

University of North Carolina at Greensboro
LIS 600
Foundations of Library and Information Studies
Course Outline
Fall 2006

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Class meets: Mondays, 5:30 – 8:20, Television Classrooms (Asheville, Charlotte & Greensboro)

Catalog Description:

Survey of access issues in library and information studies; professional operations and potential roles in society. Required for all M.L.I.S. students in first year. (Core course)

Student Learning Outcomes:

Upon successful completion of this course students will be able to:

- 1) Synthesize current thinking on a topic of their choice relating to information studies and/or librarianship;
- 2) evaluate the image of information professionals/librarians in the past, the present and predict the future of popular culture;
- 3) conduct an action research project;
- 4) analyze, synthesize, evaluate and articulate their own professional values;
- 5) and, demonstrate communication excellence.

Course Introduction:

What exactly ARE the foundations of library and information science? People? Knowledge? Information? We will be tackling many difficult issues as we attempt to answer this question throughout this term. Questions such as “what is knowledge and where does it come from?” and “what is information and where does it come from?” do not have “right” or “wrong” answers but there are better and worse arguments to be made.

To be a truly competent information professional one does not necessarily “know” the correct answers to all the questions posed in this course but they HAVE pondered at length on the origins of libraries and information centers and systems. Such insights will help in answering the “why” there are libraries and information centers so that information professionals may better understand the “what” and the “how” of their work. We will explore the social contexts of libraries and information centers and systems in order to better understand such phenomena.

This is a GRADUATE LEVEL course and as such there will more activity along the lines of “reading/thinking/analyzing” than “doing.” Ergo you will be evaluated NOT on

regurgitating some proscribed set of facts in this class but your work will be assessed on the depth of thought and your ability to communicate a point of view that you can substantiate from readings and other sources of information. It is okay to be confused in the beginning (I myself am still often confused about many things so the learning process can be just as valuable as the “knowing”) but hopefully over the course of the semester some things will become clearer while others may simply become more than a bit fuzzy. And that is okay too for the introductory course to LIS. Over the rest of your program the issues raised in the Foundations course will be addressed again in various, more specific contexts, and the expectation is that you will be building on what you have learned here until you finish the degree program. And of course, that is simply the end of the formal learning process as lifelong learning is built into any LIS profession.

So, please look upon the word “challenge” as a positive term as we wend our way through some important, if at time ambiguous or conflicting, readings that have been selected to encourage a diversity of thought and discussion. And, please, feel free to have some FUN while you are doing so. Learning does not have to be dull and drear and it is my goal that we are both educated and entertained at various points this semester.

Finally, as a graduate level course, what you invest in the course (meaning time, thought, participation) greatly determines what dividends you will reap at the end of the semester. You hold the key to your own learning future and I am just here to facilitate the process. Please do not hesitate to contact me if you have questions, concerns or issues about the course. I will try, where possible, to help you navigate your individual challenges. And most of all, try to remember that the M.L.I.S. is pretty much a pass/fail degree- you finish all the courses with a “B” average or better and your degree has the exact same value of the person with the straight A’s. So, sit back, relax, and get ready to learn!

Required Text:

Rubin, Richard (2004). Foundations of library and information science. 2nd Ed. NY: Neal-

Schuman Publishers.

NOTE: Other assigned readings will be available via Blackboard under “COURSE DOCUMENTS.”

Assignments:

Current Issues Paper- group or individual- (20%)

Fun Project- group or individual- (15%)

Action Research Project- group or ind.- (25%)

Professional Values Statement- ind, only- (20%)

Participation- ind., maybe group- (20%)

Date Due

Sept. 11th

Ocr. 2nd

Nov. 13th

Nov. 27th

weekly

Students are required to abide by the university's academic integrity policy (URL: <http://www.uncg.edu/saf/studiscp/Honor.html>). Late assignments are unacceptable unless arrangements are made at least 24 hours prior to their deadline with the instructor. Late assignments will be penalized on full grade. Incomplete assignments will result in a full grade deduction. All assignments must be completed in order to pass the course. Simply

handing in all assignments, however will not guarantee the student of a passing grade in the course.

Tentative Course Schedule

Aug. 14th **Introduction to LIS**
Course Introduction

Aug. 21st **Knowledge, Information & Society**
Readings (available under Course Documents):
Feather, John (2004). *The information society: A study of continuity and change*. London: Facet Publishers.
Chapter 1: From script to print, pp. 3-22.
Nassehi, Armin (2004). What do we know about knowledge? An essay on the knowledge society. *Canadian Journal of Sociology*, 29(3): 439-449.
Case, Donald (2002). *Looking for information: A survey of research on information seeking, needs and behaviors*. San Diego: Academic Press.
Chapter 3: The concept of information, pp. 40-65.
(Text) Rubin, Chapter 1: The information infrastructure: libraries in context, pp 1- 29.

Aug. 28th **Information Science**
Readings (available under Course Documents):
May, Christopher (2002). *The information society: A skeptical view*. Cambridge: Polity Press
Chapter 2: Locating the “information age” in history pp. 19-48
Feather, John (2004). *The information society: A study of continuity and change*. London: Facet Publishers
Chapter 3: The information marketplace, pp. 43-76
Chapter 7: The information profession: a domain delineated, pp. 179-206
(Text) Rubin, Chapter 2: Information science: A service perspective, pp. 31-78

Sept. 4th **Labor Day- Class does not meet**

Sept. 11th **Information Users and Contexts**
Readings:
Case, Donald (2002). *Looking for information: A survey of research on information seeking, needs and behaviors*. San Diego: Academic Press.
Chapter 1: Information behavior- An introduction, pp. 3-16.
Chapter 4: Information needs & information seeking, pp. 65-78.

- Agada, John (1999). Inner-city gatekeepers- an exploratory survey of their information use environment. *JASIST* 50(1):74-85.
- Hersberger, J. A. (2001). Everyday information needs and information sources of homeless parents. *The New Review of Information Behavior Research: Studies of Information Seeking in Context 2*: 119-134.
- Hersberger, J. A. (1999). The homeless, public libraries, and outreach services. *North Carolina Libraries*, 57(1): 8-14.
- *****Current Issue Papers Due*****

Sept. 18th

Research

Readings:

- Babbie, Earl (1989). *The practice of social research*. 5th ed.
Belmont, CA: Wadsworth Publishing Co.
- Chapter 1: Human Inquiry and Science, pp. 4-75
 - Chapter 2: Theory and Research, pp 29- 56
 - Chapter 4: Research Design, pp. 78-127
 - Chapter 19: The Uses of Social Research, pp. 491-501

Sept. 25th

Action Research and Research in LIS

Readings:

- Haddow, Gaby & Klobas, Jane (2004). Communication of research to practice in LIS: Closing the gap. *LISR*, 26(29): 29-43.
- Boone-Watson, Rebecca (2000). Academic librarians as practitioner-Researchers. *Journal of Academic Librarianship*, 26(2): 85-93.
- Dickinson, Gail, Greenblatt, Melinda & Simpson, Carole (2004). Tickling the ivory (towers). *Knowledge Quest* 32(4): 38-40.
- Klobas, Jane (1997). The methods of action research. *School Libraries Worldwide*, 3(2): 11-30.

Oct. 2nd

WHY are there libraries?

Readings:

- Mill, J.S, (1859) "Of the Liberty of Thought and Discussion," from *On Liberty*, NY: W. W. Norton Co., pp. 17 - 52.
- Lester, June & Koehler, Wallace (2003).
Chapter 5- Societal institutions for creation, distribution, and management of Information, pp. 65-95.
- Ranganathan, S.R. (1931). *The five laws of library science*. Madras Library Association.
Preface/Introduction, pp. i-xxxii.
Chapter 1: The First Law, pp. 1-73 (skim).
- (Text) Rubin, Chapter 7: From past to present: The library's mission and it's values, pp. 259-322.
- *****Assignment 2 Due*****

Oct. 9th **Fall Break- Class does not meet**

Oct. 16th **Librarianship as a Profession**

Readings:

(Text) Rubin, Chapter 10: Librarianship: an evolving profession, pp. 437-486.

Lester, June & Koehler, Wallace (2003). *Fundamentals of information studies: Understanding information and its environments*. New York: Neal-Schuman

Chapter 6: The Information Professions, pp. 97-130.

Dillon, Andrew & Norris, April (2005). Crying wolf: An examination And reconsideration of the perception of crisis in LIS education. *JELIS*, 46(4): 280-298.

Lance, Keith C. (2005). Racial and ethnic diversity of U.S. library Workers. *American Libraries* 36(5): 41-3.

Gilley, Jennifer (2006). Information science: Not just for boys anymore. *American Libraries*, 37(6): 50-51.

Gordon, Rachel S. (2006). Next generation librarianship. *American Libraries*, 37(3): 36-8.

Manley, Will (2002). Six reasons why we are underpaid. *American Libraries*, 33 (10)(November): 92.

Pushing for higher library salaries: Now or never? (2003). *American Libraries*, 34(1) (January): 55-58.

Oct. 23rd **Information Ethics, Access and Policy**

Readings:

Lester, June & Koehler, Wallace (2003). *Fundamentals of information studies: Understanding information and its environments*. New York: Neal-Schuman

Chapter 11: Information Ethics, pp. 221-259.

Chapter 10: The Areas and Issues of Information Policy, pp. 203-219.

Mart, Susan N. (2006). Let the people know the facts: Can government Information removed from the Internet be reclaimed? *Law Library Journal*, 98(1): 7-31.

Information ethics in the business research environment. (2006) *Online*, 30(1) January/February:38-41.

Cate, Fred (1997). *Privacy in the Information Age*. Washington, D.C.: Brookings Institute.

Chapter 3: Privacy, pp. 19-31.

(Text) Rubin, Chapter 3: Redefining the library: The impacts and implications of technological change, pp. 79-120.

Oct. 30th **Library Ethics, Access and Policy**

Readings:

- Cain, Charlene (2006). Librarians and censorship. *Louisiana Libraries*, 68(3): 6-8.
- Asheim, Lester (1953). Not censorship, but selection. *Wilson Library Bulletin*, 63-67.
- Samek, Toni (2001). Library ethics, rights and values: Provocative commentary on the utility of library rhetoric. *PNLA Quarterly*, 65(3): 15-17.
- Nelson, Kristina (1998). Erasing the horror: Revisionism and library Access. *Current Studies in Librarianship*, Spring-Fall, pp. 12-19.
- (Text) Rubin, Chapters 8 & 5 (read in that order):
Chapter 8: Ethics & standards, pp. 323-360.
Chapter 5: Information policy as library policy, pp. 178-216.
Appendix D: ACM Code of Ethics, pp. 551-560.
Appendix E: SCIP Code of Ethics, pp. 561-62.

Nov. 6th

Organization and Representation of Knowledge & Information

Readings:

- Norman, Donald. (1993). *Things that make us smart: Defining human attributes in the age of the Machine*. Reading: Perseus Books.
Chapter 3: The power of representation, pp.43-75.
- McCloud, Scott. (1994). *Understanding comics: the invisible art*. New York: HarperCollins.
Chapter 2: The vocabulary of comics, pp. 24-51.
- (Text) Rubin, Chapter 6: Information organization: Issues and techniques, pp. 216-258.
- Marcum, Deanna (2004). The future of cataloging. *LRTS*, 50(1): 5-9.

Nov. 13th

Libraries as Organizations

Readings:

- (Text) Rubin, Chapter 9: The Library as institution, pp. 361-436.
**** Action Research Project Due ****

Nov. 20th

Information Associations

Readings:

- (Text) Rubin, Appendix B: Summary of major library and information science associations, pp. 537-544.
- American Library Association: <http://www.ala.org>
ASIST: <http://www.asist.org>
IFLA: <http://www.ifla.org/>
NCLA: <http://www.nclaonline.org/>
NCLSMa: <http://www.ncslma.org/>
SLA: <http://www.sla.org/>
LISSA: <http://www.uncg.edu/lis/LISSA/index.html>

Nov. 27th **Information and Technology/The Future of Libraries**
Readings: To Be Assigned (TBA)
**** **Statement of Professional Values Due** ****

Dec. 4th **Class Wrap-up**

Assignments:

For now I am asking that all assignments be turned in at 5:30 on the Monday class that they are due in paper form (unless given other options as per the assignment). For those at the distance sites someone will collect the papers and FedEx them to me for grading. I will return distance papers via FedEx. I try very hard to return papers with comments and grades in one week's turnaround time as I feel that this optimizes learning. However, depending on the number of students in the class and the depth of analysis needed on my part this might not always occur but it remains a goal nonetheless.

I want the best work that each student is willing to give me. If a student feels they need a bit more time for an assignment they may request an extension and name the amount of time needed. This is NOT meant to enable procrastinators... indeed, one might be better off handing in an assignment in whatever form it is in at the due date. You see, I believe that learning is iterative and not necessarily linear. So, you will choose when you turn in your assignments to me. For those of you who turn your assignments in on time, I will evaluate, add comments and grade them. When you receive the paper, you may elect to take the grade assigned. If you wish, you may elect to revise and resubmit the paper for evaluation. **THIS OFFER DOES NOT EXTEND TO AN A- PAPER BUT THOSE B+ OR LOWER.** An A- is a perfectly fine grade and it would otherwise be a waste of my time and yours for revision. Again, this offer is not valid for those who are procrastinating but it might be valid based on other circumstances (i.e having a baby, illness, etc- something outside of your own control). The action research project comes late in the semester so I'm hoping that over the course of the semester I will be involved enough in the projects that re-writes are not needed but we might possibly be able to work something out if one's effort is not quite their best. The final assignment, the Statement of Professional Values, will not be up for revision as you will do this anyway at the time you exit the program and include your newer piece of work in the Professional Portfolio that you do as part of LIS 603- Capstone in LIS. Hopefully this takes a little of the grade pressure stress of you and enables students to concentrate on the learning process rather than the grade.

Finally, you need to present all work in a professional manner. Meaning papers need to be proofread and written academically at a graduate level. You may use "I" where appropriate (i.e.. the professional values statement) rather than using the clunky third-person language. You *must* title your papers and paginate them although you are not required to submit a separate title page unless you wish to. Lastly, **NEVER**, turn a paper into me in a binder- plastic, paper or whatever- as this causes me more problems than you really want. Plastic binders will come back with cat and dog hair after they (the binders) cause me egregious paper cuts or static electrical shocks. I know you think this is more

professional than a simple staple, by no. I will have a very large stack of papers to grade and anything sticking out of the pile, or preventing me from easy access for grading purposes will end badly (for you and for me). As many signs in Australia end with, “DON’T SAY YOU HAVEN’T BEEN WARNED.”

Assignment 1: Current Issues in LIS Paper (20%) Due: September 11th

Analytical Essay: 6-7ish pages, clearly titled, singled spaced with double space between paragraphs, numbered pages, use the style manual your are most familiar with (APA, MLA, Turabian, etc. but it needs to be a standard format, not one that you made up yourself).

Select one topic concerning foundational topics based on your own interests and do a search of electronic databases (see Jackson Library’s selection) and the WWW on the current status of that topic. Depending on the topic you choose, certain databases will be more useful than others. For example, Sociology Abstracts might be also worth checking in for many topics you choose in addition to Library Lit and LISA (don’t panic- we’ll talk about these more in class).

You will be responsible for writing a paper on the current state of thinking (i.e. covering all points of view) on the topic as well as an analysis of what importance this has in terms of the foundations of LIS. The topic **does not need to be connected with libraries specifically, but it may**. You might also want to use this opportunity to gather background information for your action research project but that too is not required.

PLEASE do not email directly requesting that I suggest topics for you paper. I have posted under “COURSE DOCUMENTS” a nifty little table of potential topics for you to consider (again you are NOT restricted to only this list) but your topic needs to be a higher level issue as opposed to more specific issues like “fixed vs. flex scheduling in school media centers”- save that fascinating piece of work for when you get to LIS 653).

Your work will be graded on the depth of analytic thought (i.e. those papers that are only descriptive and repeat what others have written will receive a lower grade than those staking on position on what the varying points of view mean for LIS) by which I mean the “why” of the issues. Description is the what. What people are saying is important but why what they are saying either matters greatly or does not is your own analytic take on the subject. And, you are rewarded when you cite other works to support your thinking-readings from the syllabus or other works you have tracked down. You may certainly state your own opinions but the higher level rewards go to those who can situate their thoughts within those who go before us. There may be exceptions to this so feel free to make your case that your opinion is new and radical and that when you publish all will cite YOU (I’m not kidding here) and I will consider the strength of your arguments. Again, I’m NOT looking for simple regurgitation, but for some measured and reasoned thought. Finally, you may work on this paper individually or in a group of your (plural) choosing.

Assignment 2: Fun Project (15%)

Due: October 2nd

Analytical Essay, can be done as a paper, website, media presentation- whatever fits best. FUN is NOT an acronym... I want you to enjoy this project. You are tasked with analyzing the image of information professionals/librarians in some way. You could, for example, select to look at the portrayal of librarians in literature, film or on television (narrow this to a decade, genre, etc. if you wish), You might do a content analysis of the librarian in children's books. You might opt to search for the hippest, most cool ways that librarians have been portrayed. Information finders/disseminators in comic books? You could do a slide show with music on a DVD. You could interview people. Let's see some creativity here! You will be evaluated on the purpose of your project and how well you achieved said purpose. You will also be graded on the level of creativity you expend on this project. Again, you may work individually or in a group for this assignment.

Assignment 3: Action Research Project (25%)

Due: Nov. 13th

See the handout under Course Documents for specific instructions for this project.

Assignment 4: Professional Values Statement (20%)

Due: Nov. 27th

Analytical essay: Number of pages varies, guidelines as per usual.

Note: A revised version of this paper will be included in your Professional Portfolio for LIS 603- Capstone in LIS. Depending on the faculty member you work with on this project you might also be asked to provide a paper discussing your philosophical progress (or regression if that may be the case) throughout the coursework in the program.

The concept is simple; the execution may or may not be. Over the course of the semester some issues may "resonate" with you more than others. We will be discussing what the information profession values and each of you will find that you are on board (or not which is okay) on the various topics. You might even be able to rank various issues in terms of their value to what you hope will be your career.

The final paper is your opportunity to cogently and in a structured manner (no stream of consciousness babbling please) to commit in writing, your professional values and present this information in a well-reasoned document. As this is either your first or second semester in the program, it might well be possible that something resonates strongly with you and you have only a vague idea why and that works at this point in time. By the end of the program, however, you will be expected to have a better justification for these statements. Citing readings from class or outside sources to support your values is necessary for an A paper.

Assignment 5: Class Participation (20%)

Due: weekly

Participation is an extremely important aspect of graduate coursework. And, the participation grade becomes the deciding factor when student grades are between set points (i.e. when one is between an A- and a B+ the participation grade determines whether the instructor raises or lowers the final grade).

Class attendance is important for a collaborative learning environment. Multiple absences will result in a grade deduction depending upon excuses offered. However, simply attending all classes and sitting mute in your seat does not earn you an A. You must speak up in class (and I know that can be difficult in the distance sites on TV- you will NOT be interrupting although it might seem like it- just get my attention!) or speak out on the Bb discussion forums. Both methods are preferable although I cannot force the incredibly shy among you to talk aloud. In-class participation often favors the bright and fast thinking while Bb offers those prone more to thinking through an issue and then responding when ready a chance to share your thinking as well. As such, you can go back and respond to earlier weeks' discussions but as the tide has moved on, try to do your best thinking during the current conversation periods.

Communicating on Blackboard: I am not a fan of requiring x numbers of postings although I understand students would like this type of grading specificity. **YOU ARE NOT TO SIMPLY POST STATEMENTS LIKE "I AGREE" OR "THANKS FOR THAT INFORMATION"** as you will be **PENALIZED** for taking up our time reading such non-essential blather. If you feel you **MUST** share a personal experience with the poster or say "thanks" or "I agree," simply click on the poster's email address in the heading of their message and speak to them directly rather than posting for all to read. I will enable the Bb function where you can go back and revise your posting but I will **NOT** be enabling anonymous postings. One last important bit of advice: the others in the class (including your instructor) will **NOT** be reading posts in a linear format. This makes it imperative that when responding to a post you cut and paste the antecedent you are referring to. Failure to do this will result in the instructor sending out emails to **STOP THIS** as it is very frustrating to read something along the lines of, "Julie, I totally disagree with this rubbish. I believe..." as we will have no real idea of what you are referring to without going back and reading the other posts. **SAVE THE TIME OF THE READER** is Ranganathan talking about online discussions! ☺. Instead, the correct form is to cut and past the segment of text that you are responding to such as: Julie says. "This is a great class.... and so on." Then you reply and share your thinking. I will try to model this behavior early and often.

Grades:

Student work is graded on a 4.0 scale as follows:

A= superior; exceeds course requirements; demonstrated ability to: integrate concepts and issues covered in class and readings; think abstractly, logically, critically and ethically about issues; analyze problems objectively, identify needs, set goals, and formulate original and creative solutions; communicate clearly and concisely.

B= Good; meets course requirements; demonstrates ability to: understand concepts covered in class and readings; apply concepts to practical problems; communicate clearly and concisely.

C= Weak, but acceptable on a limited basis for graduate credit.

F= Failure

I= Incomplete; indicates inability, for reasons beyond the student's control, to complete course requirements by the end of the term in which the course was offered. (A grade of incomplete is not encouraged, and **only** granted in consultation with the instructor).

W= Withdrawal from course within the time period specified by the university.

NC= No credit (for audited courses).