

**LIS 610: Introduction to Library & Information Science  
University of Hawai'i at Manoa | Summer 2005**

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June 13 – July 1 | 5 - 7:40pm | Bilger 319

**Catalog description**

Introduces students to the role of libraries and their social utility in an information society. We consider the historical context and discuss the future of libraries and information centers in a changing technological world. Topics include: characteristics of the information professions, information ethics, intellectual freedom, intellectual property, access to information, as well as national and international library development. (This required course is best taken toward the end of the degree program.)

**Program learning objectives**

This survey course addresses the following objectives of the LIS Program; after taking this course, students will be able to:

1. Demonstrate an understanding of the philosophy, principles, policies and ethics of library and information science and technology.
2. Demonstrate an understanding of the development and communication of knowledge.
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments.
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science.

**Course learning objectives**

This survey course will enable students to:

- Become acquainted with a variety of aspects of their chosen profession;
- Understand the relationships and roles that libraries and comparable information agencies play in society, throughout history and into the future;
- Develop the capacity for critical thinking, with particular emphasis on social issues and problems of concern to the profession;
- Gain experience in making informative presentations to colleagues and the public on topics of interest to the profession;
- 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.

**Teaching method and philosophy**

My role in this course is to introduce you to a range of concepts related to library and information science in society. Working both independently and in teams, your role will be to understand, discuss and extend the course concepts, apply them to environments and situations that interest you, and to develop and articulate philosophies and opinions of your own. You will be expected to attend every class meeting, complete all assignments and exercises on time, and to participate actively.

## Readings

Gorman, Michael (2002). The value and values of libraries. Available at:  
[http://mg.csufresno.edu/papers/Value\\_and\\_Values\\_of\\_Libraries.pdf](http://mg.csufresno.edu/papers/Value_and_Values_of_Libraries.pdf)

McInerney, Claire (2002). Knowledge management – A practice still defining itself. *Bulletin of the American Society for Information Science & Technology* 28(5). Available at: <http://www.asis.org/Bulletin/Mar-02/mcinerney.html>

Rubin, Richard E. (2004). Foundations of library and information science, 2nd ed. New York: Neal-Schuman.

Wilson, Alane, ed. (2003). 2003 Environmental scan: Pattern recognition: A report to the OCLC membership. Available at:  
<http://www.oclc.org/membership/escan/toc.htm>

Wilson, T.D. (1981). On user studies and information needs. *Journal of Librarianship* 37(1), 3-15. Available at:  
<http://informationr.net/tdw/publ/papers/1981infoneeds.html>

## Schedule

Date	Topic	Readings
Mon 6/13	Introduction and overview	
Tue 6/14	Social information infrastructure	Rubin, preface, chs 1-2 A. Wilson (Social landscape)
Wed 6/15	LIS values, past to present	Gorman Rubin, ch 7
Thu 6/16	Technological infrastructure	Rubin, ch 3 A. Wilson (Technology landscape)
Fri 6/17	National/international information policy	Rubin, ch 4
Mon 6/20	Library information policy	Rubin, ch 5 Lessig (Creative Commons)
Tue 6/21	Libraries as social institutions	Rubin, ch 9 A. Wilson (Economic landscape)
Wed 6/22	Information needs and access	A. Wilson (Library landscape—social) T. Wilson
Thu 6/23	Information organization	Rubin, ch 6 A. Wilson (Library landscape—technological)
Fri 6/24	Professional standards and ethics	Rubin, ch 8
Mon 6/27	Knowledge creation and management	McInerney Rubin, pp. 68-71 A. Wilson (Research & learning landscape)
Tue 6/28	The future of librarianship and information science	Rubin, ch 10 A. Wilson (Future frameworks)
Wed 6/29	Project work day	
Thu 6/30	Class presentations	
Fri 7/1	Class presentations	

## Assignments

### **Short paper** (10%; due Wed June 15)

Write a 2-3 page paper about:

- A personal experience that led to your decision to pursue this degree.
- The reaction of your family or friends upon hearing your degree plans.
- An opinion or conception you held about the field that has changed since you entered the program. What made you change your mind?
- Your dream job, and why you think you would enjoy it.

### **Misconceptions** (30%; due dates vary)

Every profession does its work within a context of public opinion, and the differences between the conceptions of people inside and outside the field influence all aspects of librarianship and information science. In teams, give a 20-30 minute presentation about several misconceptions related to the day's topic. Consider:

- What is the ideal conception of the issue from a professional standpoint?
- What are some common misconceptions, and why are they important?
- How have some authors in the field framed and addressed these issues? Discuss and evaluate three substantive articles or books.
- Why do you think people hold the misconceptions?
- How would you change the misconceptions? What evidence would you need?

Create a handout summarizing your talk (both sides of a single sheet of paper, single spaced), and distribute it to the class. Include an annotated bibliography of 8-10 publications, including the three works you discuss in your presentation. After your presentation, lead a class discussion designed to distill your team's presentation down to **one** misconception that you will explore in more depth in your term project. Be as informative, professional and engaging as you can, since half of your grade on this project will be determined by your fellow students.

### **Term project** (40% total; due Thu June 30 and Fri July 1)

*Paper (20%; individual):* Write a formal (~15 page) paper discussing your team's misconception in depth. The majority of your paper should be dedicated to relating your topic to readings from throughout the course and from your bibliography, evaluating their arguments critically, and proposing ways to overcome the misconception. Also, choose one misconception presented by a different team, and using their handout as a guide, discuss in some depth how their work relates to your topic. Conclude your paper by discussing how the misconception might affect you as a professional in your dream job, then briefly assess your team's work process.

*Presentation (20%; team):* Based on the feedback from your team's Misconceptions presentation and your research on your individual papers, present a proposal for a segment of a PBS-style documentary that addresses the misconception, is supported by research and/or statistics, and is pitched at an interested but non-professional audience. Be as creative as you like with the presentation, but again, present the issues in the most straightforward, professional and convincing way you can.

### **Exercises and participation** (20%)