

LIS 662
Information Sources and Systems in the Social Sciences

Fall 2008

Instructor: Brian Richardson

Email: richards@hawaii.edu

Phone: 236-9224

Time: Friday, 6:00 to 8:40pm

Office Hours: Friday, 5:00 to 6:00
and as arranged

Course Description

Lecture course on the information structures of social science disciplines, including anthropology, sociology, psychology, education, business, history, political science. Information cycle, print and digital reference services, information-seeking research in the social sciences. Field research component.

Prerequisite: LIS 601

Core Competencies Addressed

- Knowledge Organization
- Technological Knowledge
- Knowledge Dissemination — Service
- Knowledge Inquiry — Research

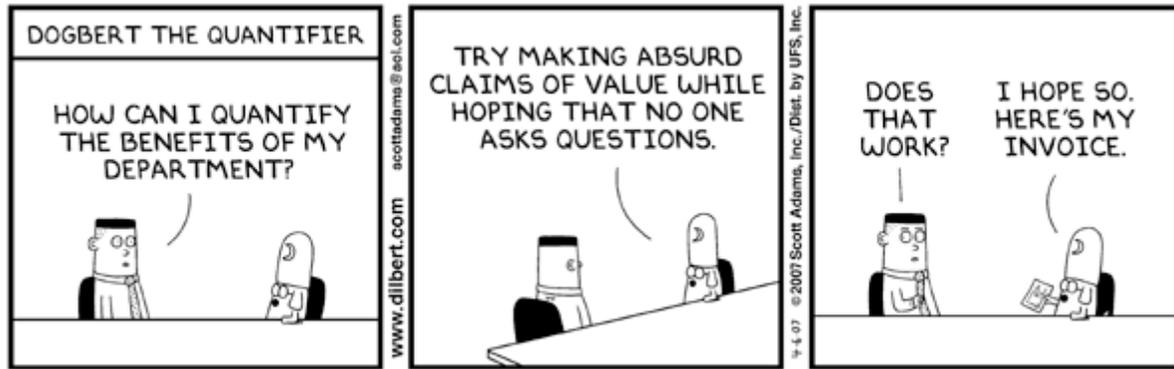
Program Learning Objectives Addressed

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

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

Professional Expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students.php?page=profexp>



Course Objectives:

Students will be able to:

- discern the similarities and differences in information structure and use between social science disciplines and those in the sciences, arts, and humanities;
- understand the principle means by which social science information is created and disseminated;
- become familiar with the characteristics of the literature of the social science disciplines and of their information structures;
- gain insight into the approaches to social science information taken by scholars, students, and the lay public;
- apply principles of search strategy in seeking answers to reference questions;
- improve search skill by documenting and analyzing their own search strategies;
- understand the attitudes, knowledge, and skills that are important in achieving accurate reference service;
- develop grounded data for reference service design by documenting and analyzing user behavior;

Teaching Methods

The goal of the course is to help students to understand and provide user-oriented reference service in the social sciences. 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 for social science information. Active class participation is essential when discussing readings, search strategies, and the appropriateness of sources. The following will be methods employed in class:

- class discussions - with students expected to carry the conversation
- in-class exercises and other writing - which require quick, independent thought
- student presentations - which require organization of thoughts, time, and the stage
- search strategy analysis - which requires reflection on the nature of research
- field research
- guest speakers

Research Methods

- Instructional Design
- Needs Assessment

note: other methods will be discussed in the context of the social sciences

Technology Requirements

This 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 internal mail list for students).

Students should also be familiar with Laulima. An introduction will be provided in class

Required Textbooks

George Orwell , *Animal Farm* (2004) Signet, 978-0451526342, \$9.99

C. Wright Mills, *Sociological Imagination* (2000) Oxford University Press, 978-0195133738, \$15.95

Perry Hinton, *Statistics Explained: A Guide for Social Science Students* (2004) Psychology Press, 978-0415332859 \$23.95

B. F. Skinner, *Beyond Freedom & Dignity* (2002), Hackett Publishing, 978-0872206274, \$9.95

Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawaii* , revised (1999), University of Hawaii Press (Latitude 20 Books), 978-0824820596, \$23.00

Additional readings will be handed out in class or made available electronically.



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Assignments

Discipline Report	30%
Class Presentations (4, 15% each)	60%
In Class Assignments	10%

Grading Scale

F	>60	C	73-76	A-	90-93
D-	60-62	C+	77-79	A	94-97
D	63-66	B-	80-82	A+	98-100
D+	67-69	B	83-86		
C+	70-72	B+	87-89		

Class Presentations

Students will develop three topics from the list of categories below for short class presentations (roughly 10 minutes each). The specific topics and due dates are up to the student to decide, but students are encouraged to follow viable time-management techniques. Each class presentation must include a one-page handout with enough copies for everyone in the class. Students cannot present more than once from the same category.

Webpage Review - Locate and write a short review a specialized webpage with a social science focus. How can this page be best used in a social science course? What concerns should a user have about the content of the page? How could this page be improved?

Cultural/Scholarly Event Review - Attend a cultural or scholarly event approved by the instructor and analyze the social science component. What were the educational goals of the event? What event could you organize that would offer an opposing viewpoint? How would a librarian help with the event?

Classroom Review - Sit in on a class presentation in the social sciences 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 class. Make sure that you get the permission of the instructor to sit in on the class.

Experiment Summary - Research a classic social science experiment not discussed in class. What was the problem that the experiment studied? How was the experiment constructed? What were the conclusions? How would you evaluate the methodology?

Movie Review - Find a movie that can be used by a student in a social science class. What aspects of the social sciences would fine this movie interesting. What additional research and library resources could expand the appreciation of the movie? Note: in the class presentation, please include a short clip from the movie.

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Social Science Discipline Report and Presentation

Study the resources appropriate for the assigned field of the social sciences, analyzing the field and offering suggestions to patrons. Due dates will be decided once class begins.

Disciplines:

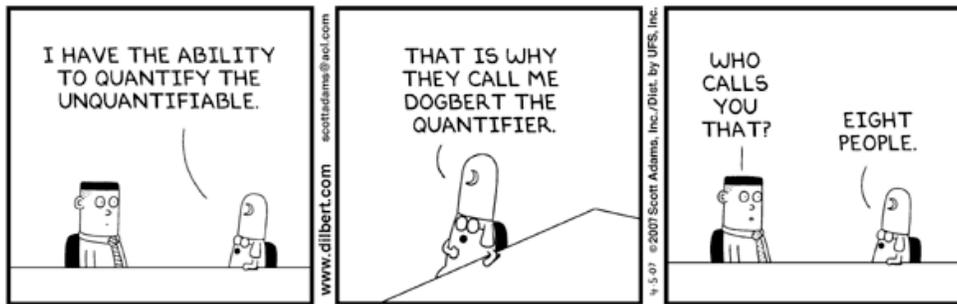
Anthropology	Business	Psychology
Economics	Demographics	Management
Geography	Political Science	Education (may be divided)
Sociology	Linguistics	History (may be divided)

The assignment consists of three parts:

1. A single-page, double-sided ready reference guide on the subject
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.
2. class presentation, 20 minutes in length, plus time for questions
introducing the class to the social science field and its resources
3. written report, two to three pages
a short paper describing the process and the character of what was found.

Some questions you might consider:

- How is the discipline distinct from other disciplines in the social sciences?
- What is the history of the discipline?
- What are the dominant perspectives in the field?
- What kind of competing perspectives could a patron look for?
- What are some essay questions and reference questions that a patron might have?
- What are some topics that are being discussed by humanities scholars in that field?
- What kinds of sources are available for:
 - secondary school students?
 - senior undergraduates?
 - junior undergraduates?
 - graduate students?
 - teachers (at any of these levels)



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Course Schedule

August 29th - Week 1: The Shocking Facts about *Obedience*

September 5th - Week 2: The Social Science Turn (away from the Humanities)

Reading: Skinner, *Beyond Freedom and Dignity*, chapters 1, 2 and 3

September 12th - Week 3: Destroying Humanity in Order to Save it

Reading: Skinner, *Beyond Freedom and Dignity*, chapters 4, 5 and 6

Reading: Hinton, *Statistics Explained*, Prefaces and Introduction

September 19th - Week 4:

Reading: Skinner, *Beyond Freedom and Dignity*, chapters 7, 8 and 9 (finish the book)

Reading: Hinton, *Statistics Explained*, chapter 2

Presentations

September 26th - Week 5: Why Good Animals Go Bad (or the other way around)

Reading: Orwell, *Animal Farm* (complete)

Reading: Hinton, *Statistics Explained*, chapters 3 and 4

Presentations

October 3rd - Week 6:

Reading: Hinton, *Statistics Explained*, chapters 5, 6 and 7

Reading: Mills, *Sociological Imagination*, chapter 1

Presentations

October 10th - Week 7:

Reading: Hinton, *Statistics Explained*, chapters 8 and 9

Reading: Mills, *Sociological Imagination*, chapter 2

Presentations

October 17th - Week 8:

Reading: Hinton, *Statistics Explained*, chapters 10 and 11

Reading: Mills, *Sociological Imagination*, chapters 3, 4 and 5

Presentations

October 24th - Week 9:

Reading: Hinton, *Statistics Explained*, chapters 12 and 13

Reading: Mills, *Sociological Imagination*, chapters 6, 7 and 8

Presentations

October 31st - Week 10: What is a Discipline, anyway?

Reading: Hinton, *Statistics Explained*, chapters 14 and 15

Reading: Mills, *Sociological Imagination*, chapters 9 and 10 (finish the book)

Presentations

November 7th - Week 11: Politicizing Data

Reading: Trask: *From a Native Daughter*, Part I
Presentations

November 14th - Week 12:

Reading: Hinton, *Statistics Explained*, chapters 16, 17 and 18
Reading: Trask: *From a Native Daughter*, Part II
Presentations

November 21st - Week 13:

Reading: Hinton, *Statistics Explained*, chapters 19, 20 and 21
Reading: Trask: *From a Native Daughter*, Part III
Presentations

November 28th - Holiday

December 5th - Week 14: The Social Sciences, Review and Conclusion

Reading: Hinton, *Statistics Explained*, chapters 22 and 23
Reading: Trask: *From a Native Daughter*, Part IV