LS 501
Introduction to Library and Information Studies
FALL 2013

Instructor: Miriam Sweeney, PhD
Contact: mesweeney1@ua.edu, 205-348-1522 (office), 217-377-9628 (cell)
Office Hours: Tuesdays, 12-2pm (or by appointment), Gorgas 526c
Course Meets: Tuesdays, 9:00am – 11:45am, SLIS 503.

I. Catalog Description

Required course designed to provide the student with a broad background in library and information studies. LS 501 must be taken in the first 12 hours of a student’s program. Through a variety of instructional methods, this course examines three interrelated themes: the nature of the library and information profession; issues of intellectual freedom and access to information; and the impact of technology on society and the profession.

II. Course Objectives

Upon completion of the course, students will have developed
1. an integrated view of the basic functions of libraries and information organizations of several types;
2. an understanding of the relationships among social, political, economic, technical, and legal influences on the information professions;
3. an appreciation of the similarities and differences among organizations in which library and information work is performed;
4. knowledge of landmarks and important figures in library and information science;
5. an understanding of the nature of the profession, professional ethics, and the value and role of professional organizations;
6. the ability to relate information services and products, and issues of access to them, to user needs;
7. the ability to demonstrate an understanding of the role of information services from a multicultural perspective;
8. the ability to anticipate and adapt to change, both societal and technological, through informed opinions based on intellectual inquiry and critical analysis;
9. familiarity with the literature of the field of library and information studies;
10. knowledge of the relationship of library and information studies to other professions and fields of inquiry;
11. an understanding of current trends and important issues in the field; and
12. an enlarged view of the breadth of the field for practice, research, and development.

III. Format for Instruction
A. Required Texts
All readings will be made available electronically through either our course management system, Blackboard Learn, or through the university e-reserves. No textbook is required for this course.

B. Expectations for Class Preparation

Reading assignments should be completed before class on the day assigned so the student is prepared to participate in class discussion. If you are a student with a disability and would like to discuss special academic accommodations, please contact the instructors during their office hours or via email at the beginning of the semester. Students are expected to bring the assigned readings to class the day they are being discussed. You may print them out or have them on an electronic device.

IV. Course Policies

A. Evaluation for Assignments

All assignments will be graded. The following point values are possible for the assignments and for participation:

90-100% = A
80-89% = B
70-79% = C
<70% = F

A grade of I (Incomplete) is reserved for emergencies that occur at the end of the semester or that unexpectedly preclude the student from completing the course on time. The instructor will not prearrange grades of Incomplete for convenience.

C. Participation and Attendance

This course is based on the strength and depth of our in-class discussions. Students are expected to be active participants in every class, coming prepared with thoughts and comments on our readings. There will be opportunities to participate online in our course space as well. You are expected to attend class each week. If you are going to miss a class due to illness, business obligations, family concerns, etc., please let me know so that arrangements can be made for you to make up the work missed. Repeated, unexcused absences will result in the loss of points for participation and a lower final grade in the course. Please be on time! When you arrive late, you miss valuable information and disrupt the class.

D. Inclusion Policy

This class shall maintain professional language use and practice respectful engagement towards course topics and classmates. Sexism, racism, heterosexism, homophobia, ageism, ableism, disrespect toward any religion, gender identity expression, or any other
affiliation will not be tolerated. It is important that our class space is a comfortable place for everyone. Let us strive to use language that is inclusive of all people.

E. Disability Policy

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

F. Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
• Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
• Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvuatv.com/content/weather. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

G. Policy on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.

IV. Assignments

General

All assignments are due before class on the due date listed, unless otherwise stated.

All assignments will be turned in to the Blackboard Learn course space. Please make sure assignments are typed in a regular 12-point font (e.g. Comic Sans is not a victimless crime) double-spaced with 1-inch margins. Properly label your work with: (1) your first and last name, (2) course title/number, (3) generic assignment description (e.g., “Response paper - Topic”), and (4) date. In addition, all of your pages should be numbered with the exception of your title page. Your assignment filename should include your last name and assignment (e.g. Sweeney_Response1.docx).
Journals in L & IS  
Due February 4th

Deliverable: 3 page paper

This assignment gives the student the opportunity to examine 2 important journals in library and information science and to compare and contrast them while considering the relative utility of each journal to the practicing librarian or information specialist.

Obtain a print copy of each journal and examine it. The journals to be examined are *Library Journal* and *Journal of the American Society for Information Science & Technology (Journal of the American Society for Information Science prior to the title change)*. The age of the journal issue to be examined is not important, but the student should examine a print-on-paper copy of the journal.

Compare and contrast the journals.

Present your comparison of various attributes of the journals in part 1 of a three-page paper.

After you have completed the comparison of the two journals, discuss in part 2 of the brief paper the relative utility or value of each journal to the practicing librarian or information specialist.

Article Analysis Posting  
Due March 4th

Deliverable: A 500 word post to the Article Analysis discussion forum.

Find one article or chapter from a book on one of the topics covered in the course that is not on the course reading list, but in your judgment, would be a suitable addition to the reading list and post on the designated discussion forum on the class Blackboard Learn site.

Provide full citation to the article, with access information if it is available electronically including any persistent URLs or links that can be provided, along with a summary and a critical analysis of the content of the article indicating why you find the article relevant to the topic covered in class.

You should note the strengths and the weaknesses of the article you selected and how it fits with articles that are on the reading list on the topic.
Tip: Compose these in Word first then paste into the discussion post to avoid timing out and losing material as you write in Blackboard Learn.

Policy Tracking Paper
Due April 1st

Deliverable: 7-8 page paper.

This assignment gives the student experience in researching legislation and important issues impacting the information professions. Select one of the topics below 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 four sections:

- Section 1: An executive summary of the policy issue in question, indicating relevance to the information profession;
- Section 2: An overview of the relevant background and current status of the issue including any recent developments up to the week before your assignment is due. Identify various stakeholder and interest groups for the issues and present any conflicting viewpoints on the policy.
- Section 3: Recommend a strategy for staying current on the issue you have reviewed.
- Section 4: A bibliography of sources used should also be provided and a standard bibliographic format should be used consistently. This should not be the same as Section 3 of the paper.

Select ONE of the following information policies for this assignment:

- Freedom of Information Act
- CISPA
- SOPA
- Network Neutrality Legislation

Final Project
Due April 28th

Deliverable: An informational website. URL should be posted to the Final Projects discussion forum in Blackboard Learn.

In the spirit of exploring the landscape of LIS, this assignment allows the student to investigate an area of LIS that was not covered in the course.
The website will be graded on how thoroughly it addresses the following criteria:

- provides a thorough overview of the topic including background, current status, points of contention or controversy
- provides resources for anyone who wants to know more about the topic (agencies and institutions, government resources, web resources, scholarly articles, news media, etc.)
- provides a list of references used for the site content
- presents the information in an organized, accessible way
- makes use of an integrated social media element (twitter, goodreads, facebook, etc) in a way that advances interaction with, or understanding of the topic

You may use whatever web platform you are comfortable with (wordpress, weebly, blogger, etc.).

Possible topics include:
1. Outsourcing and Privatization of Memory Institutions
2. Digital Public Library of America (DPLA) and Hathi Trust
3. World Trade Organization (WTO) and World Intellectual Property Organization (WIPO)
4. Ethical Issues in Data Curation
5. Demand Driven Acquisition
6. Role of Social Media in Memory Institutions
7. Terms of Service (TOS) and End-user license agreements (EULAs)
8. Labor Unions and Libraries
9. State Library Agencies
10. Library as Place

(Additional topics may be considered with approval of instructor.)

Students are required to schedule at least one consultation with the instructor during the semester to ensure good progress on the project and address any challenges/questions.

Weekly Participation
Due: Ongoing

Participation will be tracked throughout the semester and includes attendance and active engagement in the course materials. Participation can be demonstrated by contributing to our class discussions and activities, and by contributing to our Blackboard course space. Students who are prepared for class and demonstrate this by contributing regularly and thoughtfully should easily meet these requirements.

Assignment Values

Journals in L & IS 10%
V. Course Reading Schedule

Changes are likely, so updates will be issued from time to time. They will always be announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1-14</td>
<td><strong>Introductions, Syllabus, “What are we doing here?”</strong>&lt;br&gt;Check out my blog post on <a href="#">“How to Read for Grad School”</a> for strategies for approaching our reading schedule.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1-28</td>
<td><strong>Technologies of Dissemination and Use</strong></td>
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<tr>
<td>4</td>
<td>2-4</td>
<td><strong>Perspectives on library history</strong></td>
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</tbody>
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*Explore:*

| 5 | 2-11 | **Memory Institutions: Museums and Archives**

*Read:*


*In Class:*
“Couple in a Cage” movie

| 6 | 2-18 | **Intellectual Freedom and Censorship**

*Read:*


Mill, John Stuart. *Of the Liberty of Thought and Discussion,* Chapter 2 in On Liberty. (Originally published in 1869. Available in many places if you do not want the linked Web copy.)

**Explore:**


<table>
<thead>
<tr>
<th>7</th>
<th>2-25</th>
<th><strong>Economics and Valuing Memory Institutions</strong></th>
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<tbody>
<tr>
<td><strong>Read:</strong></td>
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<tr>
<td><strong>Explore:</strong></td>
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<td>LibValue: a resource for &quot;valuing&quot; academic libraries. A rich website that gives a clear sense of the approach academic libraries are currently</td>
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following. Please spend 10-15 minutes exploring this site.

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<th>8</th>
<th>3-4</th>
<th><strong>CLASS DOES NOT MEET</strong></th>
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<tr>
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<td>In lieu of class:</td>
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<td>Go to the Article Analysis forum. Read and</td>
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<td>comment on at least TWO of your colleagues’</td>
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<td>Article Analysis papers. Counts towards class</td>
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<td>participation grade.</td>
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<tr>
<th>9</th>
<th>3-11</th>
<th>Social responsibility: diversity and inclusion in LIS</th>
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<tr>
<td></td>
<td></td>
<td><strong>Read:</strong></td>
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<td>Diversity, inclusion, and underrepresented populations in LIS research. The Library Quarterly, 80(2), 175–181.</td>
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<td><strong>Explore:</strong></td>
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<tr>
<th>10</th>
<th>3-18</th>
<th>Social responsibility: libraries and the poor</th>
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<td></td>
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<td><strong>Read:</strong></td>
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**Explore:**

Berman, Sanford. "Classism in the Stacks: Libraries and Poor People." (Berman is former head of cataloging at Hennepin County Library), in Street Spirit a publication of the American Friends Service Committee. February 2006.

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<tr>
<td>11</td>
<td>3-25</td>
<td>SPRING BREAK- NO CLASS</td>
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<tr>
<td>12</td>
<td>4-1</td>
<td><strong>Scholarly Communication</strong></td>
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*Read:*


**Guest Speaker:**

Dan Waterman, Editor-in-Chief

Policy Tracking Paper Assignment DUE
13  4-8  Information Policies: Intellectual Property and Copyright

Read:


There are several primers on copyright. I am having you look at Stanford Copyright and Fair Use because of the detail on fair use:

   Chapter 0 "Copyright FAQs"
   Chapter 9 "Fair Use"

Explore:

Creative Commons

The Public Domain Manifesto

American Library Association also provides basic information at http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm

Cornell University Law School provides a brief definition of copyright law with good links to key cases.

14  4-15  Information Policies: PATRIOT ACT, Surveillance, and Libraries
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<th>Notes</th>
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| 15   | 4-22  | **Data Management: Secrecy and Privacy**

**Read:**


*Explore:*


- Kalev Leetaru and Scott Althaus. "Airbrushing History, American Style," University of Illinois at Urbana-Champaign (November 25, 2008)


*Explore:*

- [Link](http://www.lockss.org/)


16   | 4-29  | **FINALS WEEK- NO CLASS**

Final Projects DUE 4/28
|   |   | (Monday) by Midnight |