

**LIS 600-202: Information in Society, Fall, 2007, Dr. Donald O. Case (rev. 8/8/07)**  
**BlackBoard, plus two F2F meetings, Aug. 31 and Dec. 7, 2-4PM, LCLI 359**  
**Office Hours: Tuesday, Wednesday & Thursday 1-5**  
**(859) 257-8415 • [dcase@uky.edu](mailto:dcase@uky.edu)**

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:* Three reading reports, six quizzes and a final paper, along with participation in the Discussions – both online and in class.

*Grading.* Three reading reports each account for 10% of the grade (30% total). A term paper (12-15 double-spaced pages) accounts for 20%. Quizzes on the readings and PowerPoint presentations equals 30%. Participation in the class (including the F2F sessions) decides the final 20% of the grade.

Reading reports (3):	30%	Final paper:	20%
Quizzes (6):	30%	Participation in Online & F2F Discussions	20%

*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

*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/>

**Integration of Syllabus with UK Educator Preparation Unit Themes:** This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education and information seeking environments. **Reflection** will also be integrated into students' learning opportunities through the production of written work. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools and/or professional organizations. The ultimate goal in addressing these four themes is to produce leaders who work together to improve service and learning among diverse populations and improve education in Kentucky and beyond.

**Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:** All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

**LIS 600: Tasks by date due. [Rev. 8/8/07]. The definitive text is on Blackboard "Course Documents".  
NB: this syllabus may NOT reflect all web materials, such as PPT files and optional readings.]**

**WEEK 1 (8/24-8/30): Introduction to course.**

**Tasks: Buy text book, login to BlackBoard, and describe yourself and your interests.**

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

**WEEK 2 (8/31-9/6): History of libraries and information technology.**

**First "face-to-face" (F2F) Meeting on Lexington campus in LCLI 359 -- Little Library, Top Floor,  
Friday, 8/31, 2-4PM**

**Film: The New York Public Library**

Dewar, J. A. (2000). The Information Age and the Printing Press: Looking Backward to See Ahead. Ubiquity, vol. 25 (15-21 August 2000). Available at: [http://www.acm.org/ubiquity/views/j\\_dewar\\_1.html](http://www.acm.org/ubiquity/views/j_dewar_1.html)

**WEEK 3 (9/7-9/13): The sociology of professions. The profession of librarianship.**

Abbott, A. (1998). Professionalism and the future of librarianship. *Library Trends*, 46(3), 430-443.  
[View from EbscoHost via the UK Libraries Electronic Journals page: <http://sfx.uky.edu:3210/sfxlcl3/azlist/default> ]

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*: Quiz #1 by Sunday, Sept. 16, 11PM.

**WEEK 4 (9/14-20): Defining "information."**

Case, D. (2003). Five Stumbling Blocks on the Road to a Definition of Information. Paper presented to the Annual Conference of the Int'l Communication Assoc. [file attached to Course Documents folder.]

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

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](http://www.newyorker.com/critics/books/?020325crbo_books)

**WEEK 5 (9/21-27): Information seeking and information services.**

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

Case, D. (2002). Chapter 4, Info Seeking. [file attached to Course Documents folder.]

Case, D. (2002). Chapter 5, Other Concepts. [file attached to Course Documents folder.]

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

*DUE*: Quiz #2 by Sunday, Sept. 30, 11PM.

**WEEK 6 (9/28-10/4): The Information Society: Implications for libraries.**

Brown, J. S. & Duguid, P. (1996). The Social Life of Documents. *First Monday*, 1 (1). Available at <http://www2.parc.com/ops/members/brown/papers/sociallife.html>

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

**WEEK 7 (10/5-11): 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](http://www.lff.org/long_overdue061306.html)

Buckland, M. (1988). Chap. 11: Allocation I: Resources, Priorities, and Political Processes. Pp. 143-155 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 Journal*, 49 (Sept.), 52-55. [Available through WilsonWeb and EBSCO Host]

OCLC, Inc. (2005). *Libraries: How they stack up*. [Downloadable PDF].

*DUE*: Quiz #3 by Sunday, Oct. 16, 11PM.

**WEEK 8 (10/12-18): Libraries by type/organization: Academic & Special libraries.**

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. 2, Origins and motivation, pp. 6-12, and Chap. 3, Scope, pp. 13-26, in *Library services* . . .

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

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

Danner, R. A. (2006). Redefining a Profession. *Law Library Journal*. Available at: <http://eprints.law.duke.edu/archive/00000301/>

**WEEK 9 (10/19-25): Issues: Technology, innovation and change. Standards and ethics.**

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

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

Toobin, Jeffrey. (2007). Google's Moon Shot. *The New Yorker* (5 February 2007). Available: [http://www.newyorker.com/fact/content/articles/070205fa\\_fact\\_toobin](http://www.newyorker.com/fact/content/articles/070205fa_fact_toobin)

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

*DUE*: Quiz #4 by Sunday, Oct. 28, 11PM.

**WEEK 10 (10/26-11/1): 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](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. Available at: [http://www.pewinternet.org/PPF/r/88/report\\_display.asp](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: One-page description of term paper topic, with at least two references (ungraded).*

**WEEK 11 (11/2-8): Issues: Intellectual freedom, censorship, privatization and fees.**

ALA. The 100 most-frequently challenged books. Available at:  
<http://www.ala.org/ala/oif/bannedbooksweek/bbwlinks/100mostfrequently.htm>

ALA. Facts about libraries 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](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].

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

*DUE: Quiz #5 by Sunday, Nov. 11, 11PM.*

**WEEK 12 (11/9-15): Issues: Privacy and diversity.**

University of Illinois. (2005). Serving Diverse Populations: Public Libraries and the Spanish-Speaking Population. Available: [http://alexia.lis.uiuc.edu/clips/2005\\_03.html](http://alexia.lis.uiuc.edu/clips/2005_03.html)  
[mi\\_m1387/is\\_1\\_49/ai\\_68273900/pg\\_1](http://alexia.lis.uiuc.edu/clips/2005_03.html)

Video (requires RealPlayer): Dr. Ling Hwey Jeng, University of North Texas.

**WEEK 13 (11/16-22): Image and status of the information professions, part one.**

Image and the Librarian: An Exploration of a Changing Profession. Available at:  
<http://home.earthlink.net/~cyberresearcher/ImageHomepage.htm>

Dupre, Deirdre. The Perception of Image and Status in the Library Profession. [The following URL will take you to a page on the U. of Oregon website. Down near the bottom is a link "View/Open" that displays the actual article when you click on it. The article is preceded by a commentary from someone other than the author, so read carefully to see where Dupre's text begins.].  
<https://scholarsbank.uoregon.edu/dspace/handle/1794/1109>

Engle, Michael. Remythologizing Work: The Role of Archetypal Images in the Humanization of Librarianship. Available at: <http://urislib.library.cornell.edu/archetype.html>

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

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

*DUE: Quiz #6 by Sunday, Nov. 25, 11PM.*

**WEEK 14 (11/23-11/29): Image and status of the information professions, part two.**

**Friday, Dec. 7: second face-to-face meeting in LCLI 359.** Discussion of films.

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>

*Borrow, and view, one of the following films from a library or a video rental store:*

All the Queen's Men  
The Music Man  
Desk Set  
Foul Play  
Goodbye Columbus  
The Gun in Betty Lou's Handbag  
Major League  
The Name of The Rose  
Off Beat  
Party Girl  
Possession  
Salmonberries  
Soylent Green  
Storm Center  
Where the Heart is

**WEEK 15 (11/30-12/6):** *Final paper due by Friday, Dec. 7, 4PM.*

## Reading Reports: List of Journals -- 2000 to Present

(NB: These are not on reserve but are widely available at academic libraries via electronic access.)

*Bulletin of the Medical Library Association*

*College and Research Libraries*

*Government Publications Review*

*Information Outlook* (formerly *Special Libraries*)

Information Research (electronic only: <http://informationr.net/ir/>)

*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. Begin your report with a complete citation (including all page numbers) to what you read. Choose articles of at least 4 pages in length; avoid publications like *American Libraries* that tend to have very brief articles. 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. The total length should be 600-800 words. 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

*Outcome:* A paper of 10-12 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. I prefer (but do not require) 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.