

# **LIS 694: Visions of the Library**

University of Hawaii Library & Information Science Program  
Department of Information & Computer Sciences  
Fall 2016 | Tuesdays 5-7:40 pm | HL 3F  
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## **Description**

To be most effective, information professionals need to understand how popular conceptions and misconceptions about librarianship and other information professions are expressed and perpetuated through popular culture. The goals of this course are (1) to analyze conceptions and misconceptions of libraries and information services in popular culture, (2) to analyze how the medium of digital video influences the information communicated through it, and (3) to learn how to use digital video as a tool for advocacy and outreach.

## **Prerequisites**

Graduate standing, consent of instructor. Though no assumptions are made about students' prior expertise with digital video, being comfortable with locating and sharing resources, improvising and learning new technologies on the fly is essential.

## **LIS Program Student Learning Outcomes**

- **2b) Work effectively in teams**
- **2d) Create instructional and outreach programs**
- **2e) Demonstrate the ability to advocate effectively for information services**
- **4b) Integrate emerging technologies into professional practice**
- **5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders**
- **5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems**
- **5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability (at student's option)**

## **Course learning outcomes**

- Evaluate and critically analyze the messages and assumptions embedded in multimedia content.
- Evaluate the impact of recorded images on individual and popular opinion.
- Learn the elements of effective communication through digital video.
- Develop and demonstrate working knowledge of digital video tools and editing software.
- Create and screen several short digital movies.

## **Teaching method and philosophy**

This course combines lecture, lab and studio components. Active participation is critical. You are expected to attend every class meeting, participate knowledgeably, and contribute to an environment where all students are encouraged to participate.

## **Professional expectations**

Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as stated in the LIS Program guidelines: (<http://www.hawaii.edu/lis/students/professional-expectations-notice/>) and the Manoa Student Conduct Code ([http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/)), which “reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one's actions and the consequences of such actions.”

## **Research methods**

Some of the research methods used in this course include action research, content analysis, critical incident analysis, ethnography, naturalistic inquiry, needs assessment and usability studies.

## **Technology**

To complete required assignments, you will need to develop a working knowledge of video capture and editing software, search and retrieve multimedia content, use screen capture software and collaborative tools such as Google Docs. Depending on the details of your projects, you may also need to download, install and use apps, browser plugins or other software. Please note that all course communications will be sent to your hawaii.edu email account.

You are strongly encouraged to bring laptops and similar devices to class to work on projects during the studio components of class sessions. The iMacs in the commons have iMovie, GarageBand and similar software for your use as well. You are required to provide your own external drive(s) for media storage and backup, and headphones for use in the lab.

## **Kokua**

If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa's KOKUA program (<http://www.hawaii.edu/kokua/>). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission.

## **Support Services**

Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili'uokalani Center for Student Services, Room 312. More information is available at the CSDC website: <http://manoa.hawaii.edu/counseling/>.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: <http://manoa.hawaii.edu/titleix/>.

**Course schedule** (subject to change)

<b>Week</b>	<b>Topic</b>	<b>Readings/Viewings</b> (try to read/view in order listed)	<b>Assignments/Studio</b>
1 8/23	Conceptions of LIS	Sinek Teicher	How video motivates action
2 8/30	Stereotypes	Pagowsky & Rigby Keer & Carlos Dickinson	<b>Due: Assignment 1</b> Brainstorm interview questions
3 9/6	Media perceptions	Radford & Radford Attebury Seale Shaffer & Casey	Stereotype/trope inventory
4 9/13	Images and icons	McCloud Senzaki	Juxtaposition exercise
5 9/20	Genre	Beghtol Simmons, M.	<b>Due: Assignment 2</b>
6 9/27	Narrative structure	Bloop Animation Simmons, A.	Story generation exercise
7 10/4	Measuring success, Midterm intro	Rees-Jones et al. Hsieh et al. Wilson / ALA Libraries Transform	Digital storytelling rubric
8 10/11	Editing	Pierini Symonds Scoma Zhou	<b>Due: Assignment 3</b>
9 10/18	Plural narratives, ethics and impact	Adichie Cowen Wickett Creative Commons	Changing narrative POV Finalize digital storytelling rubric
10 10/25	Studio session		Edit midterm projects
11 11/1	Midterm screening, Final project intro		<b>Due 10/30: Midterm movie file</b> <b>Due 11/1: Midterm movie screening</b> <b>Due 11/1: Annotated shot sheet</b> Feedback via digital storytelling rubric
12 11/8	<i>Election Day—no class meeting</i>		
13 11/15	Storyboard presentations		<b>Due: Final storyboard</b>
14 11/22	Rough cut/Studio session		<b>Due: Final rough cut</b> Feedback via digital storytelling rubric
15 11/29	Rough cut/Studio session		<b>Due: Final rough cut</b> Feedback via digital storytelling rubric
16 12/6	Final project screening		<b>Due 12/4: Final movie file</b> <b>Due 12/6: Final movie screening</b> <b>Due 12/9: Annotated shot sheet</b>

## Assignments

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

This is a small-enrollment lecture/studio course, so attendance and active participation are essential. In addition to fulfilling the participation requirements detailed in the Teaching method and philosophy section of this syllabus, there will be several in-class exercises, most designed to familiarize you with the mechanics of digital video creation and to provide an opportunity for you to demonstrate your ability to understand and apply concepts from readings and lectures. Though these exercises may not be graded individually, all are required and must be completed for you to pass the course. You'll receive full marks if you attend every class meeting, and participate actively. Come prepared each week to summarize and discuss at least one point from the week's readings, and contribute substantively to in-class and online discussions.

### ***Assignment 1: Intro video (5%) Due Week 2, Aug 30***

Work in pairs. In 20 seconds, introduce yourselves and why you're in the LIS program. Demonstrate understanding of contrast and preconceptions. Be engaging, unexpected, effective, memorable—and brief!

### ***Assignment 2: Comparing visions (10%) Due Week 5, Sep 20***

Using the interview questions we brainstorm in class as a starting point, interview one LIS professional and one non-LIS person. Edit their responses down to a 60 second video that reveals and contrasts their conceptions of the field. Shooting original video and editing are required but not graded—use this assignment as practice to hone your video making skills.

### ***Assignment 3: App/tool demo (10%) Due Week 8, Oct 11***

Give a brief (5 minute) demo and talk about a digital video app, tool or technique you've used successfully, and the problem it helped you solve. Plan on 5 additional minutes for questions from the class. Your presentation will be evaluated along two dimensions: that it be informative (5%) and engaging (5%), so you are encouraged to be creative with the format of the demo.

### ***Midterm project: ALA Libraries Transform (20% total)***

#### ***Midterm project and screening (10%) Due Week 11, Oct 30***

Create a 90 second video suitable for the ALA Libraries Transform campaign, and screen it in class. Submit your finished movie to me via email/site upload **by 11:59pm Sunday October 30**. I will email you confirmation that I received the movie and that it is viewable, leaving us a day before final screening to address any technical issues. I will evaluate your movie according to the rubric we develop in class.

#### ***Annotated shot sheet (10%) Due Week 11, Nov 1***

Submit the video file with a shot sheet following one of the templates we discuss in class. Annotate the shot sheet in 4-5 places (identify each by timecode) with a short paragraph describing how specific course concepts and readings informed each component.

**Final project (35% total)**

Create a short (~5 minute) movie, broadly related to Visions of the Library, demonstrating your understanding of the concepts we've covered in the course. The final project has four components:

**Storyboard (5%) Due Week 13, Nov 15**

Using no more than 10 still images (PowerPoint slides are fine), create and present a storyboard of your movie in class. No more than two of the images/slides may contain text. Your goal is to communicate in an impressionistic manner the tone, style and subject matter of your movie, and to elicit questions, suggestions and reactions from the rest of the class.

**Rough cut presentation (5%) Due Week 14/15, Nov 22/29**

Present the current rough cut of your movie to the class. Prepare two questions for the class about specific elements of your movie; e.g. soundtrack, pacing, editing choices etc.

**Final project and screening (15%) Due Week 16: file Dec 4, screening Dec 6**

In the last class meeting we will screen all the final projects. Submit your finished movie to me via email/site upload **by 11:59pm Sunday December 4**. I will email you confirmation that I received the movie and that it is viewable, leaving us a day before final screening to address any technical issues. I will evaluate your movie according to the rubric we develop in class.

**Annotated shot sheet (10%) Due Week 16 ½, Dec 9**

Submit a shot sheet for your final movie, following one of the templates we discuss in class. Annotate the shot sheet in 8-10 places (identify each by timecode) with a short paragraph describing how specific course concepts and readings informed each component.

**Grading scale**

98-100 A+ | 93-97 A | 90-92 A- | 88-89 B+ | 83-87 B | 80-82 B- | 78-79 C+ | 73-77 C

**Required readings/resources** (those not linked are available on Laulima, except for the McCloud book)

Adichie, Chimamanda Ngozi (2009). The Danger of a Single Story. *TEDGlobal* 2009.

[http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

American Library Association: Libraries Transform (2016).

Home: <http://www.ilovelibraries.org/librariestransform/>

Six 1-2 min videos: <https://www.youtube.com/channel/UCD9DUiXzel3gpNjr2Rqi1bg/videos>

Attebury, Ramirose Ilene (2010). Perceptions of a Profession: Librarians and Stereotypes in Online Videos.

*Library Philosophy and Practice*, paper 433. <http://digitalcommons.unl.edu/libphilprac/433>

Beghtol, Clare (2001). The Concept of Genre and Its Characteristics. *Bulletin of the American Society for*

*Information Science & Technology* 27(2). <http://onlinelibrary.wiley.com/doi/10.1002/bult.192/full>

Bloop Animation (2016). Pixar Storytelling Rules (Playlist of 10 short videos).

[https://www.youtube.com/playlist?list=PLY6PCL9yInRSaO608L0ocvzxusr\\_35Xfc](https://www.youtube.com/playlist?list=PLY6PCL9yInRSaO608L0ocvzxusr_35Xfc)

Cowen, Tyler (2009). Be Suspicious of Stories. *TEDxMidAtlantic*.

<https://www.youtube.com/watch?v=RoEEDKwzNBw>

- Creative Commons (2016). <https://creativecommons.org/about/>
- Dickinson, Thad E. (2003). Looking at the Male Librarian Stereotype. *The Reference Librarian* 37:78, 97-110.
- Hsieh, Jung-Kuei, Yi-Ching Hsieh & Yu-Chien Tang (2012). Exploring the Disseminating Behaviors of eWOM Marketing: Persuasion in Online Video. *Electronic Commerce Research* 12, 201-224.
- Keer, Gretchen & Andrew Carlos (2015). The Stereotype Stereotype: Our Obsession with Librarian Representation. In Pagowsky, Nicole & Miriam Rigby (eds.) *The Librarian Stereotype: Deconstructing Perceptions and Presentations of Information Work*. Chicago: Association of College and Research Libraries Press, ch. 3. Excerpted in *American Libraries*, 30 October 2015. <https://americanlibrariesmagazine.org/2015/10/30/the-stereotype-stereotype/>
- McCloud, Scott (1994). *Understanding Comics: The Invisible Art*. New York: Harper Perennial.
- Pagowsky, Nicole & Miriam Rigby (2014). Contextualizing Ourselves: The Identity Politics of the Librarian Stereotype. In Pagowsky, Nicole & Miriam Rigby (eds.) *The Librarian Stereotype: Deconstructing Perceptions and Presentations of Information Work*. Chicago: Association of College and Research Libraries Press, ch. 1.
- Pierini, David (2016). A growing number of filmmakers say, 'Lights, iPhone, action!' <http://www.cultofmac.com/435714/a-growing-number-of-filmmakers-say-lights-iphone-action/>
- Radford, Marie L. & Gary P. Radford (2003). Librarians and Party Girls: Cultural Studies and the Meaning of the Librarian. *The Library Quarterly* 73(1), 54-69.
- Rees-Jones, Liz, Katherine L. Milkman & Jonah Berger (2015). The Secret to Online Success: What Makes Content Go Viral: The Psychological Dimensions of What Gets Shared and Shared and Shared Again. *Scientific American* 14 April 2015. <http://www.scientificamerican.com/article/the-secret-to-online-success-what-makes-content-go-viral/>
- Scoma, Joey (2016). Cuts & Transitions 101. *RocketJump Film School*. <https://www.youtube.com/watch?v=OAH0MoAv2CI>
- Seale, Maura (2008). Old Maids, Policeman, and Social Rejects: Mass Media Representations and Public Perceptions of Librarians. *Electronic Journal of Academic and Special Librarianship* 9(1). [http://southernlibrarianship.icaap.org/content/v09n01/seale\\_m01.html](http://southernlibrarianship.icaap.org/content/v09n01/seale_m01.html)
- Senzaki, Kevin (2016). Intro to Storyboarding. *RocketJump Film School*. <https://www.youtube.com/watch?v=RQsvhq28sOI>
- Shaffer, Christopher & Olga Casey (2013). Behind the Glasses and Beneath the Bun: Portrayals of Librarians in Popular Cinema and a Guide for Developing a Collection. *Collection Building* 32(2), 39-45.
- Simmons, Annette (2006; 2<sup>nd</sup> ed.). *The Story Factor: Inspiration, Influence and Persuasion Through the Art of Storytelling*. New York: Basic Books, ch. 1.
- Simmons, Michelle Holschuh (2005). Librarians as Disciplinary Discourse Mediators: Using Genre Theory to Move Toward Critical Information Literacy. *Libraries and the Academy* 5(3), 297-311.
- Sinek, Simon (2009). How Great Leaders Inspire Action. *TEDxPugetSound*. [http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)
- Symonds, Mike (2015). Cinematography 101: What is Cinematography? *RocketJump Film School*. <https://www.youtube.com/watch?v=BXAr2yiYCV4>
- Teicher, Jordan G. (2014). This Is What a Librarian Looks Like. *Slate*. [http://www.slate.com/blogs/ behold/2014/02/11/kyle\\_cassidy\\_photographs\\_librarians\\_at\\_the\\_american\\_library\\_association.html](http://www.slate.com/blogs/ behold/2014/02/11/kyle_cassidy_photographs_librarians_at_the_american_library_association.html)
- Wickett, Elizabeth (2007). Video as Critique, Praxis and Process. *Visual Anthropology Review* 23(1), 69-75.
- Wilson, Paula (2016). Can Videos Change Perception that Libraries are only About Books? *Public Libraries Online*, 5 June 2016. <http://publiclibrariesonline.org/2016/06/can-videos-change-perception-that-libraries-are-only-about-books/>
- Zhou, Tony (2016). How Does an Editor Think and Feel? *Every Frame a Picture*. <https://www.youtube.com/watch?v=3Q3eITC01Fg>