



**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

LSC 557, Section 30
Libraries and Information in Society
Spring 2012
Syllabus, Preliminary Version
Instructor: David Shumaker

NOTE: This Syllabus is Subject to Change

3 Credit Hours

**Hannan 106
Thursdays, 4:10 – 6:40 p.m.**

Instructor: David Shumaker	Office: 239 Marist Hall Hours: By appointment
E-mail: shumaker@cua.edu	Phone: 202-319-5551

Course Description

Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. Incorporates historical developments, current trends, and the outlook for the future. Emphasizes the values, principles, legal, and ethical responsibilities of the profession and builds a foundation for each student's ongoing professional development and leadership.

Instructional Methods

The course may incorporate lecture/discussion; guest speakers; group presentations; and research projects. Class meetings will be supplemented by announcements, discussion, and other materials posted on the class Blackboard site (<http://blackboard.cua.edu>).

Required Text

Rubin, R. (2010). Foundations of Library and Information Science. 3d ed. New York: Neal Schuman.

Other Required Readings

- AAP (Association of American Publishers). Issues / Initiatives. Available: <http://www.publishers.org/issues/> Accessed August 13, 2011.
- Abels, E. et al. (2003, June) “*Competencies for Information Professionals of the 21st Century*,” revised June 2003. Alexandria, VA: Special Libraries Association. (<http://www.sla.org/content/learn/comp2003/index.cfm>) Accessed: Aug. 13, 2011.
- Aiken, J. (2007, Sept.) Outdated and Irrelevant? Rethinking the Library Bill of Rights – Does It Work in the Real World? *American Libraries*, p. 54-56.
- American Library Association (ALA). (2008) *Issues & Advocacy*. Available: <http://www.ala.org/ala/issuesadvocacy/index.cfm> . Accessed: August 13, 2011.
- American Library Association (ALA). (1997, June 28) *Code of Ethics*. Available: <http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm> Accessed: August 13, 2011.
- American Library Association (ALA). (2009, January) *Core Competencies of Librarianship*. Available: <http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompst09.pdf> Accessed: August 13, 2011.
- Asheim, Lester. (September 1953) Not Censorship but Selection. *Wilson Library Bulletin*, 28, 63-67. Available: <http://www.ala.org/ala/aboutala/offices/oif/basics/notcensorship.cfm> (accessed August 13, 2011)
- Aufderheide, P. et al. (2006) Fair Use and Free Speech in Documentary Film. American University, Center for Social Media. Available: <http://www.youtube.com/watch?v=GY-2YshuJ8o> . Accessed Aug. 13, 2011.
- Bates, M.J. (1999). The Invisible Substrate of Information Science. *Journal of the American Society for Information Science*, v. 50, no. 12, p. 1043-1050. Available: <http://www.gseis.ucla.edu/faculty/bates/substrate.html> . Accessed Aug. 13, 2011.
- Benkler, Yochai. (2006) The Wealth of Networks. Chapter 12: Conclusion: The Stakes of Information Law and Policy. New Haven: Yale University Press. Available: <http://www.congo-education.net/wealth-of-networks/ch-12.pdf> (See also <http://www.benkler.org/>) Accessed: Aug. 13, 2011.
- CUA, School of Library and Information Science (SLIS). Professional Competencies for Graduates of the Master’s in Library Science Degree Program. Available: <http://slis.cua.edu/res/docs/about/accreditation/documents/sliscompetenciesadopted20080326.pdf> . Accessed Aug. 13, 2011.
- Dana, John Cotton. (1914, May) The Evolution of the Special Library. *Special Libraries*, v. 5, no. 5, p. 70-76. Available: <http://www.sla.org/speciallibraries/ISSN00386723V5N5.PDF> . Accessed: Aug. 13, 2011.

- Degyansky, Kathy. (2008, July 15) The Disconnected. *Library Journal*, p. 30-33. Available: <http://www.libraryjournal.com/article/CA6573334.html> (accessed Aug. 13, 2011)
- Dobija, Jane. (2007, Sept.) The First Amendment Needs New Clothes. *American Libraries*, Vol. 38 Issue 8, p50-53. Available: ALADIN Academic Search Premier.
- Faden, E. (2007) A Fair(y) Use Tale. Media Education Foundation. Available: [http://voirdire.stanford.edu/program/centers/cis/fairuse/Fair\(y\)_Use_Tale_Stanford_Cut-stream.mp4](http://voirdire.stanford.edu/program/centers/cis/fairuse/Fair(y)_Use_Tale_Stanford_Cut-stream.mp4) or http://www.youtube.com/watch?v=CJn_jC4FNDo Accessed Aug. 13, 2011.
- Fish, J. (1992, February). Responding to cultural diversity: A librarian in transition. *Wilson Library Bulletin*, 34-37. Available: ALADIN Wilson Library Literature. Accessed Aug. 20, 2009.
- Gartner Group. (n.d.) Understanding Hype Cycles. Available: <http://www.gartner.com/pages/story.php.id.8795.s.8.jsp> . Accessed Aug. 13, 2011.
- Gorman, Michael. (1995, Sept.) Five new laws of librarianship. *American Libraries*, 26(8), p. 784. Available: ALADIN Academic Search Premier.
- Griffiths, Jose-Marie, et al. (2008, Feb.) InterConnections: The IMLS National Study on the Use of Libraries, Museums, and the Internet – Overview and Conclusions. Institute of Museum and Library Services. Overview available: <http://interconnectionsreport.org/reports/overviewreport022908.pdf> . Conclusions available: <http://interconnectionsreport.org/reports/ConclusionsFullRptB.pdf> . Accessed: Aug. 13, 2011.
- Haycock, K., Garner, C. (2009, Winter) “The Bunheads are Dead.” *American Libraries*, Digital Supplement. Available: <http://www.libraryng.com/sites/libraryng.com/files/Bunheads.pdf> . Accessed August 13, 2011.
- Hoffman, Judy, John Carlo Bertot, Denise M. Davis, and Larra Clark. (2011) Libraries Connect Communities: Public Library Funding & Technology Access Study 2010-2011. Available: http://www.ala.org/ala/research/initiatives/plftas/2010_2011/index.cfm#final%20report . See especially the Executive Summary at http://www.ala.org/ala/research/initiatives/plftas/2010_2011/plftas11-execsummary.pdf . (Accessed Aug. 13, 2011)
- Institute of Museum and Library Services. (2009, June) The Future of Museums and Libraries: A Discussion Guide. Washington, DC: IMLS. Available: <http://www.imls.gov/pdf/DiscussionGuide.pdf> . Accessed Aug. 13, 2011.
- Kelleher, Mary. (2009, Oct. 15) We Must All Serve the Disconnected. *Library Journal*, p. 44. Available: http://www.libraryjournal.com/lj/ljinprint/currentissue/883754-403/we_must_all_serve_the.html.csp (accessed Aug. 13, 2011)

Kenrg. (2007, June 7) Fair Use? Kenrg gets warned! Available: <http://www.youtube.com/watch?v=jcjet2qH6U3o> . Accessed Aug. 13, 2011.

Ranganathan, S. R. (1931) *The Five Laws of Library Science*. Madras Library Association (Madras, India) and Edward Goldston (London, UK). Available: <http://dlist.sir.arizona.edu/arizona/handle/10150/105454> (Accessed Aug. 13, 2011)

Ron in D.C. (2006, Aug. 3) Youtube Sued! Will Copyright Kill The Video Star? Available: <http://www.youtube.com/watch?v=rr9SQ4qkMMk> . Accessed: Aug. 13, 2011.

Russell, C. (2003). Understanding and protecting fair use. *Public Libraries*, 42(5).

Schneider, Katherine. (2008, July 15) BackTalk: I Love Libraries, and I'm Blind. *Library Journal*. Available: http://www.libraryjournal.com/lj/ljinprint/currentissue/883652-403/backtalk_i_love_libraries_and.html.csp (accessed Aug. 13, 2011)

Siess, J. (2010). Embedded librarianship. *Searcher*, 18(1), 38-45. Retrieved from <http://search.ebscohost.com.proxycu.wrlc.org/login.aspx?direct=true&db=lxh&AN=48685911&site=ehost-live> (Accessed Sept. 10, 2011)

SIIA (Software and Information Industry Association). Policy Priorities. Available: http://www.sii.net/index.php?option=com_content&view=article&id=175&Itemid=54 . Accessed Aug. 13, 2011.

Twogood, Arthur. (1946): *The Librarian*. (Your Life Work series) Vocational Guidance Films, Inc. Available: <http://www.youtube.com/watch?v=smrrZpbvI20> . (Accessed Aug. 13, 2011)

U.S. Copyright Office. (2008, Oct.) Copyright Basics. Circular No. 1. Available: <http://www.copyright.gov/circs/circ01.pdf> . (Accessed Aug. 13, 2011)

University of Minnesota. (2009, March 24) Fair Use Analysis Worksheet. Available: <http://www.d.umn.edu/lib/copyright/documents/worksheet.pdf> (Accessed Aug. 13, 2011)

Want, Roy. (2008, Jan.-March) The Bionic Man. *Pervasive Computing* 7(1), p. 2-4. Available: ALADIN IEEE All Society Periodicals. (Accessed Sept. 7, 2009)

Wesch, Michael. (2007, Oct. 12) Information R/evolution. Available: <http://www.youtube.com/watch?v=-4CV05HyAbM> . (Accessed Aug. 13, 2011)

Zins, Chaim. (2008, March) Knowledge Map of Information Science. Available: <http://www.success.co.il/is/index.html> (Accessed Aug. 13, 2011) See especially the Knowledge Map at: <http://www.success.co.il/is/ismap.pdf> .

Optional Supplementary Text

Haycock, K., Sheldon, B.E., eds. (2008) *The Portable MLIS: Insights from the Experts*. Westport, CT: Libraries Unlimited.

Required Technologies

Capabilities Required for Course Delivery and Student Participation: Blackboard; Microsoft Office or interoperable counterpart; standard CUA software; CUA library and information system accounts; ability to use ALADIN digital library resources. Every student should have daily access to a computer and high speed internet access.

Tools and Technologies Taught: This course presents the concept of technological innovation as a major factor in librarianship and information professions. It does not teach the use of specific technologies.

Other materials (e.g. lab supplies, calculators) with specifics of what is needed and how to obtain

None.

Libraries

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

Course Goals

The course goals are to:

1. Discuss the role of information in society
2. Examine the historical development of the role of information, libraries, and librarianship in society
3. Understand the role of libraries, archives, museums, and other information service organizations in society
4. Identify and discuss the core values and ethical principles associated with librarianship and related information professions
5. Explore the impact of multicultural and diverse populations on librarians and information professionals
6. Understand the policy issues related to the creation, dissemination, preservation, and use of Information

Course Objectives	SLIS Program Objectives (cf. http://slis.cua.edu/about/mission.cfm) The SLIS MSLS program develops graduates who:	Professional Competencies (cf. http://slis.cua.edu/res/docs/about/accreditation/documents/sliscompetenciesadvised20080326.pdf)
1. Demonstrate an understanding of the theoretical foundations of Library and Information Science.	Interpret and apply research results from library and information science and related fields; Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society	Professional Identity
2. Describe the major developments in the history of the role of libraries, and	Articulate the economic, political, cultural, and social importance of the information profession	

librarianship in society		
3. Articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom	Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field	
4. Identify major information-related social issues in contemporary society, and describe the various perspectives that characterize current debates on those issues.	Articulate the economic, political, cultural, and social importance of the information profession; Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society	

Professional Standards Addressed

With respect to the curriculum objectives stated in Section II of the Standards for Accreditation of Master's Programs in Library & Information Studies, 1992, this course addresses:

- *Development of library and information professionals who will assume an assertive role in providing services* by educating students in the role of librarians in modern society
- *An evolving body of knowledge that reflects the findings of basic and applied research from relevant fields* by incorporating current news and trends into the content of the course
- *The needs of a rapidly changing ... society* by exploring the breadth of contexts, roles, and contributions of librarians, and the influences affecting their role in society
- *Commitment to continuous professional growth* by exploring the dynamic forces at work that are continuing to change the tools and practice of librarianship, and the role of information in society

This course also addresses competencies A.8, B.6, D.3, and D.4 of the "Competencies for Information Professionals of the 21st Century," revised June 2003, by Eileen Abels, Rebecca Jones, John Latham, Dee Magnoni, Joanne Gard Marshall.

(<http://www.sla.org/content/learn/comp2003/index.cfm>):

"A.8 Advises the organization on copyright and intellectual property issues and compliance.

"B.6 Develops information policies for the organization regarding externally published and internally created information resources and advises on the implementation of these policies.

“D.3 Protects the information privacy of clients and maintains awareness of, and responses to, new challenges to privacy

“D.4 Maintains current awareness of emerging technologies that may not be currently relevant but may become relevant tools of future information resources, services or applications.”

In addition, the course addresses the Personal Competencies defined in the document by developing each student’s understanding of the strategic role of the information professional in any organization and in society at large.

Course Requirements

Assignments and their weighting in the overall course grade are:

- 1. Starting Point Paper (10%)** Each student will prepare a 500 – 1000 word paper summarizing the student’s views on the course topic after the first class meeting, and of the initial class discussion.
- 2. Midterm Exam (25%)** The midterm will be a take-home essay exam.
- 3. Term Research Paper (25%)** Each student will write a formal research paper (2000-4000 words) which discusses a significant issue confronting information professionals today. Topics may be selected from the areas covered in class or you may choose an issue of more personal interest that is relevant to the goals and objectives of this course. **You must submit a brief (no more than two paragraphs) topic proposal to the instructor for approval (see course schedule for due date.)**
- 4. Research Presentation (5%)** Students will present their research on the course website, and lead Knowledge Cafe discussions. This will be a peer-graded assignment. Each student will be responsible for grading others’ presentations and discussion leadership.
- 5. Final Exam (25%)** There will be a take-home final exam.
- 6. Class Participation (10%)** Each student's learning experience depends on active participation in classes and discussions. Regular attendance is expected. Those who contribute most to the course knowledge base will receive the highest grades in this area.

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from

<http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Other Policies or Expectations. Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Campus Resources for student support: (e.g. add contact information for library, tutoring center, writing center, counseling center)

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

Assessment

Assignment	Weight
Starting Point Paper	10%
Midterm Exam	25%
Written Term Research Project Report	25%
Research Discussion	5%
Final Exam	25%
Class Participation (Face to Face and Online)	10%
Total	100%

Based on scores for individual assignments, final letter grades will be assigned as follows:

93-100	A
91-92	A-
89-90	B+
82-88	B
80-81	B-
70-79	C
<70	F

University grades:

The University grading system is available at

<http://policies.cua.edu/academicundergrad/gradesfull.cfm#i> for undergraduates and <http://policies.cua.edu/academicgrad/gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

Course Schedule

Date	Class Number and Topic	Assignments
Jan. 12	Class 1: Introductions; Course overview; Course structure, operations, requirements	Read: Rubin, Ch. 1 Starting Point Paper Assigned Term Project Assigned
Jan. 19	Class 2: Survey of Information Science	Read: Rubin, Ch. 7; Bates; Zins Watch: Wesch Starting Point Paper due
Jan. 26	Class 3: Historical Development of Libraries	Read: Rubin, Ch. 2; Dana; Ranganathan, Chapter 1: The First Law, pp. 1-73 and Chapter 7: The Fifth Law Pages 382 – 416 Term Project Selection Due (ungraded)
Feb. 2	Class 4: Libraries as Organizations	Read: Rubin, Ch. 4, 5
Feb. 9	Class 5: Librarianship: Development of the Profession	Read: Rubin, Ch. 3; Abels; ALA Core Competencies; CUA SLIS Watch: Twogood
Feb. 16	Class 6: The Societal Roles of Libraries and Librarians	Read: Degyansky; Fish; Griffiths; Hoffman; Kelleher; Schneider
Feb. 23	Class 7: Midterm Exam (Take Home)	
March 1	Class 8: Technology, Change, and Libraries Knowledge Café with Guests	Read: Rubin, Ch. 6; Institute of Museum and Library Services; Siess; Gartner Group
March 8	No Class: Spring Break	
March 15	Class 9: Intellectual Property	Read: U.S. Copyright Office; Russell; University of Minnesota Watch: Aufderheide, Faden, Kenrg, Ron in D.C.
March 22	Class 10: Intellectual Freedom	Read: Rubin, Ch. 9; Asheim; Aiken; Dobija Written Term Project Reports Due
March 29	Class 11: Information Policy	Read: Rubin, Ch. 8; AAP; ALA Advocacy Resource Center; SIIA Week 1 Graded Term Projects Returned
April 5	No Class: Holy Thursday	

April 12	Class 12: Ethics and Values in Librarianship	Read: Rubin, Ch. 10; ALA (Code of Ethics); Gorman Week 2 Graded Term Projects Returned
April 19	Class 13: The Future of Information in Society, Week 1 Term Project Discussions	Read: Benkler; Haycock & Garner, Want Week 1 Project Summaries Due by Monday, April 16
April 26	Class 14: Course Wrapup, Week 2 Term Project Discussions	Week 2 Project Summaries Due by Monday, April 23
May 3	Take Home Final Exam	Due Thursday, May 3, 6:00 p.m.