

LIS 600-001: Information in Society -- Fall, 2006 (v. 8/15/06)
Professor Donald O. Case
Tuesday & Thursday, 2-3:15 PM, LCLI 357
Office Hours: Tuesday & Thursday 3:30-5, & Wednesday 2-4 PM
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LIS 600, Information in Society, is a course that explores the environment in which information professionals work-- the social, political and economic context in which libraries (and other information agencies) operate. LIS 600 covers such topics as the nature of information, types of "information work," the organizations and publications that are influential in information services, ethics, and particular social issues affecting library policy. Specific topics include the history of libraries and technology, definitions of information, models of information transfer, information needs and uses, the sociology of libraries and librarianship, past and current professional aspects of librarianship, types of libraries and library functions, associations for information professionals, diversity in the profession, cooperative and standards-building efforts, and the issues of copyright, equity of access, and information poverty.

Requirements: Reading reports, an exam and final paper, along with a verbal presentation during the final weeks at a date/ time assigned by lottery. Reports and papers are not accepted by fax (email is OK). Please double-space, number and staple all papers; do not use report covers or list your SS# on papers.

Grading. Three reading reports each account for 10% of the grade (30% total). A term paper (12-15 double-spaced pages) and presentation together account for 35%. An exam on the readings and lectures equals 25%. Attendance and participation in the class decide the final 10% of the grade.

Reading reports (3):	30%	Final paper:	25%
Exam:	25%	Presentation of final paper topic	10%
Participation in class	10%		

Grading Policy. All grading is comparative. Papers are assigned grades in comparison with each other, based on quality of thought and of writing style, thoroughness of research and of references, length and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. It is assumed that each student will miss no more than one session and will speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower the grade; frequent participation will raise the grade. Acceptable reasons for absence include illness or bereavement; it is the policy NOT to grant incompletes (I) for reasons other than these. NB: Papers for this class require original research and writing. Quotation of others' work without full attribution (plagiarism) is a violation of ethics and UK policy; UK Academic Senate rules stipulate an E grade, or worse, in instances of plagiarism. Ask if you have any questions about appropriate citation.

One text contains most of the required readings:

Rubin, R. (2004). *Foundations of Library and Information Science*.
New York: Neal-Schuman Publishers. Second edition. ISBN 1-555705-189 (Paperback.)

We will also read a few chapters from the following book available on the WWW:

Buckland, Michael. (1988). *Library services in theory and context*. 2nd ed. New York: Pergamon Press.
Available at: <http://sunsite.berkeley.edu/Literature/Library/Services/>

LIS 600: INFORMATION IN SOCIETY: List of readings by date due

WEEK 1 (8/24): Introduction to course.

[No reading due for this meeting]

WEEK 2 (8/29, 8/31): History of libraries and information technology.

Dewar, J. A. (2000). The information age and the printing press: Looking backward to see ahead. *Ubiquity*, vol. 25 (August).

Available at: http://www.acm.org/ubiquity/views/j_dewar_1.html

Rubin, R. (2004). Chap. 7, From past to present, pp. 259-322 in *Foundations* . . .

WEEK 3 (9/5, 9/7): The sociology of professions. The profession of librarianship.

Abbott, A. (1998). Professionalism and the future of librarianship. *Library Trends*, 46(3), 430-443.

Available at: http://www.lis.uiuc.edu/~leighe/390/LT46.3_abbott.pdf

Rubin, R. (2004). Chap. 1, Libraries in context, pp. 1-30 in *Foundations* . . .

Rubin, R. (2004). Appendix B, Summary of major LIS associations, in *Foundations* . . .

DUE: Reading Summary #1. Read, summarize and be prepared to describe in class an article on any aspect of the profession (e.g., its history, issues or rewards). See the attached list of journals from which to choose.

WEEK 4 (9/12, 9/14): Defining “information.” Information seeking.

Buckland, M. (1988). Chap. 6, Inquiries; Chap. 9, Becoming informed, pp. 115-126, and Chap. 10, Demand, pp. 127-142, in *Library services* . . .

Gladwell, Malcolm. (2002, March 25). The social life of paper: Looking for method in the mess. *The New Yorker*, 78 (5), 92-96. Available at: http://www.newyorker.com/critics/books/?020325crbo_books

Rubin, R. (2004). Chap. 2, Information science, pp. 31-78 in *Foundations* . . .

WEEK 5 (9/19, 9/21): The Information Society: Implications for libraries.

Brown, J. S. & Duguid, P. (1996). The social life of documents. *First Monday*, 1(1).

Available at: <http://firstmonday.org/issues/issue1/documents/>

Rubin, R. (2004). Chap. 3, Redefining the library, pp. 79-120 in *Foundations* . . .

WEEK 6 (9/26--only meeting this week): Libraries by type: Academic & Special libraries.

Rubin, R. (2004). Chap. 9, The library as institution, pp. 361-436 in *Foundations* . . .

WEEK 7 (10/3, 10/5): Libraries by type and organization: Public and School libraries.

ALA (2006). "Two-page summary" of the report, *Long overdue: A fresh look at public and leadership attitudes about libraries in the 21st Century*. Available at: http://www.lff.org/long_overdue061306.html

Buckland, M. (1988). Chap. 2, Origins and motivation, pp. 6-12, Chap. 3, Scope, pp. 13-26, and Chap. 11, Allocation I, pp. 143-161, in *Library services* . . .

Lau, D. (2002). What does your boss think about you? SLJ's survey reveals principals' lack of knowledge about the role of school librarians. *School Library J.*, 49 (Sept.), 52-55. [Available through WilsonWeb and EBSCO Host].

Film: CSPAN (2001). *New York Public Library*.

DUE: Reading Summary #2. Read, summarize and be prepared to describe an article on changes in libraries prompted by technological change. See the attached list of journals from which to choose.

WEEK 8 (10/10, 10/12): Issues: Technological and environmental change, and the profession.

Blackwelder, M. B. & Dimitroff, A. The Image of Health Sciences Librarians: how we see ourselves and how patrons see us. Available at: <http://204.52.204.77/issues/vol84/number3/84-3-345.html>

Buckland, M. (1988). Chap. 17, Technology, pp. 208-214, and Chap. 18, Change, pp. 215-224, in *Library services* . . .

Danner, R. (2006). Redefining a Profession. Available at: <http://www.law.duke.edu/fac/danner/callweb.htm>

Dewar, J. A. (2000). The Information Age and the Printing Press: Looking Backward to See Ahead. *Ubiquity*, 25 (August). Available at: http://www.acm.org/ubiquity/views/j_dewar_1.html

Marshall, J., Fisher, B., Moulton, L., & Piccoli, R., (1996). Competencies for Special Librarians of the 21st Century. Available at: <http://www.sla.org/content/SLA/professional/meaning/competency.cfm>

DUE: One-page description of term paper topic, with at least two references (ungraded).

WEEK 9 (10/17, 10/19): Issues: Copyright, access and the Digital Divide.

Rubin, R. (2004). Chap. 4, Information policy, pp. 121-178 in *Foundations* . . .

Ewing, J. (2003). Copyright and authors. *FirstMonday*, 8 (10). Available at: http://www.firstmonday.org/issues/issue8_10/ewing/index.html

Henderson, Carol. Libraries as creatures of copyright: Why librarians care about intellectual property law and policy. Available at: <http://www.ala.org/ala/washoff/WOissues/copyrightb/copyrightarticle/librariescreatures.htm>

Lenhart, A., Horrigan, J. Rainie, L., Allen, K., Boyce, A., Madden, M. & O'Grady, E. (2003, April). The ever-shifting Internet population: A new look at Internet access and the digital divide. PDF file from the Pew Internet and American Life Project. [NOTE: ONLY PAGES 3-9 ARE REQUIRED.] Available at: http://www.pewinternet.org/PPF/r/88/report_display.asp

Templeton, B. Ten big myths about copyright explained. Available at: <http://www.faqs.org/faqs/law/copyright/myths/part1/>

DUE: Reading Summary #3. Read, summarize and be prepared to describe an article or chapter on library ethical and/or policy issues. See the attached list of journals and books from which to choose.

WEEK 10 (10/24, 10/26): Issues: Privacy, censorship, privatization and fees.

Rubin, R. (2004). Chap. 5, Information policy as library policy, pp. 179-216, in *Foundations . . .*

ALA. The most-frequently challenged books (and browse the rest of the page). Available at:
<http://www.ala.org/ala/oif/bannedbookweek/challengedbanned/challengedbanned.htm>

ALA. Libraries, the Internet and filtering. Available at:
<http://www.ala.org/Template.cfm?Section=cipa&template=/ContentManagement/ContentDisplay.cfm&ContentID=44278>

Education World (2000). Look out, Harry Potter! Book banning heats up. Available at:
http://www.education-world.com/a_admin/admin157.shtml

Fine, S. (1996). How the mind of a censor works: The psychology of censorship. *School Library J.*, 42(1), 23-27. [Available through WilsonWeb and EBSCO Host].

WEEK 11 (10/31, 11/2): Image, status and diversity of the information professions.

Dupre, Deirdre. The perception of image and status in the library profession. Available at:
<http://www.newbreedlibrarian.org/archives/01.04.aug2001/feature2.html>

Engle, Michael. Remythologizing Work: The role of archetypal images in the humanization of librarianship. Available at: <http://www.library.cornell.edu/olinuris/ref/staff/moe/archetype.html>

Rubin, R. (2004). Chap. 8, Ethics and standards, pp. 323-360 in *Foundations . . .*

Shamel, C.L. (July/August, 2002). Building a brand: Got librarian? *Searcher*, 10(7). Available at: <http://www.infotoday.com/searcher/jul02/shamel.htm>.

Walker, S. and Lawson, V.L. (1993). The librarian stereotype and the movies. *The Journal of Academic Media Librarianship*, 1(1), 16-28. <http://wings.buffalo.edu/publications/mcjrnl/v1n1/image.html>

WEEK 12 (11/9): EXAM: Covers all reading and lecture material.

WEEK 13 (11/14, 11/16): Presentations and discussion.

WEEK 14 (11/21 – No meeting on 11/23, Thanksgiving holiday): Presentations and discussion.

WEEK 15 (11/28, 11/30): Presentations and discussion.

WEEK 16 (12/5, 12/7): Presentations and discussion.

Course Evaluation. *DUE: Final paper.*

Reading Reports: List of Journals -- 1995 to Present

(NB: These are not on reserve but are widely available at Young and other academic libraries.)

Bulletin of the Medical Library Association
College and Research Libraries
Government Publications Review
Information Outlook (formerly *Special Libraries*)
Journal of Academic Librarianship
Journal of Library Administration
Journal of the American Society for Information Science & Technology
Law Library Journal
Library & Information Science Research
Library Journal
Library Quarterly
Library Trends
Public Libraries
School Library Journal
School Library Media Quarterly

Guidelines for Preparing a Reading Report (1-3 pages each)

Over the course of the semester, read articles from three different journals. Pick articles of at least 5 pages in length; e.g., do not select articles from *American Libraries*, as those articles are too brief to be merely summarized. Begin your report with a complete citation (including all page numbers) to what you read. Summarize what the author says in 100-300 words, double-spaced. Where appropriate, note what other work the author uses (through references and discussion.) Quote from the work only if you think the exact wording is important or particularly well-put. Most important points: critique what the author says in another 200-500 words; connect what you read to your own experience if possible. Pose questions and make comments about the topic or conclusions in a section labeled "Discussion." Aim for a variety of journals and for articles of substance; do not choose regular columns or reviews of books or other media. For the same reason choose longer, more substantive articles from the other journals. Be prepared to discuss what you learned in class.

LIS 600: Guidelines for Preparing a Term Paper and Presentation

Outcome: A paper of 12-15 typed, double-spaced, numbered pages, investigating an aspect of the information professions. During one of the last four weeks of the term you will report to the class on your work; dates for reports are assigned randomly among students. Depending on the size of the class, the instructor may need to do some counseling so that topics do not overlap heavily. Therefore you will be asked to turn in a tentative topic description partway through the semester; one or two paragraphs, with at least two citations, will be sufficient. If you don't hear from me within a week, your topic is fine as it is. Most past papers for this course have concerned a development, trend or controversial issue in libraries.

Identify a topic of interest to you and prepare a review and essay on the topic. Identify at least six relevant publications and discuss them; the publications may include some from the required reading list, but should include other publications and could include non-bibliographic sources (e.g., interviews, the WWW, personal experience). Concentrate on those sources you consider most important.

Virtually all of you will already know how to write a research paper. The rest of this text is mainly for those few of you who haven't had much recent experience doing it:

Picking a topic: The first step is to identify a topic. Ideally your choice will be based on both interest and expertise. You will find the assignment easier if you select an area with which you are already familiar and which you find of interest -- based on your previous education, job, reading interests or social concerns. However you proceed, pick a topic that builds on your strengths.

Topics may differ considerably in the size of their literature. The areas that serve as "weekly topic headings" are too broad for a paper -- but they encompass many narrower sub-topics that may interest you. Consult the references in the text and other readings. If you have identified an area of interest. If you are finding your topic to be too broad, here are some ways to narrow it:

- Restrict the topic to a particular setting. For example, your concern might be reference service in academic libraries, and what research tells us that might help libraries better serve their clients in that regard. Or it might explore the challenges of copyright for school libraries. Or in one-person libraries.
- Restrict the topic to a social or occupational group. Similar to the above approach, one might write about serving "rural residents," "the elderly," "distance learners," "African Americans," or "Hispanics." (Material on some groups is sparse -- you may need to incorporate more general literature.)
- Focus on a controversy or trend. This can be a very original approach, but among the hardest to research and limit. For example: why the Harry Potter books touched a nerve among some parents, or the attacks by Nicholson Baker and others on public libraries (controversies). Or how the Patriot Act has affected library policy, or how the WWW affects library reference service (trends).

It helps to start with some knowledge of "who is doing what" and follow-up on the names of individual writers and publications, by following the citations you see. While not required, I prefer that you cite author (year) in the text, and use citations in APA format for citing books and journals, e.g., ". . . Johnson (1997) and Chatman (1990) said . . ." would be cited in the references as:
Johnson, J.D. (1997). *Cancer-related information seeking*. Cresskill, NJ: Hampton Press.
Chatman, E.A. (1990). Alienation theory: Application of a conceptual framework to a study of information among janitors. *RQ*, 29, 355-368.

Finally, prepare a description of your paper for delivery in class. Time your talk carefully. Use handouts or transparencies to make your main points clear; an overhead projector will be available. (Powerpoint or WWW access *may* be available for presentations, if requested in advance.)