THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC 557, Section 30
Libraries and Information in Society

Spring 2010
Syllabus

3 Credit Hours; No Prerequisites
Caldwell Hall, Room 119, & Pangborn Hall, Room G023

This is a Blended Class: Face-to-Face Meetings are:
1/11, 1/25, 2/8, 2/22, 3/15, 3/22, 4/12, & 4/26

Mondays, 5:10pm-7:40pm

Instructor: Renate Chancellor, Ph.D.	Office: 246 Marist Hall
Voice: 202-319-6272 Email: chancellor@cua.edu	Office Hours: Wednesdays, 2:00pm-3:00pm and by appointment

Course Description
Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. This course 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.

Meetings
There are 8 face-to-face meetings (Mondays, 1/11, 1/25, 2/8, 2/22, 3/15, 3/22, 4/12, & 4/26) the remainder of the class will be held on Blackboard.

Instructional Methods

This class is a blended course with face-to-face and online sessions. Students are required to participate in class discussion for both formats. Online discussions and course materials will be available through Blackboard at: http://bb8.cua.edu

This course uses a variety of instructional methods and activities that include:

- Lecture and discussion based on the readings
- Small group discussions
- In class exercises
- Group projects
- Student presentations
- Collaborative learning
- Feedback to and from the instructor

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.

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

Supplementary Resource

OWL at PURDUE is a useful website for general APA Guidelines: http://owl.english.purdue.edu/owl/resource/560/01/

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

Bennis, W. and Tichy, N. (2007, October). Making judgment calls: the ultimate act of leadership. Harvard Business Review, *85, 10,* 94. Available:

http://www.noeltichy.com/pdfs/HBR.pdf

Black Caucus of the American Library Associaton. 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/art4

Crosby, O. (2001). Librarians: Information experts in the information age. Available: http://www.bls.gov/opub/ooq/2000/Winter/art01.pdf

Fish, J. (1992, February). Responding to cultural diversity: A librarian in transition. *Wilson Library Bulletin*, 34-37. Available: ALADIN Wilson Library Literature. Accessed May 7, 2008.

Franklin, B. (1999, January). Beyond shared leadership: The importance of learning in a shared leadership model. Available: http://www.acrl.org/ala/mgrps/divs/acrl/publications/crlnews/1999/jan/learningshared.cfm

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

Griffiths, J.M., et al. (2008, Feb.) InterConnections: The IMLS National Study on the Use of Libraries, Museums, and the Internet – Overview and Conclusions. Institute of Museum and Library Services. Overview Available:http://interconnectionsreport.org/reports/overviewreport022908.pdf . Conclusions Available: http://interconnectionsreport.org/reports/ConclusionsFullRptB.pdf . Accessed: Dec. 20, 2009.

Hernon , P. and Schwartz, C. (2008, December). Leadership: Developing a research agenda for academic libraries. *Library & Information Science Research, 30, 4, 243-249*

Libraries of the Future. Inside Higher Ed http://www.insidehighered.com/news/2009/09/24/libraries#

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

Pyati, A.K. (2007). "A Critical Theory of Open Access: Libraries and Electronic Publishing," *First Monday 12*(10). Available:

http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1970/1845

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

Siatri, R. (1999). The Evolution of User Studies. *Libri, 49*, 132-141. Available: http://www.librijournal.org/pdf/1999-3pp132-141.pdf

Snowden, D. and Boone, M. (2007, November). A leader's framework for decision making. *Harvard Business Review, 85,* 11, 68.

Symons, A.K. and Stoffle, C. (1998, May). "When values conflict." *American Libraries,* 56. Available: http://www.columbia.edu/cu/libraries/inside/units/bibcontrol/osmc/values.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

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).
- Attend each class meeting, having completed all readings, and prepared to contribute substantively to the discussion.

- All assignments should be submitted in class by 5:10pm on the specified due date. Assignments will **NO**T be accepted via the digital dropbox.
- 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* (APA) (5th ed.) for formats, citations and references.
- Assignments should be proofread and submitted without grammatical and syntactical errors.
- Consult with instructor on any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.
- Incompletes will be granted *only* under extreme circumstances.

Assessment:

Attendance/Class Participation (30%): Participation in weekly discussion is an important part of your grade and you will be evaluated on your performance. You are expected to contribute substantively to the class. Those who contribute most to the course knowledge base will receive the highest scores in this area.
Library/Information Science Luminary Analysis (20%): Write a 5-7 page double-spaced analysis on a seminal Library and Information Science figure. Deliver a 10 minutes oral presentation in class. You will sign up for the luminary on the first day of class. Instructions will be provided.
Term Paper(25%): Write a paper (12- 15pages) in which you analyze a significant issue confronting the information profession. Topics may be selected from areas covered in class. You must submit a topic proposal to the instructor via email no later than Friday, February 19, 2010.
Group Project: Visit an Information Center (25%): Select an information center of your choice, visit and write a 20-page report. You will present your findings in a 20-minute presentation on the last day of class. Instructions will be provided.

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.

Assignments

Detailed information of assignments and projects will be distributed in class or available on Blackboard (http://bb8.cua.edu)

Participation & Classroom Etiquette:

In keeping with university policy, attendance is mandatory. You are expected to arrive on time for each class and be fully engaged in the face-to-face and online discussions. It is your responsibility for to get lecture notes and materials if you miss class. No make work will be allowed.

Students are expected to behave respectfully while in class and on Blackboard.

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)

Assignment	Points	Due Date
Attendance & Class Participation	30	Weekly

Luminary Analysis	20	February 8
Term Paper	25	April 12
Group Report & Presentation	25	April 26

GRADING:
Assignments should be submitted directly to the instructor and due at the beginning of class on the specified date. 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. **Assignments will NOT be accepted via the Digital Dropbox.**

Grading Scale:

Final grades are calculated on point system according to the following scale:

95-100	A
94-92	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

This schedule is subject to change based on class needs. Additional readings may be added or announced in class.

Date	Topic	Assignment
Jan. 11 F2F – Class 1	Introductions Course structure & requirements Introduction to Libraries and Society	**Read:** Rubin, Chap. 1 Library Luminaries Assigned Group Project Teams Formed
Jan. 12-22 Online Class - 1	Online Discussion: History of Libraries and Information Science	**Read:** Rubin, Chaps. 2, 7; Bates[1] Ranganathan, Chap. 1: The First Law, pp. 1-73 and Chap. 7: The Fifth Law pp. 382 – 416
Jan. 25 F2F – Class 2	Characteristics of Information	**Read:** Bates[2]; Buckland; Case[3] Class Exercise
Jan. 26-Feb. 5 Online Class - 2	Online Discussion: Libraries, Information & Technology	**Read:** Rubin, Chap. 3; Bush; Carr; Pyati
Feb. 8 F2F – Class 3	The Role of Libraries in Society *Library Luminary*	**Read:** Crosby, Fish, Griffiths,

[1]The Invisible Substrate of Information
[2]The Information Knowledge: An evolutionary framework for information science
[3] Provided on Blackboard

	Presentations	DUE: Term Paper Topic Proposal DUE: Luminary Analysis
Feb. 9- Feb. 19 Online Class - 3	Online Discussion: Professional Ethics & Practices	**Read:** Rubin, Chap. 8; Froehlich, Symons and Stoffle
Feb. 22 F2F – Class 4	Diverse Populations and Multicultural Values *Library Luminary Presentations*	**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
Feb. 23-Mar. 5 Online Class - 4	Online Discussion: The Information Professional & User	**Read:** Siatri; Graham & Metaxas[4]; Whitmire[5]
March 8	NO CLASS: SPRING BREAK	
March 15 F2F – Class 5	Intellectual Freedom and Information Policy *Library Luminary Presentations*	**Read:** Rubin, Chap. 4, 5; Library Bill of Rights

[4] Provided on Blackboard
[5] Provided on Blackboard

March 22 F2F –Class 6	Copyright, Intellectual Property *Library Luminary Presentations*	**Read:** Copyright Basics; Section 108 Study Group Report; Vaidhyanathan,
Mar. 23-Apr. 9 Online Class - 5	Online Discussion: Organizational Structure of Libraries	**Read:** Rubin, Chaps. 6 & 9
April 12 F2F- Class 7	Leadership, Management & Professionalization *Library Luminary Presentations*	**Read:** Franklin, Hernon & Schwartz[6], Bennis and Tichy, Snowden and Boone DUE: Term Papers
April 13-April 23 Online Class - 7	Online Discussion: The Future of Libraries and Information in Society	**Read:** Rubin, Chap. 10, "Libraries of the Future." Inside Higher Ed Video: http://conniecrosby.blogspot.com/2009/08/libraries-of-future.html
April 26 F2F – Class 8	Wrap –up	Group Presentations and Reports Due

[6] Available online @ http://www.sciencedirect.com/science/journal/07408188