Foundations of the Information Professions
LIS 610 Course Syllabus
Spring 2016

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Course Description

Lecture/discussion on role of libraries, their social utility in information societies. History and future of libraries in changing technological world. Information professions, information ethics, intellectual freedom, intellectual property, information access, national/international library developments.
Prerequisite: None

Student Learning Objectives

This introductory survey course addresses the following objectives of the LIS Program, enabling students to:

SLO 1

Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
1a) Apply LIS theory and principles to diverse information contexts
1b) Demonstrate understanding of the historical context of information services and systems
1c) Develop and apply critical thinking skills in preparation for professional practice
1d) Craft and articulate a professional identity

SLO 2

Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
2b) Work effectively in teams

SLO 5

Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Course Learning Objectives

This is an introductory survey course, enabling students to:

1. Become acquainted with a variety of aspects of their 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 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. Gain experience in accessing information structure and assessing its uses;
6. On a personal level, to understand the potential scope and dimensions of the careers for which they are preparing, in order to perceive their own pathways 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:

- Survey
- Interview

Teaching Method

Primary emphasis is on wide reading, group discussion, and critical analysis. Oral and written assignments are designed to promote these activities. The assignment due dates are on the course schedule. Attendance and constructive participation are required.

Requirements

Readings

Textbook:
Rubin, Richard E. 2010. *Foundations of library and information science*. 3rd ed. New York: Neal Schuman.

Articles:

Many of the articles are available as .pdf files through the University of Hawai`i Library Web site. Point your browser to http://uhmanoa.lib.hawaii.edu/webvoy.htm. Click on "**Course Reserves**." From the list of courses select "**LIS: 610**" and click on the "**Search**" button. Follow the instructions regarding the .pdf settings for your browser. When you select the first article to be viewed the system will ask you to log in using your UH user id and password before proceeding.

Other articles are available elsewhere on the World Wide Web. Additional required readings will be announced in class. Please refer to the LIS 610 course bibliography for citation data.

Assignments and Grading

Assignments:

- Reaction papers (60 points)
- One oral group report (20 points)
- E-portfolio (10 points)
- Participation in class discussions & exercises (10 points)

Grading Scale:

99-100 (outstanding work) = A+	92-98 = A	90-91 = A-
89 = B+	82-88 = B	80-81 = B-
79 = C+	72-78 = C	70-71 = C-
69 = D+	62-68 = D	60-61 = D-

Technology Requirements

This course requires you to use a computer to produce all of the written assignments. Computers are available in the LIS area and in computer laboratories around campus.

You'll need to obtain and use your free UHUNIX email account to subscribe to lis-stu (our internal mail list for students) and to create your e-portfolio. This is free for all UH students.

Students are expected to use the Internet to explore the issues presented in the course. This includes subscribing to at least two online discussion groups, locating and studying World Wide Web resources pertinent to course topics, and writing reports integrating these activities.

Course Schedule *(Subject to change)*

Introduction			
Session	**Date**	**Topics**	**Assignments due**
1	1/12/16	Getting to know you; Introduction to the course	Student introductions

Unit I: Understanding our users: information-seeking, user needs, and user interests			
Session	**Date**	**Topics**	**Assignments due**
2	1/19/16	Library use & users	Assignment: **Informal Library Use Survey results due** Required readings: **Rubin Chapt. 1; ALA. 2015. The state of America's libraries. Executive summary; ALA. 2015. The state of America's libraries. Public libraries; ALA. 2015. The state of America's libraries. Issues and trends; ALA. 2014. The state of**

			America's libraries. Outreach and diversity Suggested readings: 　Koontz, et al. 2005. Neighborhood-based in-library use performance measures for public libraries: A nationwide study of majority-minority and majority white/low income markets using personal digital data collectors; 　Scheppke. 1994. Who's using the public library? (for comparison)
3	1/26/16	Information as a user construct; User needs and information seeking behavior; Video: "From information to wisdom?"	Required readings: 　**Rubin, pp. 271-282 (Ch. 7, § I - IIIA);** 　**Dervin, Brenda. 1983. Information as a user construct**
4	2/2/16	Information-seeking behavior (continued); Creating user-friendly information management systems; Group report: 　Olsson : Re-thinking our concept of users	Required readings: 　**Rubin, pp. 282-301 (Ch. 7, § IIIB - V);** 　**Nahl. 2001. A conceptual framework for explaining information behavior** Suggested reading: 　Sprink & Cole. 2006. Human information behavior (e-reserve) Group report reading: 　Olsson. 2009. Re-thinking our concept of users (e-reserve)

Unit II: From Past to Present: The History and Mission of Libraries			
Session	**Date**	**Topics**	**Assignments due**

5	2/9/16	Historic and modern missions of libraries;
		Types of libraries and information work;
		YouTube videos:
		Biblioburro;
		Biblioburro update;
		
		Group reports:
		  Types of information work:
		   1) Academic libraries;
		
		   2) Public libraries;
		
		   3) School libraries
			Required readings:
			  Rubin pp. 35-52 (Ch. 2, § I - IIID);
			  Barr. 2012. Library employment sources on the Internet;
			  Ozek. 2010. Potential fit to the department outweighs professional criteria in the hiring process in academic libraries
			Suggested reading:
			  Hafner & Sterling-Folker. 1993. Democratic ideals and the American public library. (e-reserve)
			Group Report research topics:
			  Types of information work:
			  1) Academic libraries;
			  2) Public libraries;
			  3) School libraries

6	2/16/16	Guest speakers: Stuart Dawrs and Eleanor Kleiber on "Libraries and information work in the Pacific";
		Types of information work;
		Shaping new missions;
		
		Group reports:
		  Types of information work:
		   1) Archives
		
		   2) Special libraries
		    or
		    Digital libraries & virtual libraries
			Required readings:
			  Rubin, pp. 52-70 (Ch. 2, § IIIE - V);
			  Peacock. 2004. Blue-Light Special: The Pacific Collection, Hamilton Library, UH (e-reserve);
			  Murgatroyd & Calvert. 2006. Academic libraries in the South Pacific (e-reserve)
			Suggested reading:
			  Rubin Chapter 5
			Group report research topics:
			  Types of information work:
			  1) Archives
			  2) Special libraries
			   or
			   Digital libraries & virtual libraries

Unit III: The roles of libraries and information workers in society.			
Session	**Date**	**Topics**	**Assignments due**

7	2/23/16	Roles of the library;
		Social responsibilities;
		Explanation of e-Portfolio assignment;
		
		Group reports:
		  1) Campbell : Reexamining the origins of the adoption of the ALA's Library Bill of Rights
		
		  2) Hitchcock : An examination of article two of the Library Bill of Rights
			Assignment:
			    First paper due
			Required readings:
			    Rubin Chapter 6;
			    Willingham. 2008. Libraries as civic agents;
			    ALA. Library bill of rights;
			    Dewan. 2010. Looking for a library job? Create an e-portfolio
			 Required viewing:
			    11 Tips for Effective CV Writing for Success in Getting Job;
			    How to Write a Great Resume and Cover Letter
			Group report readings:
			    1) Campbell. 2014. Reexamining the origins of the adoption of the ALA's Library Bill of Rights.
			    2) Hitchcock. 2005. An examination of article two of the Library Bill of Rights

| 8 | 3/1/16 | Guest speaker: Gwen Sinclair on "Government secrecy @ your library "; Ranganathan's Five Laws; Redefining the role of libraries in light of technological changes; Group report: Echezona : The role of libraries in information dissemination for conflict resolution, peace promotion and reconciliation | Required readings: **Budd, J.M. 2003. The library, praxis, and symbolic power (e-reserve); Finks. 1981. Ranganathan's Five laws of library science: their enduring appeal; M. Gorman. 1995. Five new laws of librarianship (e-reserve)** Group report research reading: Echezona, R.I. 2007. The role of libraries in information dissemination for conflict resolution, peace promotion and reconciliation |

Unit IV: International and comparative librarianship.

Session	Date	Topics	Assignments due
9	3/8/16	Guest speaker: Patricia Polansky (awarded the Medal of Pushkin from the government of Russia on November 11, 2011) on the "Past, present, and future of Russian libraries"; International and comparative librarianship; Literacy; Group reports: 1) Marcum : Rethinking information literacy (e-reserve); 2) Mackey and Jacobson : Reframing information literacy as a meta literacy (e-reserve)	Required readings: **Bliss. 1995. International librarianship (e-reserve); Kagan. 2008. An alternative view on IFLA (e-reserve)** Suggested reading: Knuth. 1994. Five international organizations linking children and books (e-reserve) Group report readings: 1) Marcum. 2002. Rethinking information literacy (e-reserve); 2) Mackey and Jacobson. 2011. Reframing information literacy as a meta literacy (e-reserve)

Unit V: The library and information professions			
Session	**Date**	**Topics**	**Assignments due**

10	3/15/16	Guest speaker: Bron Solyom on "Working abroad;"
		Education for the professions;
		Accreditation;
		Standards & guidelines;
		
		Group reports:
		
		1) Thomas & Perritt : A higher standard
		
		and
		
		   Dickinson. 2004. National Board effects on school library media education;
		
		2) Winston & Fisher : Leadership education for young adult librarians
			Required readings:
			Rubin, pp. 77-102 (Ch. 3, § I - III);
			RUSA guidelines;
			ALA. 2009. Core competencies
			Group report readings:
			   1) Thomas & Perritt. 2003. A higher standard (e-reserve)
			   and
			   Dickinson. 2004. National Board effects on school library media education (e-reserve);
			
			   2) Winston & Fisher. 2003. Leadership education for young adult librarians (e-reserve)

11	3/29/16	Curriculum vitae workshop conducted by Thomas Tsutsumoto;
		Professional models for the twenty-first century;
		Roles of professional associations;
		Group report:
		    McGuigan : Crisis of professionalism in public services
			Assignment:
			    Second paper due
			Required readings:
			    Rubin, pp. 102-119 (Ch. 3, § IV - V);
			    Mason. 1990. What is an information professional? (e-reserve);
			    Thomas, et al. 2010. Emerging challenges in academic librarianship and role of library associations in professional updating
			Group report reading:
			    McGuigan. 2011. Crisis of professionalism in public services (e-reserve)

12	4/5/16	Guest speaker: William Harrison, Esq., on "The USA PATRIOT Act";
		Values and ethics (including privacy);
		Group report:
		    Hess, LaPorte-Fiori, and Engwall : Preserving patron privacy in the 21st century academic library;
		
		 Scenarios
			Required readings:
			    Rubin, Chapter 10;
			    Symons & Stoffle. 1998. When values conflict;
			    ALA Intellectual Freedom Manual policy on confidentiality (e-reserve);
			    Gorman, Michael. 2001. Privacy in the digital environment;
			    Matz. 2008. Libraries and the USA PATRIOT Act (e-reserve)
			Suggested readings:
			    Dick et al. 2012. Are established democracies less vulnerable to Internet censorship than authoritarian regimes? The social media test;
			    E. Wirth. 1996. The state of censorship;
			    Ang. 1999. Censorship and the Internet;
			    Gremmels, R. 1991. Reference in the public interest: an examination of ethics;
			    Mason, Mason, & Culnan. 1995. Information and responsibility: new ethical challenges
			Group report reading:
			    Hess, LaPorte-Fiori, and Engwall. 2015. Preserving patron privacy in the 21st century academic library.(Available through LIS 610 site on Laulima.)

Unit VI: Information policy			
Session	**Date**	**Topics**	**Assignments due**

13	4/12/16	Guest speaker: Dr. Péter Jacsó on Open Access Digital Resources	Assignment:
			    e-portfolio due
			Required readings:
			    Rubin, pp. 309-332 (Ch. 8 § I - III);
			    McCook & Phenix. 2006. Public libraries and human rights

14	4/19/16	Intellectual freedom;
		National libraries;
		Copyright;
		Group reports:
		    1) Library of Congress
		
		    2) National Library of Australia
		
		    3) British Library
		
		    4) National Library of New Zealand
			Required readings:
			    Rubin, pp. 332-348 (Ch. 8 § IV);
			    Copyright basics (.pdf file);
			    Fair use;
			    Weiss & Shelfer. 2011. How copyright theory affects practices (e-reserve)
			Suggested readings:
			    Reproductions of copyrighted works by educators and librarians, pp. 11-19;
			    Gasaway. 1996. Libraries, educational institutions, and copyright proprietors: the first collision on the information highway (e-reserve);
			    Mann. 1999. Reference service, human nature, copyright, and offsite service--in a 'digital age'? (e-reserve);
			    Line. 1993. National libraries;
			    Sorkin & Farley. 1998. National digital library (e-reserve)
			Group report research topics:
			    Library of Congress;
			    National Library of Australia;
			    British Library;
			    National Library of New Zealand

Unit VII: Into the future

Session	Date	Topics	Assignments due

15	4/26/16	Defining excellence today and in the future;
		Bridging the digital divide;
		Building a diversified profession;
		Group report:
		    Gregson et al.: *The future of knowledge sharing in a digital age: exploring impacts and policy implications for development.*
			Required readings:
			    Walter. 2011. "Distinctive signifiers of excellence": library services and the future of the academic library (e-reserve);
			    Yelton. 2012. Bridging the digital divide with mobile services: where to go next?;
			    Jaeger et al. 2013. Preparing future librarians to effectively serve their communities
			Group report reading:
			    Gregson et al. 2015. *The future of knowledge sharing in a digital age: exploring impacts and policy implications for development.*

16	5/3/16	The future of books and libraries	Assignment:
			    Third paper due
			Required readings:
			    Noh. 2015. Imagining Library 4.0: creating a model for future libraries (Available on LIS 610 site on Laulima.);
			    Anderson. 2011. Collections 2021: the future of the library collection is not a collection; (e-reserve)
			    Barron [Google representative]. 2011. The library of the future: Google's vision for books (e-reserve);
			    Distad. 2011. The future of print: the book (e-reserve) ;
			    Nation's first bookless public library system opens
			Suggested readings:
			    R. Cox. 1997. Taking sides on the future of the book (e-reserve)

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

1. contact the Kokua Program by telephone (V/T) at 956-7511 or 956-7612 or in person at the Queen Lili`uokalani Center for Student Services building, room 013;
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.

Information about the Kokua Program is available online at: http://www.hawaii.edu/kokua/.