

**The Catholic University of America  
School of Library and Information Science**

***LSC 557 Libraries and Information in Society***  
Spring 2009

Mondays, 4:10pm-6:40pm  
Pangborn Hall G023

**Renate Chancellor, Ph.D.**

**246 Marist Hall**

**Email:** [chancellor@cua.edu](mailto:chancellor@cua.edu)

**Telephone:** (202) 319-6272

**Office Hours:** Wednesdays, 1-3pm or by appointment

**Course Description**

This course is designed to explore the role of library and information institutions and professionals in contemporary society. Topics include historic patterns and future trends; the application of ethical and professional standards in a changing information environment; copyright; societal issues affecting libraries and librarians; information access and funding issues.

**Course Objectives**

**At the completion of the course, students should be able to:**

- Describe the role of information from historical, current, and future perspectives;
- Identify the various information sectors;
- Describe and evaluate issues involved in creating and disseminating information in society, with particular attention paid to information literacy;
- Understand the role of libraries and their relationship to other information providers;
- Identify and discuss the major values and codes of ethics associated with the information professions;
- Describe the impact of cultural diversity on the provision of user services by librarians and other information professionals;
- Describe and discuss important economic and policy issues related to the creation and dissemination of information;
- Understand and have experience with different forms and genres of professional writing.

## **Student Learning Outcomes:**

- Know the foundations and structure of the information profession;
- Locate, evaluate, and utilize scholarly and professional literature;
- Demonstrate in-depth understanding of major issues in Library and Information Science.

## **Instructional Methods**

The course will incorporate lecture/discussion; 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>).

## **Textbooks and Readings**

### **Required Text**

Rubin, R. E. (2004). *Foundations of library and information science*. New York: Neal-Schuman. (Available through the Bookstore and via online retailers)

### **Recommended Texts**

**You may find the following texts useful to consult during the semester:**

- Eberhart, G. M. (2006). *The whole library handbook 4: Current data, professional advice, and curiosa about libraries and library services*. Chicago, IL: American Library Association.
- 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/>

### **Additional Readings**

For additional required course readings please check the Course Outline section below.

## **Course Requirements and Expectations**

### **General Expectations for Students:**

- Enroll in Blackboard and check it frequently to receive communications from your instructor (<http://bb8.cua.edu>).
- All assignments **except** for the final term paper must be turned in by 5pm on the due date in the Digital Dropbox.
- Any assignment submitted after the due date will be reduced by 20% of the total points possible for that assignment

- 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:**

***Attendance and Participation:*** Students are expected to fully engage in discussions on the readings and topics that are brought up in class. Weekly discussions allow you to reflect on issues that are raised in the readings. Participation in discussions is an important part of your grade and you will be evaluated on your performance.

***Report/Presentation on a Library/Information Science Luminary:*** Create an approximately 2 page double-spaced report on their contributions to the profession. Deliver a 2 minute oral report to your class. **NOTE:** For examples of luminaries see “Course Documents” on Blackboard.

***Literature Review and Annotated Bibliography:*** This assignment gets you started on your term paper by asking you to locate and evaluate 12 - 15 items (articles, books, websites, etc.) pertinent to your paper topic.

***Review/Analysis of a Professional Association:*** This assignment involves a written report about a library and information science association. You can select any of the associations from Rubin's book (Appendix B) or one that is related to library and information science. This review/analysis should be no longer than three double-spaced pages.

***Group Project: Visit an Information Center:*** This assignment requires you to visit an information institution center and create a report of no more than 20 pages. You may select an institution of your choice and interview the manager or information professional

***Research Paper:*** Write a formal research paper in which you analyze a significant issue confronting the information professional today. Paper topics may be selected from the areas covered in class or you may choose an issue of more personal interest that is relevant to the goals and objectives of this course. ***You must submit in person or by email a brief (no more than two paragraphs) topic proposal to the instructor for approval by February 16, 2009.*** The text of your paper should be 15 to 20 pages in length; the reference list should include at least 20 sources. You will be graded on the extent of your research, your description and critical analysis of the topic, the evidence you provide in support of your argument, and the clarity and quality of your writing. Your references and formatting *must* adhere to the rules established in the Publications manual of the APA.

**NOTE: Each assignment should be paginated, typed in Times New Roman 12-point font and conformed to the APA format. Papers that exceed the page requirement will be penalized.**

**Grading**

<b>Assignment</b>	<b>%</b>	<b>Due Date</b>
Attendance/Participation	10	Weekly
Presentation Report on Library/Information Luminary	10	February 9, 2009
Literature Review/Annotate Bibliography	15	March 9, 2009
Report on Professional Association	15	February 23,2009
Information Institution Site Visit (Group Project Report and Presentation)	20	May 4, 2009
Research Paper	30	April 20, 2009

**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>

Grades for this class will be determined based on the scores from your individual and group assignments, attendance, and your participation in class discussions.

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

## Course Schedule

### January 12, 2009 Libraries & Society

Introduction to the Course, defining libraries and information

### January 19, 2009 NO CLASS – MLK Day

### January 26, 2009 Characteristics of Information

Introduces concepts of information in a free society and a historical perspective on the need to provide equal access to information in order to maintain a democratic society; explores the various definitions of information.

#### Required Reading:

Bates, M.J. (2005). [Information and knowledge: an evolutionary framework for information science](http://InformationR.net/ir/10-4/paper239.html). *Information Research*, 10 (4) paper 239, [available at <http://InformationR.net/ir/10-4/paper239.html>]

Buckland, M.K. (1991). Information as thing. *Journal of the American Society for Information Science*, 44(5), 351-360.

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. (Note: you may retrieve this article from e-reserves at Mullen Library).*

Rubin, chap. 1

**\*\* Defining Information – In Class exercise**

### February 2, 2009 Information and Society

Discusses the notion of the "Information Society" and places it in a political, historical, and sociological perspective. Considers the role of technology in society and how it relates to social change.

#### Required Reading:

Liu, Z. (2003). [Trends in transforming scholarly communication and their implications](#). *Information Processing and Management*, 39(6): 889-898. [PDF 76 KB]

Rubin Chap. 2

### February 9, 2009 Libraries, Information & Technology

The social, political, and technical changes caused by technology in the information workplace.

**Required Reading:**

Bertot, J.C. (2003, Fall). World Libraries on the Information Superhighway: Internet-based Library Services *Library Trends* 52 no.2, 209-27  
[http://slisweb.sjsu.edu/courses/restricted/bertot\\_world.htm](http://slisweb.sjsu.edu/courses/restricted/bertot_world.htm)

Broderick, D. M. (1998). [Net or not, people need libraries.](#) *American Libraries*, 62-64.

Rubin, chap. 3

**February 16, 2009 Professional Ethics**

Examines the ethical basis for professional activities

**Required Reading:**

[Codes of Ethics for Library and Information Professionals](#)

Froehlich, T. A Brief History of Information Ethics," *bid: Textos universitarios de biblioteconomía I documentació*, 13, December 2004.  
<http://www.ub.es/bid/13froel2.htm>

Information Ethics. School of Information Sciences, University of Pittsburgh.  
<http://www.sis.pitt.edu/%7Eethics/>

Rubin, chap. 8

**February 23, 2009 The Information Professional**

Explores the socially constructed role of the library and information professions

**Required Reading:**

Gnuschke, J. (2001). Obtaining market value from intellectual capital. *Business Perspectives* 4-9.

Marshall, J.G. (November 15, 2000). Determining our worth, communicating our value. *Library Journal* 125(19), 28-30.

Rubin, chap. 10

\*\* Guest Speaker TBA

**February 25, 2009**                      **The Information User**

**Administrative Monday: You do not have to come to campus for class. We will have a discussion on Blackboard.**

Examines theories and methodologies for determining user information needs and helping expand information literacy skills

**Required Reading:**

Dresang, Eliza T. (1999). Informal information-seeking behavior of youth on the internet. *Journal of the American Society for Information Science and Technology*, 50 (12), 1123-1124.

[http://slisweb.sjsu.edu/courses/restricted/dresang\\_more.pdf](http://slisweb.sjsu.edu/courses/restricted/dresang_more.pdf)

Estabrook, L. S. (1997, February). [Polarized Perceptions](#). *Library Journal* (#) 1, 46-48.

Graham, L. & Metaxas, P. T. (2003). ["Of course it's true; I saw it on the Internet!" Critical thinking in the Internet era](#). *Communications of the ACM*, 46(5), 70-75.

Kozel, K. (1998). Re-thinking the end-user's experience: What filmmakers, teachers, and advertisers can teach us. *E-Media Professional*. [pp. 61-63](#) & [pp. 64-67](#).

Siatry, R. (1999). The Evolution of User Studies. *Libri*, 49, 132-141.

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]

**March 2, 2009 NO CLASS SPRING BREAK**

**March 9, 2009**                      **Status of Librarianship as a Profession**

Assesses the economic and social value added by the work of information professionals

**Required Reading:**

Harris, R. (1992). [Librarianship: The erosion of a woman's profession](#). Chap. 9.

Maack, M. N. (1997, Fall). Toward A New Model of the Information Professions: Embracing Empowerment. *Journal of Education for Library and Information Science* 38, 283-302.

**March 16, 2009**                      **Special Populations, Multiculturalism & Values**

The multicultural mission of information workers and information institutions to serve a variety of special populations

**Required Reading:**

Fish, J. (1992, February). [Responding to cultural diversity: A library in transition.](#) *Wilson Library Bulletin*, 34-37.

Hall, P. (1988). "Yassah! I's the Reference Librarian!" *American Libraries* 19, 900

Hendricks, Y. (1991, April). [The Japanese as library patrons.](#) *C&RL News*, 221-225.

Klauber, J. (1998, November). [Living Well with a Disability: How Libraries Can Help.](#) *American Libraries*, (#), 52-55.

Schull, D. D. (1998, Summer). [Innovating to Serve the Global Village: Thoughts about Multilingual and Multicultural Services..](#) *Reference Services Review*, (#), 59-63.

**Recommended Reading:**

St. Lifer, E., & Nelson, C. (1997, November) [Unequal opportunities: Race does matter.](#) *Library Journal*,(#), 42-46.

Stoffle, C. J., & Tarin, P. A. (1994). [No place for neutrality: The case for multiculturalism.](#) *Library Journal*. July: 46-49.

**March 23, 2009**

**Professional Associations**

Explores the mission and activities of professional organizations

**Required Reading:**

Rubin, chap. 9 and Appendix B

Weber, S. (1999). [Competencies for information professionals.](#) *Bulletin of the American Society for Information Science*. Oct/Nov: 28-29

Review the following websites:

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

American Library Association:  
<http://www.ala.org/ala/ourassociation/othergroups/othergroupsorganizations1.htm>

American Society for Information Science and Technology:<http://www.asis.org/>

Asian/Pacific American Library Association: <http://www.apalaweb.org/>

Black Caucus of the American Library Association: <http://www.bcala.org/>

Reforma: <http://www.reforma.org/>

The Society for American Archivists: <http://www.archivists.org/>

**\*\*Guest Speaker TBA**

### **March 30                      Intellectual Property & Freedom**

Examines issues relating to information ownership and intellectual freedom.

#### **Required Reading:**

Anderson, B. (2002). [First sale, digital copyright, and libraries](#). *Behavioral & Social Sciences Librarian*, 21(1), 73-76.

Allison, R. Y. (1998). [Libraries and the Internet, part III. Library authority to filter/block Internet sites](#). *Illinois Libraries*, 80, 43-45.

Gasaway, L. N. (1999). [Copyright corner: Copyright protection extended](#). *Information Outlook*, 3, 36-37.

Montana, J. C. (1999, January). [Copyright law and the Internet](#). *The Information Management Journal*, 33, 52-56.

Russell, C. (2003). [Understanding and protecting fair use](#). *Public Libraries*, 42(5)

### **April 6, 2009                      Information Policy**

Examines major policy issues related to information with special emphasis on information policy in a democratic society.

#### **Required Reading:**

Rubin, chaps. 4 & 5.

Barlow, J. (1994, March). [Economy of \(everything\) ideas](#). *Wired*, 85-90, 126-129.

### **April 13, 2009    NO CLASS Easter Break**

### **April 20, 2009                      LIS Pioneers**

Introduces seminal theorist in Library and Information Science

### **Required Reading:**

Otlet, P. (1991, September). *Journal of Librarianship and Information Science* 23(September 1991):135-145

Wayward, B. (2004, Spring). When and why is a pioneer: history and heritage in library and information science. *Library Trends*, 52, 4, 671-682

<http://www.ideals.uiuc.edu/bitstream/2142/1633/2/Rayward.pdf>

### **April 27, 2009 The Future of Information**

Examines critical issues and predictions for the future of the information society

### **Required Reading:**

Bell, D. (1987). [The world and the United States in 2013](#). *Daedalus*, 16, 1-31.

Crawford, W., & Gorman, M. (1995). [Future libraries: Dreams, madness and reality](#). Chicago: American Library Association. Chapter 12.

Snider, J. H. [Education Wars: The Battle over Information-Age Technology](#). *The Futurist* (#): May-June: 24-28.

### **May 4, 2009 Wrap Up and Group Presentations**

#### **Expectations and Policies**

**Academic honesty:** Academic honesty is expected of all CUA students. Faculty are 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>)

**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 (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>.

