Instructor
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Office hours: Thursday 11-12 or by appointment

Course description
This course explores major issues in the library and information science professions as they involve their communities of users and sponsors. Analyzes specific situations that reflect the professional agenda of these fields, including intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, literacy, historical and international models, the socio-cultural role of libraries and information agencies and professionalism in general, focusing in particular on the interrelationships among these issues. Required M.S. degree core course.

Learning objectives
In this course students will learn both content (see above) and process that is important to modern librarianship and the information professions. A particular strategy in that class is that you, the student, are the primary vehicle for your own learning and that of others, within the short-lived community known as 502E, and the instructor works to facilitate that. So, learning objectives include:
1. Improving your capacity for intense, purposeful reading
2. Grasping theory, practice, and policy as three approaches to understanding libraries and information in context
3. Getting introduced to how people from excluded communities and overlooked countries have approached librarianship and information, and contributed to our and the world’s best practices
4. Building and being part of a collaborative learning group
5. Reflecting on this process as you go.

Assignments and course requirements
Unless noted, documents should be turned in via the Moodle discussion space, single spaced, pdf format preferred.
1. **Reading summary and questions.** Prepare a one page reading summary with several discussion questions about a reading and lead the discussion in class. You’ll summarize one reading during the semester. Half-off off if it’s longer than one page, otherwise ungraded. Due 9 pm on the chosen Wednesday.

2. **Little discussion note.** Every week, prepare speak up in one of three ways: 1) an observation about the reading, 2) a passage you don’t understand, or 3) another sort of question. Ungraded. Due at start of class on a piece of paper; can be handwritten.

3. **Newsflash.** Once during the semester, bring a current event, development, discovery, or commentary that is relevant to the week’s topic and listed readings. Post what you found to the Moodle and tell us about it as part of our class discussion. Ungraded. Due in class on your chosen Thursday.

4. **Wikipedia.** This assignment is for everyone to choose and examine a particular LIS journal, post something about that journal on Wikipedia, and bring your reflections about the process to class. A short workshop will be scheduled for those unfamiliar with Wikipedia. Due February 10.

5. **Policy tracking paper.** To provide experience in researching legislation and the constant developments in and impacting information professionals and institutions, identify a topic and prepare a written report that you would present to your institution’s administration, fellow professionals, or the public to explain the relevance to the information profession. The paper should be presented in five sections: 1: A summary of the policy issue in question, indicating relevance to the information profession; 2: A review of recent developments, up to the week before your assignment is due; 3: Recommend a strategy for staying current on the issue you have reviewed; 4: Reflect on what surprised you about the issue and/or your search for understanding; and 5: A bibliography of sources used. ±1500 words not including bibliography. Due March 10.

6. **Practice.** This assignment will put you in a local library for several volunteer sessions, and conclude with some data gathering and a short summation. Details to come. Due April 14.

7. **eChicago.** As semester ends, the fifth annual eChicago conference (http://echicago.illinois.edu) will take place. It’s a two day conference Fri-Sat April 22-23. Highly relevant to library students. The class will make a one day field trip up to Chicago and back, no cost to you, transport provided. Date not yet firm, place UIC. Brief reflection due April 24.

8. **For four credit students, a research paper.** An original analysis of an issue or issues covered in/emerging from/related to the course content that you would like to investigate in more detail. 5000-6000 words not including an exhaustive bibliography. Clear topic with the instructor by March 10. Due April 30.

**What the assignments are worth towards your final grade:**
Reading summary 10%
Little discussion notes, newsflash, eChicago, participation generally 20%
Wikipedia 10%
Policy tracking paper 30%
Practice 30%

Students taking this course for four credits earn 50% of their course grade on the research paper and 50% of their course grade on the other assignments, so divide the numbers above by 2.

**Weekly topics, readings, due dates, continued**

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<th>Due dates:</th>
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<tr>
<td><strong>February 10 Wikipedia</strong></td>
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<td><strong>March 10 Policy tracking paper and four credit paper topic</strong></td>
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<td><strong>April 14 Practice</strong></td>
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<td><strong>April 28 Four credit paper</strong></td>
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The general structure of the class is four big areas:

1. **the history and present reality of libraries, scholarly communications, archives**
2. **intellectual freedom**, arguably the core mission of the American library
3. **current social developments** that impact that mission and our information institutions: intellectual property, literacy, social justice, and government
4. **theory and practice**: the usefulness of the concept of information and the professional and ethical tasks ahead of you as librarians.

**January 27: Libraries present/past**

Required: Edwards, Finn, one of Wiegand’s, and either Augst or Fuller
Strongly recommended: All
* indicates a reading that a student will summarize

Edwards, Paul, How to read a book. 2008. – READ THIS FIRST.
February 3: Library present/future


Barron, Daniel, et. al., The Economic Impact of Public Libraries in South Carolina. University of South Carolina, 2005
Josey, E. J. TBA
Redmond, Kathleen Molz, and Phyllis Dain Civic Space/Cyberspace: The American Public Library in the Information Age (2001) [book, not available as pdf]

February 10: Scholarly communications

Wikipedia due

UIUC blog: "Issues in Scholarly Communication." http://www.library.illinois.edu/blog/scholcomm/

February 17: Archives

Cloonan, The moral imperative to preserve, Library Trends, 55(3), Winter 2007 (find in IDEALS)
February 24: Intellectual freedom


ALA, "Library Bill of Rights." http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillr
ights.cfm


**March 3: Intellectual property**

- * and * Lessig, Lawrence. *Free Culture*. Ch 1-5 and Ch 6-10.

A fair use tale video: [http://www.youtube.com/watch?v=CJn_jC4FNDQ](http://www.youtube.com/watch?v=CJn_jC4FNDQ)

American Library Association. Copyright.
- [http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm](http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm)
- Center for the Study of the Public Domain (Duke University) [http://www.law.duke.edu/cspd/](http://www.law.duke.edu/cspd/)
- Movie: Sita Sings the Blues [http://www.sitasingstheblues.com](http://www.sitasingstheblues.com)
- Chazkel 2011 Interview with Sita Sings the Blues creator, Nina Paley [http://www.law.cornell.edu/topics/copyright.html](http://www.law.cornell.edu/topics/copyright.html)
- Creative Commons browse and watch three videos: [http://creativecommons.org/about/what-is-cc](http://creativecommons.org/about/what-is-cc)


Section 108 group. In March, 2008 a group of copyright experts issued a report on Section 108 (regarding copyright and libraries). The work was initiated and sponsored by the United States Copyright Office and the National Digital Information Infrastructure and Preservation Program (NDIIPP) of the Library of Congress. See especially http://www.section108.gov/study.html and http://www.section108.gov/docs/Sec108ExecSum.pdf

Stanford Copyright and Fair Use especially chapters 0 and 9 http://fairuse.stanford.edu/index.html


**March 10: Literacy**

*Policy tracking paper and four credit paper topic due*

*Eberle and Robins. The Adult illiterate speaks out. 1980.*


Lindstrom, Joyce; Shonrock, Diana D. "Faculty-Librarian Collaboration to Achieve Integration of Information Literacy." *Reference & User Services Quarterly*, Fall 2006, Vol. 46 No. 1, p18-23.


**March 17: Social justice**


*Rayward and Jenkins, Introduction, Library Trends, 55(3), Winter 2007 (freely available via IDEALS institutional repository at UIUC Library)

Estabrook, Leigh, Evans Witt, and Lee Rainie. Information searches that solve problems: How people use the internet, libraries, and government agencies when they need help. Pew Internet and American Life Project, and Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign, 2007. 

Lance, Keith. *The Impact of School Library Media Centers on Academic Achievement* is a classic and critical article. It appeared originally in School Library Media Research 22:3, Spring, 1994


http://www.atlanticfreepress.com/content/view/1306/32/


Estabrook, Leigh, Evans Witt, and Lee Rainie. Information searches that solve problems: How people use the internet, libraries, and government agencies when they need help. Pew Internet and American Life Project, and Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign, 2007. 


Williams, Kate. 2001. What is the digital divide? d3: proceedings.

**March 24: No class, spring break**

**March 31:Government**

*Foerstel, Herbert N. Refuge of a Scoundrel: the Patriot Act in Libraries. Westport, CT: Libraries Unlimited, 2004. Chapter 1 (pp 1-44, about the precursor to the USA Patriot Act--the FBI Awareness Program*


EPIC. The USA PATRIOT Act http://epic.org/privacy/terrorism/hr3162.html


Shuler, John A., Paul Jaeger, and John Bertot. "Implications of harmonizing the future of the federal depository library program within e-government principles and
policies." Government Information Quarterly Vol 27, No. 1, January 2010, pp. 9-16
State Privacy Laws http://library.uic.edu/home/about-us/library-policies or,
http://www.ala.org/ala/aboutala/offices/oif/ifgroups/stateifcchairs/stateifcinaction/stateprivacy.cfm

April 7: Theories of information
Braman, Sandra “Defining Information” (1989)
Buckland, Michael. “Information as Thing” (1991)

Bellinger et al "Data, Information, Knowledge, and Wisdom" (no date) [Russell Ackoff]
Schiller, Herbert. Chapter 3 "Data Deprivation" in Information Inequality: the Deepening Social Crisis in America (1996) (Available via course e-reserves.)

"The National Entertainment State," The Nation magazine, 2006:
Schiller, Dan. "From culture to information and back again: Commoditization as a route
to knowledge," Critical Studies in Mass Communication, volume 11, number 1,
Sandra Braman, ed. Global Media and Communication, 108-111.(see .pdf below)
WSIS http://www.itu.int/WSIS/basic/about.html
WTO / GATS://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm

April 14: Professions and ethics (the practice of librarianship)

Practice field reports due

American Library Association Code of Ethics
http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm
Weech, Terry. Links to Professional Codes of Ethics
Estabrook, Leigh. " Library and Information Science" 2009. Encyclopedia of Library and
Information Science.

Distinction between information professions:
• Librarian http://www.bls.gov/oco/ocos068.htm
• Information Scientist: http://en.wikipedia.org/wiki/Information_science
• Archivists http://www.bls.gov/oco/ocos065.htm
• Documentalist http://www.garfield.library.upenn.edu/papers/librarianvsdocumentalisty1953.html
• Informaticists http://healthinformaticist.wordpress.com/informaticist/
• Museum Curators: http://www.bls.gov/oco/ocos065.htm

Shannon, “The Education and Competencies of School Library Media Specialists”
(2002).
http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/v
olume52002/shannon.cfm

ALA's Core Competencies of Librarianship. (2009)
http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/final
corecompstat09.pdf

“Competencies for Information Professionals” (2003), available at
http://www.sla.org/content/learn/comp2003/index.cfm

at http://www.aserl.org/statements/competencies/competencies.htm

Aharony, Noa “The librarian and the information scientist: Different perceptions among Israeli information science students” . Library & Information Science Research, Volume 28, Issue 2, Summer 2006, Pages 235-248

ALA. Knowledge and competencies statements developed by relevant professional organizations.
http://www.al.org/ala/educationcareers/careers/corecomp/corecompspecial/knownledgecompetencies.cfm


Competencies for Information Professionals (2003), available at
http://www.sla.org/content/learn/comp2003/index.cfm


Davidoff and Florance, "The Informationist: A New Health Profession" (2000), available at


Estabrook, Leigh. " Library and Information Science" (article for Encyclopedia of the Library and Information Sciences.)

Graham, “Librarian hopes song index evens the score for musicians” (1996).

http://www.asis.org/Bulletin/Feb-98/griffiths.html

History of the ALA Code of Ethics
http://www.al.org/Template.cfm?Section=coehistory&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8875

Kaiberg and Lorring (2005). European curriculum reflections on LIS education. Royal School of LIS, Denmark. PDF document


Wengert, R. “Some ethical aspects of being an information professional.” Library Trends v. 49 no. 3 (Winter 2001) p. 486-509
April 21: No class

Full day field trip on April 22 or 23, date tbd

Class will attend eChicago 2011 at the University of Illinois at Chicago, 750 S. Halsted. You’ll need to buy your own lunch in the Student Union but there is no other charge for this event. Plan on an early morning bus departure from GSLIS and a 5 pm return bus arriving about 7:30. Past conference details here; upcoming conference details coming: http://echicago.illinois.edu

April 28: No class

Four credit paper due April 30