LIS 610 Foundations of the Information Professions

Spring 2017

Instructor: Noriko Asato, Ph.D.
Office: Hamilton 3D
Tel: (808) 956-5810 [prefer e-mail]
Fax: (808) 956-5835
E-mail: asaton@hawaii.edu (Put LIS 610 in the message line)

Course Homepage: http://www2.hawaii.edu/~asaton

Schedule: Thursdays from 1:00 pm to 3:40 pm
Classroom: HL 3F

Office Hours: Thursdays, 4:00 pm-5:00 pm (please send e-mail)

Course Catalog Description:
LIS 610/ Foundations of the Information Professions (3 credits)
Lecture/discussion/survey. History, information ethics, and the role of libraries and information profession in today’s changing technological society and workplace. MLISc degree required course. Prerequisites: None

Required Textbook

Additional Readings
Additional readings may be assigned. These required readings will be available from Laulima https://laulima.hawaii.edu/portal or indicated in the syllabus.

Note: If you need reasonable accommodations because of the impact of a disability, please:

[1] contact the Kokua Program (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Liliʻuokalani Center for Student Services;

[2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.
Student Learning Outcomes (SLO) [revised Jan. 2015]

This introductory survey course addresses the following SLOs:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

Course Learning Objectives

This is an introductory survey course, enabling you to:

1. Become acquainted with a variety of aspects of your chosen profession;

2. Develop an understanding of the relationships and roles that libraries and comparable information agencies fulfill in the larger society, throughout history and into the future;

3. Develop capacities for research and critical thinking, particularly in viewing major social issues and problems of concern to the profession;

4. Gain experience in making informative presentations to colleagues on topics of interest to the profession;

5. Understand professional ethics and be able to apply them to solve problems.

6. On a personal level, to understand the potential scope and dimensions of the careers for which you are preparing, in order to perceive your unique pathway to meaningful and rewarding work.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses”:

- Interview
- Historiography
- Case Study
Grading

| Assignment 1 | LIS Career Study & Personal Objectives Paper | 10% |
| Assignment 2 | Historical Reflection Post | 5% |
| Assignment 3 | State Public Library Service Observation Presentation | 20% |
| Assignment 4 | e-portfolio | 20% |
| Assignment 5 | Applied Ethics Study | 35% |
| | • Paper | |
| | • Presentation | |
| Class Participation | | 10% |

Grading Scale:

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Grading Policy

(a) Attendance. Your attendance and participation is imperative. Your course grade will be deducted by 1% per unexcused absence.

If you were late or absent because of illness or another emergency, please submit an official document (e.g. doctor's note). You should notify your instructor in advance of excused absences, if possible.

In the case of absence, you can review the class to watch the recorded session via Halawai. However, it doesn't count as a make-up for your absence; unless you submit an official document.

(b) Active participation in classroom discussion. This means being engaged, but does not mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this category for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.

(c) In order to encourage active reading and classroom discussion, you should come to class prepared with one meaningful sentence or passage from one of the assigned readings. You should be ready to share that specific sentence or
idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I may call on a few students to give this.**

(d) Papers are due at the start of class [Submit your assignment to Laulima]. **One point per day late** will be subtracted from **overdue assignments** (starting from the time the assignment is due). However, you are allowed to hand in **one delayed-assignment without any penalty if you submit it within 3 days** (with the exception of group work related assignments). **No overdue assignments will be accepted 3 days after the last day of the course.**

You are permitted to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer off during class.

Arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

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**Teaching Method**

The course will be taught in a face-to-face environment. The course includes lectures, discussions, guest speaker presentations, group work, and a field trip. Oral and written assignments are designed to promote critical analysis and reflection on class materials. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. **Lecture dates, readings, and guest speakers are subject to change.**

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**Course Schedule (Subject to Change)**

**I. Professional Careers**

[**January 12**]

**CLASS 1:** Introduction

**Objectives:**

a] Introductions
b) Review Syllabus
c] Career Perspectives
d] Preparing for Assignment "LIS Career Study & Personal Objectives"

**Readings:** None

**Due Today:** Nothing

[**January 19**]
CLASS 2: Recruitment and Placement Issues (1)

Objectives:  

a] Group Discussion: Share what you found in “LIS Career Study”  
b] Recruitment and Placement Issues  
c] Video: Kim Dority’s Talk on Careers  
d] How to Make an Effective C.V.

Preparation for Class 2

Study Job Postings: Examine at least 5 recent detailed job postings related to your profession.

Readings: San Jose State University, School of Information. "Emerging Career Trends for Information Professionals: A Snapshot of Job Postings, Spring 2016."  
http://ischool.sjsu.edu/sites/default/files/content_pdf/career_trends.pdf

<http://www.nytimes.com/2013/03/31/opinion/sunday/friedman-need-a-job-invent-it.html?_r=0>


Due Today: Nothing

[January 26]

CLASS 3: Recruitment and Placement Issues (2)

Objectives:  

a] Panel Discussion: How to land a job  
b] CV Peer Critique  
b] How to Make a Professional e-Portfolio

Preparation for Class 3

Create C.V.: Create your curriculum vitae and bring it to class for peer critique


Due Today: Nothing

[February 2] II. History of Libraries

CLASS 4: Printing Revolution and Social Change

Objectives: a] Guest Speaker: Kapena Shim (Hawai'i and Pacific Collection Librarian, University of Hawai'i), Hawai'i's Oral Culture and Indigenous Knowledge


Preparation for Class 4


Due Today: LIS Career Study & Personal Objectives Paper

[February 9]

CLASS 5: Development of Libraries in America

Objectives: a] Development of Libraries in America

Preparation for Class 5


Due Today: Nothing
[February 16]

CLASS 6: Library Profession

a) Guest Speaker

Preparation for Class 6


Due Today: Nothing

[February 23] III. Professional Ethics

CLASS 7: Ethics—Overview, Access (1)

Objectives: a) Library Bill of Rights
b) Service for Whom
c) Planning for State Public Library Service Observation Project (1)

Preparation for Class 7

Readings: Preer, Chapter 3

The First Amendment of the Bill of Rights
*www.law.cornell.edu/constitution/first_amendment*

Library Bill of Rights
*www.ala.org/advocacy/intfreedom/librarybill*

Due Today: Historical Reflection Posting

[March 2]

CLASS 8: Ethics—Access (2)

Objectives: a) ALA Code of Ethics, Freedom to Read Statement
b) Service for Whom (2)
c) Selection vs Censorship
d) Planning for State Public Library Service Observation Project (2)
Preparation for Class 8

Readings: Preer, Chapter 4

Conduct literature review on your observation topic at HSL

Case Study A: VA Counties Target Illegal Immigrants; Libraries May Be Put in a Bind


Freedom to Read Statement
www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement

ALA Code of Ethics
www.ala.org/advocacy/proethics/codeofethics/codeethics


Due Today: Nothing

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[March 9]

CLASS 9: Visit the Hawaii State Public Library
[Class meets at the HSPL entrance at 1:30]

Objectives: Get a tour and group work on their topics

Due Today: Nothing

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[March 16]

CLASS 10: Ethics—Professionalism and Librarians’ Identity

Objectives: a] Presentations on State Library Observation
b] Credentials
c] Diversity
**Preparation for Class 10**

State Public Library Service Presentation

**Readings:**

Preer, Chapters 1 & 2

**Case Study B:** The Merwine Case [Preer p. 31-33]


**Due Today:** State Public Library Service Presentation

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**[March 23]**

**CLASS 11**

Ethics—Conflicts of Interest, Intellectual Freedom (1)

a] Guest Speaker: Stuart Dawrs (Hawai‘i and Pacific Collection Librarian, University of Hawai‘i) Digital Collections and Professional Ethics

b] e-portfolio Presentation

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**Preparation for Class 11**

e-portfolio Presentation

**Readings:**

Preer, Chapter 6


Spencer- Lilley and Te Paea- Paringatai "Kia whai taki: Implementing Indigenous Knowledge in the Aotearoa New Zealand Library and Information Management Curriculum.”


**Due Today:** e-portfolio and Presentation

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**[March 30]**

Spring Break
[April 6]

CLASS 12: Ethics—Conflicts of Interest, Intellectual Freedom (2)

Objectives: a] Internet Filtering
b) Neutrality vs Social Responsibility

Preparation for Class 12

Readings: Preer, Chapters 6 & 7

Case Study C: Unblocking Web Sites at the Rochester PL [Preer, p. 166-169]

Children’s Internet Protection Act (CIPA)
www.fcc.gov/guides/childrens-internet-protection-act

ALA Statement on Access to Digital Information, Services, and Networks
www.ala.org/advocacy/intfreedom/librarybill/interpretations/access
digital


Due Today: Nothing

[April 13]

CLASS 13: Ethics—Privacy, Professional Ethics & Standards

Objectives: a] Privacy issues
b) John Doe vs. USA Patriot Act

Preparation for Class 13

Readings: Preer, Chapter 8

“Four Librarians Gagged” Police Sate USA
http://www.policestateusa.com/2014/librarians-gagged-patriot-
act/

Case Study D: Library Card for Children [Resources/Laulima]

Various Professional Ethics & Standards:
One of the following ethics statements will be assigned to each
student prior to class. The expectation is that you will familiarize
yourself with it in order to facilitate an intelligent class discussion:

- American Library Association
• Special Libraries Association
• Medical Library Association
• Society of American Archivists
• American Society for Information Science and Technology
• Association of Independent Information Professionals
• American Association of Law Libraries
• Association of Tribal Archives, Libraries, & Museums

[April 20]
CLASS 14: Preparation for the Final Presentation/Paper

[April 27]
CLASS 15: Applied Ethics Study Presentation
Due Today: New Service Feasibility / Applied Ethics Paper & Presentation

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