Policy (part 1) Intellectual Freedom	Read: Rubin, Chap. 5; Library Bill of Rights DUE: Annotated Bibliography
November 3	Information Policy(part. 2)	Read: Rubin, Chap. 4
November 10	Intellectual Property	Read: Copyright Basics; Section 108 Study Group Report; Vaidhyanathan
November 17	Organization of Libraries and Information	Read: Rubin, Chaps. 6 & 9
November 24	Diverse Populations and Multicultural Values	Review: Ethnic Library Associations Websites: American Indian Library Association; Asian/Pacific American Library Association; Black Caucus of the American Library Association; REFORMA; Read: Chancellor and Chu; Preston DUE: Policy Paper

December 1	The Information Professional & User	Read: Siatiri; Graham & Metaxas ⁴ ; Whitmire ⁵ DUE: Group Presentations
December 8	University Holiday	Campus Closed
December 15	The Future of Libraries and Information in Society & Wrap Up	DUE: Group Report and Presentation

⁴ Provided on Blackboard

⁵ Provided on Blackboard