

UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

L&I SCI 501: Foundations of Library and Information Studies
SYLLABUS

Summer 2023

Dr. Abigail L. Phillips

ONLINE

INSTRUCTOR INFORMATION

Abigail L. Phillips, MLIS, SLIS, PhD

Assistant Professor

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CATALOG DESCRIPTION

Introduction to library and information science (LIS); outline of the role of information agencies in modern society; overview of LIS research, policy, and practices. (3 credits)

GENERAL DESCRIPTION

An introduction to the profession of Library and Information Science (LIS), this required MLIS course provides a historical framework and summary of the role of libraries and other information agencies in modern society, describes the general knowledge creation and distribution cycle, introduces major issues of information policy and ethics, provides examples of libraries, library types, other information institutions, and introduces aspects of research and professional accomplishment and careers.

PREREQUISITES

Junior standing. Basic computer literacy as outlined in the SOIS policy is required.

OBJECTIVES AND RELATIVE ASSIGNMENTS

Upon completion of the course, students will be able to:

1. Articulate important developments in library and information science (LIS) as a discipline and profession (Webster, Careers Project, Issues Paper);
2. Assess the relative importance of services offered by a variety of information agency types (Careers Project, Issues Project);
3. Incorporate theoretical frameworks into understandings of LIS practice (Webster, Careers Project, Issues Project);
4. Analyze relationships between information technologies and the research and practice associated with library and information science (Webster, Careers Project, Web Collecting Project, Issues Project);
5. Assess the impacts of important social and political issues on the profession and the role of the profession in society (Careers Project, Issues Paper, Web Collecting Project);
6. Describe and evaluate relevant aspects of the activities and goals of the profession as a whole and select sub-groups within the profession (Careers Project, Issues Paper);
7. Articulate the importance of professional statements, codes of ethics and professional values (Careers Project, IF assignment).
8. Format formal papers with the American Psychological Association style (Careers Project, Issues Paper);
9. Access and evaluate appropriate information sources as needed by topic (Careers Project, Issues Paper).

COMPETENCIES

ALA's Core Competencies of Librarianship

- 1A. The ethics, values, and foundational principles of the library and information profession.
- 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- 1C. The history of libraries and librarianship.
- 1E. Current types of libraries (school, public, academic, special, etc.) and closely related information agencies.
- 1F. National and international social, public, information, economic, and cultural policies, and trends of significance to the library and information profession.
- 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
- 1J. Effective communication techniques (verbal and written).
- 1K. Certification and/or licensure requirements of specialized areas of the profession.

METHOD OF INSTRUCTION

A mixture of (brief) lectures, guest speakers, weekly class discussions, and assignments

READINGS:

NO REQUIRED TEXT! Readings (articles, book chapters, blog posts, etc.) can be found in Canvas. Please let me know if you have any issues locating them or accessing the links.

EMAIL NOTICE:

Please include **501** the subject heading of any email to me. This helps me recognize your emails and respond quickly.

COURSE WORKLOAD

This course will require 150 hours for the semester; approximately 10 hours per week.

COURSE SCHEDULE

WEEK/DATE	TOPICS	READINGS
Week 1: 5/30	Course Overview; Introduction to Library and Information Science (LIS)	<ul style="list-style-type: none">• Read Syllabus!• Review the Canvas course site!• Reading: Rubin, R., Rubin, R. G., & Alire, C. A. (2020). Chapter 1: Knowledge Infrastructure. <i>In Foundations of library and information science / Richard E. Rubin and Rachel G. Rubin ; foreword</i>

		<p>by Camila A. Alire. (Fifth edition.). ALA Neal-Schuman.</p> <ul style="list-style-type: none"> • Watch - Introduction to Critical Thinking
<p>Week 2: 6/6</p>	<p>Information Ethics</p>	<ul style="list-style-type: none"> • Reading: Roeschley, A., & Khader, M. (2020). Defining data ethics in library and information science. In <i>iConference 2020 Proceedings</i>, 8. iSchools. • Reading: Ferguson, S., Thornley, C., & Gibb, F. (2016). Beyond codes of ethics: How library and information professionals navigate ethical dilemmas in a complex and dynamic information environment. <i>International Journal of Information Management</i>, 36(4), 543-556. • Reading: Noble, S. U. (2018). A society, searching. In <i>Algorithms of Oppression</i>. NYU Press. • Take a browse through UWM Libraries: Information Literacy Tutorial • ALA Ethics (On Going Hot Topic!)
<p>Week 3: 6/13</p>	<p>Fundamental Concepts of Information</p> <p>Critical Thinking and Webster Article Due 6/19</p>	<ul style="list-style-type: none"> • Reading: Webster, F. (2009). Information society. In <i>Encyclopedia of Library and Information Sciences</i>, 3rd Edition. New York, NY: Taylor and Francis.
<p>Week 4: 6/20</p>	<p>History of Information Agencies & Technologies</p>	<ul style="list-style-type: none"> • Reading: Wiegand, W. A. (1999). Tunnel vision and blind spots: What the past tells us about the present; reflections on the twentieth-century history of American librarianship. <i>The Library Quarterly</i>, 69(1), 1-32.
<p>Week 5: 6/27</p>	<p>The LIS Profession</p>	<ul style="list-style-type: none"> • Reading: Gaines, A. (2014). Chapter 4: That's women's work: Pink-collar professions, gender, and the librarian stereotype. In N. Pagowsky & M.

	Prompt Sheet for Careers Assignment Due 7/3	Rigby (Eds.), <i>The librarian stereotype: Deconstructing perceptions and presentations of information work</i> . Atlanta, GA: Association of College and Research Libraries.
Week 6: 7/4	Information Agencies: Libraries, Archives, and Records Centers	<ul style="list-style-type: none"> • Reading: Colson, J. (1968). On the education of archivists and librarians. <i>The American Archivist</i>, 31(2), 167-174. • Reading: Morse, N. (2018). Patterns of accountability: An organizational approach to community engagement in museums. <i>Museum and Society</i>, 16(2), 171-186.
Week 7: 7/11	Information Needs Thesis/Outline/References Due 7/17	<ul style="list-style-type: none"> • Reading: Case, D. (2002). Chapter 4: Information needs and information seeking. <i>Looking for information: A survey of research on information seeking, needs, and behavior</i>. New York, NY: Academic Press. • Reading: Chatman, E. A. (1996). The impoverished life world of outsiders. <i>Journal of the American Society for information science</i>, 47(3), 193-206.
Week 8: 7/18	Information Services: Reference, Research, and Collection Development Group Project: Online Collections on Community Engagement Due 7/24	<ul style="list-style-type: none"> • Reading: Bradford, R. (2019). Modern collection development: The mission remains the same. <i>Public Libraries</i>, 58(1), 33–36. • Read Blog Post: Cronk, L. (2017, December). To new collections librarians. <i>Letters to a Young Librarian</i>. Retrieved from http://letterstoayounglibrarian.blogspot.com/2017/12/to-new-collections-librarians-by.html • Reading: <i>Calling Bullshit</i> (Roam around this amazing and actual course at the University of Washington).
Week 9: 7/25	<i>Group Projects: Presentation of Projects on Community Engagement Web Collecting</i>	
Week 10: 8/1	Intellectual Freedom	<ul style="list-style-type: none"> • Reading: Kozak, N. I. (2019). “I Can’t Have That in There”: Little Free Library Stewards and Intellectual Freedom. <i>The Library Quarterly</i>, 89(3), 185-202. • Reading: Knox, E. (2020). Intellectual Freedom and Social Justice: Tensions Between Core

		Values in American Librarianship. <i>Open Information Science</i> , 4(1), 1-10.
Week 11: 8/8	Information Policy IF Case Study Write Up Due 8/14	<ul style="list-style-type: none"> • Reading: Jaeger, Bertot, Thompson, Katz, DeCoster. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. <i>Public Library Quarterly</i>, 31(1), 1-20.
Week 12: 8/15	Critical Librarianship, Critical Thinking, and Informed Librarianship Issues Paper Due 8/21	<ul style="list-style-type: none"> • Read Blog Post: McElroy, K. (2017). But how do we do critical librarianship?. <i>OLA Quarterly</i>, 23(2), 6-8. • Reading: Chou, R. L. & Pho. A. (2017). Intersectionality at the reference desk: Lived experiences of women of color librarians. In Maria T. Accardi (Ed.), <i>The feminist reference desk: Concepts, critiques, and conversations</i>. Sacramento, CA: Library Juice Press. • Reading: Kinsley, R.P. (2016). Inclusion in museums: A matter of social justice. <i>Museum Management and Curatorship</i>, 31(5), 474-490.

ASSIGNMENTS

Assignments should be turned in on time as indicated in this syllabus. However, I do provide a one-day grace period. Thereafter, grades will be reduced for late papers. Assignments will not be graded ten day past the due date. If you have any issue with an assignment or your ability to turn it in on time, please email me as soon as possible. We can figure out where to go from there. Otherwise, if I hear nothing, I will assume you are not turning in an assignment.

Please do not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course. ***Plagiarism is serious academic misconduct and includes re-using or “updating” the research of others and presenting it as your own, either in whole or in part.*** Please cite your sources! Avoid excessive use of quotations. This will result in points deducted from your grade. Quotations should not be used to fill up space.

You must use APA style for papers. This style includes such elements as paper structure, font, in-text citations and bibliographic formats. No footnotes in APA, Humanities friends. It is expected students will consult and appropriately cite the research and professional literature where merited.

Webster Article & Critical Thinking

Due 6/19

Using the critical thinking worksheet available on Canvas, analyze the Webster's *Information Society* article. Answer the questions posed in the worksheet to the best of your ability, and then upload your sheet to the designated Canvas assignment page. The purpose of this exercise is to help you manage your encounters with academic writing, approach it *critically*, and hone your critical thinking skills.

Careers in Library and Information Science

Due 7/3

This assignment will provide you the opportunity to analyze the range and prospects of one LIS career specialty. While you may eventually pursue this or another direction, such preparation sets the stage for future analysis and should equip you with tools you will find useful as you launch your professional career. You also gain experience in using the Golda Meir Library online resources, such as databases and encyclopedias. Additionally, you will become familiar with the APA style manual. The *prompt sheet* will help you identify critical resources to assist in your work. Note that the prompt sheet requires **5** articles with annotations, **2** of which must be scholarly (remember, peer-reviewed articles).

Thesis Statement/Outline/References Assignment

Due 7/17

At the end of this semester, you will write a **scholarly research paper** on an issue of current professional interest as your final assignment. The Thesis Statement/Outline/References assignment will help you prepare for and write your final Issues paper. Examples of some topics for this paper that could be used include:

- How the Internet or digital libraries have benefited and competed with a traditional information agency (e.g., library, archive, records center, museum) of your choice;
- Privacy and libraries;
- Materials licensing in libraries;
- Cloud computing;
- The changing nature of information literacy in the 21st century;
- The changing nature of scholarly publishing in the 21st century;
- An issue of information ethics and how it is dealt with in the information professions;
- Copyright and the creative commons;
- Principles of intellectual freedom for adults or youth;
- Diverse user populations and their information needs and seeking behavior and how an information agency may serve those needs.

Other topics may be investigated but must be first be approved by the instructor.

Your thesis/outline/sources assignment should:

- Include a thesis statement of **not more than 3 sentences**
- Include a **formal, well organized** outline
- Provide a **list of 20 resources/articles** you plan to use for the essay, formatted according to the APA style manual. **Please include at least 2 scholarly articles.**

Group Project: Collecting Community Engagement Online Resources

Due 7/24

This group project engages students in the team development of a set of 10 different online resources related to some aspect of the topic of community engagement. The project should include:

- A topic statement focused on community engagement and information service – First, what **is** community engagement, anyway? Then, what specific topic these resources represent and why the subject is of value.
- A scope statement – what **about** the specific topic are you collecting? For instance, you won't collect everything on community engagement so, how are you going to limit it, and why?
- A statement of standards – how do you evaluate the value of the web sites?
- Collection strategy – how did you ID them? How did you find them? (database resources, search terms, etc.)
- A set of **10** resources related to your topic
- Present your collection in an attractive / interesting way that can be reviewed later. If the presentation is through PowerPoint, there should be an audio component. Upload a copy to the designated Canvas discussion board.

The team should decide how they will present their collection to the rest of the class. Be creative! These presentations should be more than a simple PowerPoint. This presentation will be posted to Canvas for class discussion.

Intellectual Freedom Case Study

Due 8/14

Select one of the case studies available on the Canvas Assignments tab. Each of these cases is taken from a real world situation. Drawing on your readings, identify the relevant issues in the case. What other information could inform how you understand the issues? How would you proceed? Remember this is a critical thinking. Please use at least 5 references (*scholarly or practitioner publications*) to help support your argument. This paper should be approximately 1,000 words.

Issues in the Profession Paper

Final paper due 8/21

For the final assignment, you will write a **research** paper on an issue of current professional interest. Examples of topics that may be used include:

- How the Internet or digital libraries have benefited and competed with a traditional information agency (e.g., library, archive, records center, museum) of your choice;

- Privacy and libraries;
- Materials licensing in libraries;
- Cloud computing;
- The changing nature of information literacy in the 21st century;
- The changing nature of scholarly publishing in the 21st century;
- An issue of information ethics and how it is dealt with in the information professions;
- Copyright and the creative commons;
- Principles of intellectual freedom for adults or youth;
- Diverse user populations and their information needs and seeking behavior and how an information agency may serve those needs.

Other topics are welcomed to be researched but must be first be approved by the instructor.

Students taking the class for graduate credit should submit a paper of approximately 3,500 words, plus the list of references they read and used for the essay. Those taking the class for undergraduate credit should submit a paper of approximately 2,500 words, plus references in **APA citation style**. Your essay should reference appropriate scholarly and professional sources on the topic selected. At the end of your paper, make sure to include a reference list. All references listed must be **cited** in your paper. **Please use APA Style format for your paper. References and title page** are not included in the word count.

CLASS PARTICIPATION/DISCUSSION:

Participation in weekly class discussions is expected of all students. Much of the learning in any course (online or F2F) takes place in the exchange of ideas and experiences that takes place in one on one exchange. Discussions demonstrate your degree of engagement with the readings and weighs heavily in your final course grade.

EVALUATION:

Assignment	Grad level points	Undergrad level points
Webster & Critical Thinking	5	10
Careers Assignment	10	10
Issues Thesis Outline & References	10	15
Group Web Collecting Project	20	20
IF Case Study paper	10	10
Issues paper	25	15
Weekly Participation/Discussion	20	20
Total points	100	100

GRADING SCALE:

96-100	A	74-76	C
91-95	A-	70-73	C-
87-90	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	Below 60	F

GRADING

My goal is to have your papers graded at least two weeks after submission. However, I will be traveling for conferences at times which will impacted how quickly I can grade. I will keep you posted on when I will be traveling.

GRADE REQUIREMENT FOR MLIS STUDENTS

If you are pursuing an MLIS degree, you need to earn at least a **B** (84 points) to pass the course. See the policy at: <http://www.uwm.edu/Dept/SOIS/academics/mlisrequirements.html>

INSTRUCTOR POLICIES

Student Emotional and Mental Health: It is important to me that you succeed in this course. If there are any circumstances that occur during the semester (e.g. personal issues, anxiety, depression, hospitalization, etc.), please let me know. You do not need to go into detail, but I want you to know that I understand and support you. There are many resources available to you nationally and locally (wherever you live). Please email me/reach out to me if you would like to discuss these resources or anything that will impact your success in this course or at UWM. I have uploaded a PDF of resources on mental health, sexual assault, abuse, and others available to you on our Canvas course site. You are not alone.

Canvas and Student Privacy. This course utilizes the learning management system Canvas to facilitate online learning. Canvas provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) but may be used for student evaluation.

UWM AND SOIS ACADEMIC POLICIES

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

Undergraduates may also find the ***Panther Planner and Undergraduate Student Handbook*** useful (<https://uwm.edu/studenthandbook/>).

For graduate students, there are additional guidelines from the Graduate School (<https://uwm.edu/graduateschool/masters-toolbox/>) including those found in the *Graduate Student and Faculty Handbook*: <https://uwm.edu/graduateschool/masters-requirements/>. **Students with disabilities.** If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (<http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html>), important components of which are expressed here: <https://uwm.edu/arc/current-students/>.

Students with special test and note-taking needs must contact the instructor as early as possible for accommodations. No accommodations will be made without prior approval through UWM VISA program and should be arranged before the start of class.

Religious observances. Students' sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/07/S-1-5-ACCOMMODATION-OF-RELIGIOUS-BELIEFS-FINAL.pdf>. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see <https://uwm.edu/onestop/students-called-to-active-duty/>), including provisions for refunds, readmission, grading, and other situations.

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student's control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (<https://uwm.edu/secu/wp-content/uploads/sites/122/2018/05/S-31-INCOMPLETE-GRADES-Clean-1.pdf>).

Discriminatory conduct (such as sexual harassment). UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (<https://uwm.edu/equity-diversity-services/policies/discriminatory-conduct-policy/>) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

Academic misconduct. Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (<https://uwm.edu/deanofstudents/conduct/academic-misconduct/>) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

Complaints. Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (<https://uwm.edu/secu/wp-content/uploads/sites/122/2016/07/S-28-Grade-Appeals-by-Students-FINAL.pdf>).

Examinations, Finals. The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (<https://uwm.edu/onestop/enrolling/final-exam-schedule/>).

SCHOOL OF INFORMATION STUDIES STATEMENT ON EQUITY, DIVERSITY AND INCLUSION

The UW-Milwaukee School of Information Studies (SOIS) acknowledges the educational and social benefits that flow from having a diverse faculty, staff, and student body committed to inclusion and equity. The concept of diversity includes but is not limited to race, ethnicity, culture, national origin, gender, gender identity, sexual orientation, socio-economic status, age, disability, religious belief, and political belief. We welcome the opportunity to enrich our individual and collective experiences. (<https://uwm.edu/informationstudies/resources/diversity/>)

INDIGENOUS LAND ACKNOWLEDGEMENT

We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida, and Mohican nations remain present.