LIS 661
Information Sources and Systems in the Humanities

Semester: Fall 2009  Time: Mondays, 5:00 to 7:40pm
Instructor: Brian Richardson  Office Hours: As arranged
Voicemail: 236-9224  Email: richards@hawaii.edu

Course Description
Lecture course on information structures of humanities disciplines, including fine arts, applied arts, theater arts, literature, music, religion, philosophy. Includes discussion of information cycle, print and digital reference services, information seeking research in the humanities. There is a field research component.

Prerequisite
LIS 601

Core Competencies Addressed
Resource Building
Knowledge Organization
Knowledge Dissemination - Service
Knowledge Accumulation - Education and Lifelong Learning
Social, Historical, and Cultural Context

[For more detailed information on the core competencies, check the LIS website at http://www.hawaii.edu/lis/program.php?page=corecomp]

Program Learning Objectives
This course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information sources;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
9. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;

Teaching Methods
The course will help students understand and provide user-oriented reference service in the humanities. This includes learning to teach novice users how to search and how to ask the right questions in pursuit of information. The course emphasizes developing professional knowledge and skills in understanding information seeking and use for the purpose of designing reference services and collection management for humanities information. Active class participation is essential when discussing readings, search strategies, and the appropriateness of sources. Teaching methods will include:

- Lecturing
- collaborative class exercises
- oral presentations
- search strategy analysis
- field research

Research Methods
- Instructional Design
- Needs Assessment

Professional Expectations
All LIS students are expected to be familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students.php?page=profexp
Course Learning Objectives

Students will seek to:

1. discern the similarities and differences in information structure and use between humanities disciplines and those in the sciences and social sciences.
2. understand the principle means by which humanities information is created and disseminated.
3. become familiar with the characteristics of the literature of the humanities disciplines and of their information structures.
4. gain insight into the approaches to humanities information taken by scholars, students, and the lay public.
5. apply principles of search strategy in seeking answers to reference questions.
6. improve search skill by documenting and analyzing their own search strategies.
7. understand the attitudes, knowledge, and skills that are important in achieving accurate reference service
8. develop grounded data for reference service design by documenting and analyzing user behavior.
9. complete a pilot study with users on some aspect of using information systems, including data instrument design, data gathering, analyses, and reporting.

Required Textbooks

C.P. Snow, *The Two Cultures*, $17.99, Cambridge Univ. Press, 978-0521457309
Gaardner, *Sophie’s World*, $12.00, Berkeley Publishing Group, 978-0374530716
*The Bhagavad-Gita*, $12.00 Penguin, 978-0140447903
Bradbury, *Fahrenheit 451*, $6.99, Del Rey, 978-0345342966
Cahill, *How the Irish Saved Civilization*, $14.95, Anchor, 978-0385418492
Berger, *Ways of Seeing*, $15.00, Penguin, 978-0140135152
Loewen, *Lies My Teacher Told Me*, $16.00, Touchstone, 978-0743296281

Optional Textbooks

Ron Blazek and Elizabeth Aversa, *The Humanities: A Selective Guide to Information Sources*, $60.00, Libraries Unlimited, 978-1563086021
Technology Requirements
The course requires you to use a computer to produce all of the written assignments. You are also required to obtain and use your free UH email account (or a commercial one if you prefer) to subscribe to lis-stu (our department’s mail list for students). Students should also be familiar with Laulima.

Assignments and Grading
Your grade will be determined on the following basis:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Movie Review</td>
<td>15%</td>
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<tr>
<td>Cultural/Scholarly Event Review</td>
<td>15%</td>
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<tr>
<td>Classroom Review</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Area Report and Presentation</td>
<td>40%</td>
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Papers are due at the start of class. 5% of the grade per day will be subtracted for overdue assignments (starting with the time papers are handed in). Papers should be spell-checked and proofread. I want to see that you followed the instructions and were able to develop a logical, analytical, well-supported, and well-written paper.

Grading Scale

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<tr>
<th>Grade</th>
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<tr>
<td>F</td>
<td>&gt;60</td>
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<td>D-</td>
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<td>D</td>
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<td>D+</td>
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<td>C+</td>
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<td>B-</td>
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<td>B</td>
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<td>A</td>
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<tr>
<td>A+</td>
<td>98-100</td>
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Assignment Details

Movie Review (15%)
Write a two to three page paper reviewing a movie that connects to the humanities and provide a brief (5 minute) presentation on the movie (including a video clip). Imagine that you are writing the review for a humanities instructor. Focus on how the movie might be used in a humanities class, provide suggestions for additional research and library resources. Movie presentations will occur throughout the course.
Cultural/Scholarly Event Review (15%)
Attend a cultural or scholarly event, approved by the instructor, and analyze the humanities component. What were the educational goals of the event? What event could you organize that would offer an opposing viewpoint? How could a library have helped with the event?

Classroom Review (15%)
Sit in on a class presentation somewhere in the humanities and pay attention to the resources that are used by the instructor. While the encounter will be limited to a single class, imagine how a library and librarians could improve the learning outcomes of the class. Make sure that you get the permission of the instructor to sit in on the class.

Participation (15%)
You class participation grade will be based on:

Attendance - At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.

Active Participation in Classroom Discussion - This does not mean monopolizing discussion, but rather being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. The ideal participation will create a learning community, not to dominate a pulpit (latin for "stage").

Being Prepared for Class - In order to encourage active reading and classroom discussion, you should come to class having identified at least one significant 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.
**Humanities Area Report and Presentation (40%)**

Study the reference and library resources appropriate for your chosen field of humanities. The due dates for area report presentations can be found on the course schedule.

The Area report Assignment consists of four parts:

1. **Pathfinder.** A single-page, double-sided ready reference guide on your subject. The document should be designed with the student in mind.

   Evaluation will be based on the quality of the content and of the presentation. Copies should be made available to all members of the class at the start of your class presentation.

2. **Class presentation.** Approach this as if you were giving a presentation to a group of undergraduate students taking an introductory course in your field. The instructor wants them to be exposed to the resources available in the field because they have to do a research paper.

   The presentation should be about 30 minutes, plus questions.

3. **Professional Banter Session.** Discuss the area to fellow librarians, indicating strategies, pitfalls, and whatever else might help others deal with reference questions in this area. This is more of a "behind-the-scenes" presentation. Pay particular attention to the reference questions that were submitted by your colleagues, although don't feel that you have to answer all of them.

4. **Written Report.** Reflect on the process you went through to create your presentations, the problems that you faced, and the strategies you used to respond to those problems.