

**GRADLIS 9001A 650 Perspectives on Library & Information Science**  
**MLIS Program, Faculty of Information & Media Studies, Western University**  
**Fall 2022**  
**Senate Outline**

**1. Course Information**

Course name and number: GRADLIS 9001A 650 GF22 Perspectives on Library & Information Science  
Time: ONLINE, asynchronous classes 12 September – 12 December 2022 [weekly modules to be released on Mondays, 9:00 am.]  
Location: online via OWL  
Available at: <https://owl.uwo.ca/portal/site/ba7308a6-1d65-4356-9c9d-33d02ff09c91>

**2. Instructor Information**

Paulette Rothbauer, Associate Professor, email: [prothba2@uwo.ca](mailto:prothba2@uwo.ca)  
Zoom meetings by appointment (see course site)

**Course Teaching Assistant:**

Alec Mullender, LIS PhD student, email: [amullend@uwo.ca](mailto:amullend@uwo.ca)

**3. Course Description**

This course is an overview of issues, perspectives, and concerns of importance to information professionals and the discipline of library and information science. It provides an introduction to different information environments and considers the social, political, economic, cultural, historical, and intellectual contexts of information.

**Course format:** This course will run fully online with new weekly modules being released on Mondays at 9:00 am. Students are expected to read the assigned articles and chapters, to watch videos and/or listen to podcasts as well as to complete all class exercises and assignments. While this course is designed to be asynchronous students will be required to consult with other students, with the teaching assistant, and with the instructor which may require synchronous meetings during the hours of 9:00 am-9:00 pm ET.

**Enrollment restrictions:** Enrollment in this course is restricted to graduate students in the Master of Library and Information Science program at Western.

**GRADUATE COURSE LEVEL LEARNING OUTCOMES/OBJECTIVES**

Upon successful completion of readings, assignments, and class participation, students will be able to:

1. Demonstrate a critical awareness of professional values, ethics, and standards (PLLO 3)
2. Critically analyze and synthesize key themes and ideas in foundational texts of the field (PLLO 2, 9, 5)
3. Construct coherent arguments in a written form about major current information issues and how they impact the professions (PLLO 1, 9)
4. Demonstrate a deep understanding through discussion of the various contextual factors that affect the information professions and the field of library and information science (LIS) (PLLO 5, 9)

\*PLLO: [Program Level Learning Outcomes](#)

**Course timeline**

Asynchronous modules to be released on Mondays [topics tentative]

Class 1: Monday, September 12:	LIS and the Infosphere
Class 2: Monday, September 19:	Defining Information/LIS professions
Class 3: Monday, September 26:	Information & Democracy
Class 4: Monday, October 3:	Indigenous Peoples and Information; Data Sovereignty
Class 5: Tuesday, October 11:	Anti-Racism, Whiteness, Decolonization & LIS: Knowledge Justice
Class 6: Monday, October 17:	Social Justice and Information Activism
Class 7: Monday, October 24:	Open Access/Open Knowledge & Scholarly Communication
October 31-November 4:	Research Week - no class meeting
Class 8: Monday, November 7:	Copyright

Class 9: Monday, November 14: Surveillance, Privacy & LIS  
Class 10: Monday, November 21: Digitization/Digitization Projects  
Class 11: Monday, November 28: Labour and LIS  
Class 12: Monday, December 5: Holistic Librarianship  
Class 13: Monday, December 14 : Values and Ethics of/for LIS

**Course Requirements:** In addition to weighted (i.e., “graded”) assignments, students are required to complete all work for all modules including any required forum postings, and module exercises including those that will not be formally graded. Failure to complete any of the ungraded class exercises may result in failure for the participation/discussion grade. Small group meetings, discussions, and forum facilitation will be required. Students are expected to complete all module work on a weekly basis.

Grading follows the [Grading Guidelines published in the MLIS Graduate Student Handbook](#).

#### **4. Course Materials**

All required readings are available electronically through the course OWL site. Use of additional digital resources from Western Libraries and FIMS Graduate Library will be required.

#### **5. Methods of Evaluation (FINAL, 2 September, and different from original Senate outline)**

Participation, Discussion = 10%, weekly throughout term  
Reading Reports = 30% (6 x 5%)  
Reflection Paper = 10% [due Week 13]  
Topical papers x 2 = 50% (2 x 25%) [due Week 4, Week 8, or Week 12]

#### **6. Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

See also the section on [Academic Offences in the MLIS Student Handbook](#).

#### **7. Support Services**

##### **Health/Wellness Services**

Students who are in emotional/mental distress should refer to Mental Health@Western:  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

##### **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.