



# LIS 9001: Perspectives on Library and Information Science Summer 2024

## INSTRUCTORS

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## COURSE TIMES

**Classes: FNB 3220, Wednesdays, 1:30 – 4:30 pm**

## 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, resources, and practices, and considers the social, political, economic, cultural, historical, and intellectual contexts of information.

## COURSE 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 (program level learning outcomes, 3)
2. Critically analyze and synthesize key themes and ideas in foundational texts of the field (program level learning outcomes, 2, 9, 5)
3. Construct coherent arguments in a written form about major current information issues and how they impact the professions (program level learning outcomes, 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) (program level learning outcomes, 5, 9)

**TEXTS**

There is no required textbook for the course. Readings will be assigned from a selection of books and articles on reserve on the Brightspace Course Website. [Link](#)

**EVALUATION**

Evaluation of assignments is based on the *MLIS Guidelines to the Grade Range*, available on the Student section of the FIMS Intranet.

<b><u>Assignment</u></b>	<b><u>Percentage</u></b>	<b><u>Date</u></b>
<b>Why LIS? Reflection</b>	<b>15 %</b>	<b>May 15</b>
<b>Project Proposal</b>	<b>15 %</b>	<b>June 5</b>
<b>Introduction and Annotated Bibliography</b>	<b>15 %</b>	<b>June 19</b>
<b>First Draft</b>	<b>0 %</b>	<b>July 10</b>
<b>Peer Review</b>	<b>15 %</b>	<b>July 24</b>
<b>Final Project</b>	<b>25 %</b>	<b>Aug 7</b>
<b>Participation</b>	<b>15 %</b>	
	<b>100 %</b>	

Participation marks are awarded for substantive, constructive participation in class, including discussion, asking questions, making observations, etc.

**ASSIGNMENTS**

Assignments are to be **submitted before the beginning of class (at 1:30 p.m.)** on the indicated date. Late assignments will be penalized. Extensions will only be considered for extenuating circumstances and provided that you make the request to the Instructor at least two days in advance of the assignment due date. Late assignments that have not been granted an extension will not be accepted beyond the class in which they are discussed. Appeals regarding graded assignments must be made within 2 weeks of receiving the graded assignment.

**COURSE OUTLINE**

<b>Lecture</b>	<b>Date</b>	<b>Assignments Due</b>	<b>Topics/Readings</b>
<b>1</b>	<b>May 8</b>		Introduction. Objectives of the course. Objectives of the program. LIS resources. What discipline is LIS? <b>Readings:</b> <ul style="list-style-type: none"> <li>• ALA. (2008). <i>Library Specialties</i>. <a href="#">Link</a></li> <li>• Kait. (2019). <i>Hack Your Program</i>. <a href="#">Link</a></li> <li>• Yudkowsky. (2007). <i>Expecting Short Inferential Distances</i>. <a href="#">Link</a></li> </ul>
<b>2</b>	<b>May 15</b>	<b>Why LIS? Reflection</b>	Professional Identity: Is Librarianship a Profession? Vocational Awe & Deprofessionalization <b>Readings:</b> <ul style="list-style-type: none"> <li>• Bates, M. J. (1999). The invisible substrate of information</li> </ul>

			<p>science. <i>Journal of the American society for information science</i>, 50(12), 1043-1050. PDF on Brightspace</p> <ul style="list-style-type: none"> <li>• Bellamy, L. (2015). <i>Constructing a Personal Philosophy of Librarianship</i>. <a href="#">Link</a></li> <li>• Ettarh, F. (2018). Vocational awe and librarianship: The lies we tell ourselves. <i>the Library with the Lead Pipe</i>, 10. <a href="#">Link</a></li> </ul>
<b>3</b>	<b>May 22</b>		<p>Values and Ethics of Librarianship: Freedom of Expression, Neutrality, Social Responsibility, Universality and Equality of Access</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• ALA. (2006). <i>Core Values of Librarianship</i>. <a href="#">Link</a></li> <li>• Guest. (2011). What is there to argue about in library science? Well, how about everything. <a href="#">Link</a></li> </ul>
<b>4</b>	<b>May 29</b>		<p>Indigenous Peoples and Knowledge, TRC guidelines for Libraries, and Indigenous Data Sovereignty</p> <p>GUEST LECTURE: Danica Pawlick-Potts</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• CFLA-FCAB. (2016). <i>Truth and Reconciliation Report and Recommendations</i>. Pages 1-8 <a href="#">Link</a></li> <li>• Younging, G. (2016). The traditional knowledge–intellectual property interface. <i>Indigenous Notions of Ownership and Libraries, Archives and Museums</i>, 166, 67. PDF on Brightspace</li> </ul>
<b>5</b>	<b>June 5</b>	<b>Project Proposal</b>	<p>IN-CLASS CONFERENCE ATTENDANCE: <a href="#">CAIS 2024</a></p> <p>Else: Information Behaviour and Practice</p>
<b>6</b>	<b>June 12</b>		<p>The Information Society and the Political Economy of Librarianship</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Birdsall, W. F. (2000). A political economy of librarianship?. <i>Hermes: revue critique</i>, 6. PDF on Brightspace</li> <li>• Buckland, M. K. (1991). Information as thing. <i>Journal of the American Society for information science</i>, 42(5), 351-360. PDF on Brightspace</li> </ul>
<b>7</b>	<b>June 19</b>	<b>Introduction and Annotated Bibliography</b>	<p>Libraries and Democracy: The Public Sphere and Library as Place</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Habermas, J. (1964)). The Public Sphere. <i>New German Critique</i>, No. 3 (Autumn, 1974), pp. 49-55. PDF on Brightspace</li> <li>• Leckie, G. (2004) Three Perspectives on Libraries as Public Space. <i>Feliciter</i>, 50(6), 233-236. PDF on Brightspace</li> </ul>

<b>8</b>	<b>June 26</b>		<p>Copyright: An Introduction to Canadian Copyright Law &amp; Owner's Rights</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Canada. (2022). <i>Copyright Act</i>. <a href="#">Link</a></li> <li>• Wikipedia. (2022). Fair dealing in Canadian copyright law. <a href="#">Link</a></li> </ul>
--	<b>July 3</b>		Reading Week
<b>9</b>	<b>July 10</b>	<b>First Draft</b>	<p>Copyright: Users' Rights, Fair Dealing and Open Access</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Penn, L. (2018). Alternative ways of obtaining scholarly articles and the impact on traditional publishing models from a UK/European perspective. <i>Serials review</i>, 44(1), 40-50. PDF on Brightspace</li> <li>• Canadian Internet Policy and Public Interest Clinic. (2011). <i>Copyright Pentalogy</i>. <a href="#">Link</a></li> </ul>
<b>10</b>	<b>July 17</b>		<p>Privacy and Surveillance.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Canada. (2022). <i>Summary of privacy laws in Canada</i>. <a href="#">Link</a></li> <li>• Marx, G. T. (2009). Surveillance and technology contexts and distinctions. <i>Information Technology in Librarianship: New Critical Approaches</i>, 47. PDF on Brightspace</li> </ul>
<b>11</b>	<b>July 24</b>	<b>Peer Review</b>	<p>Information Policy: Racist Histories, Social Justice, and Diversity</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Trosow, Samuel (2010). A holistic model for information policy. <i>Feliciter</i>, 56(2), 46-48. PDF on Brightspace</li> <li>• Sierpe, E. (2019). Confronting librarianship and its function in the structure of white supremacy and the ethno state. <i>Journal of Radical Librarianship</i>, 5, 84-102. <a href="#">Link</a></li> <li>• Hudson, D. J. (2017). On "Diversity" as anti-racism in Library and Information Studies: A critique. <i>Journal of Critical Library and Information Studies</i>, 1(1). <a href="#">Link</a></li> </ul>
<b>12</b>	<b>July 31</b>		<p>Critical Librarianship: The Digital Divide and Uncertain Futures?</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Van Dijk, J. (2020). <i>The digital divide</i>. Chapter 1. John Wiley &amp; Sons. PDF on Brightspace</li> <li>• Garcia, K. (2015). Keeping up with... critical librarianship. <i>American Library Association</i>. <a href="#">Link</a></li> </ul>
<b>13</b>	<b>Aug 7</b>	<b>Final Project</b>	<p>Course Wrap-up</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

## ASSIGNMENTS

### Why LIS? Reflection (due May 15, beginning of class)

In a few pages describe your understanding of LIS and Librarianship. Why did you enter the MLIS program? What do you hope to get out of it? What are your expectations? What do you think are the big challenges or opportunities? How can we address them? What is overlooked? What are the questions we should be asking? What perspectives and experience are you bringing to the MLIS, such as job experience, a previous degree, or personal interests? What do you think those might be able to add to the field? You do not need to answer all of these questions, and you are not limited to these questions.

### Project Proposal (due June 5, beginning of class)

In no more than 2 pages, tell me what you're interested in studying, why it's important, what specific research question you hope to answer, and how you will go about gathering and analyzing the data necessary to answer it. This is a starting off point; it doesn't need to be perfect. After submitting your proposal you will receive feedback and can make potential modifications.

More than anything, I suggest choosing a topic you actually care about. Really. I'm serious. If you care about the topic that will come through. LIS is a very diverse field, whatever you are interested in can probably fit. If you are really not sure, I would suggest asking yourself: What is the most important problem in the field? And then work on that.

### Introduction and Annotated Bibliography (due June 19, beginning of class)

You will create an Introduction with a thesis statement as well as a 4 page annotated bibliography based on your proposal. If you have substantially changed the direction of your research project, please include a description of your changes in this assignment.

A thesis statement can take many forms. Consider comparing two ideas, making a judgment, prescribing a course of action, describing how you changed your mind on something, or otherwise taking a stand. I want to know your opinion and what you think that opinion implies. The rest of the introduction should build to or provide context for the thesis statement, as well as setting up the rest of the paper.

You will select 3 high quality sources that are relevant to your final project, 1 of which should be countering your hypothesis. You will then provide an analysis of the claims and justifications within those sources. Note any weakness in methodology or reasoning you might have noticed. Then briefly describe how you believe the source will support your research project.

### First Draft (due July 10, beginning of class)

Create a first draft of your Final Project to be peer reviewed. You will be placed in groups and you will provide peer review 2 of your groupmates. The draft should be at least 6 pages double spaced, not including the bibliography. The more complete the draft is, the better feedback your peers will be able to give you.

### **Peer Review (due July 24, beginning of class)**

Give your peer reviews to the author and the instructor.

### **Final Essay (due August 7, beginning of class)**

Students will create their Final Research Project, incorporating all the elements from the proposal, the annotated bibliography, and the peer review. It is to be 8 pages, double spaced, not including the bibliography.

## **Expectations for Written Assignments**

- 1) Use 1-inch margins and one of standard 12-pt fonts (e.g., Times New Roman or Calibri). These will be the defaults in most word processors.
- 2) Identify course, date, and your name at the top of your assignment. Do **not** attach a cover page.
- 3) Pay attention to paragraphing, sentence structure, and punctuation as these may be considered in the marking.
- 4) The style should be that appropriate to a report, the gist easily and quickly ascertained (e.g., each part of the paper should be labelled with an appropriate section heading to aid the flow and presentation of a coherent narrative of ideas).
- 5) Consider starting your report with an introductory statement and concluding with a summary.
- 6) Citations should conform to one of the major style guides, e.g., MLA, APA, Chicago, etc. Citations are required whenever you borrow someone else's ideas or comments either through direct quotation or by paraphrasing.
- 7) The bibliography or reference list should show evidence of 1-2 readings beyond those that have been assigned. All citations and sources of reading should be listed in Reference List/Bibliography.
- 8) Writing should be non-sexist and bias-free.
- 9) You may use first person.
- 10) Include print-outs of displays from the OPAC or photocopies of pages from relevant cataloguing tools as appendices, if necessary. If attaching appendices, make sure that you number them and refer to them in the text of your report. Appendices that are not numbered and referred to are relatively useless for the reader.
- 11) Assignments should be professional in form and content. At a minimum, this includes word-processing, legible font with suitably dark impression, correct grammar and spelling (at a minimum, use the spell-checker), proper indentation and spacing, adequate section headings, and citations and references, as above.

- 12) **PROFESSIONAL PRESENTATION IS NOT GRADED. HOWEVER, ASSIGNMENTS THAT ARE NOT PRESENTED IN A PROFESSIONAL MANNER WILL BE RETURNED TO THE STUDENT UNMARKED.**
- 13) You must avoid plagiarism with great care. Please take note of the FIMS policy on plagiarism and make sure you credit ideas and sources meticulously.

## Class Policies

**Attendance** alone does not lead to a good participation mark. Also students are required to attend all classes. Missing 3 or more classes will lead to a very low attendance grade. Missing more than 80% of classes will lead to a fail in this class. The exception includes circumstances that have accommodation. Please follow the procedures below for obtaining an accommodation. If you cannot attend class, please email the professor with detailed explanations. Any missed material is your responsibility. Students are expected to be on time to all classes. Late arrival will also result in low participation marks.

**Academic accommodation** will be made only on medical or compassionate grounds and for religious holidays. For religious holiday accommodation, the student must notify the Instructor at least one week in advance (please check all class dates and assignment deadlines and notify us as soon as possible if there is any conflict). Please review the procedure at this link: [http://academicsupport.uwo.ca/accessible\\_education/register.html](http://academicsupport.uwo.ca/accessible_education/register.html)

**Laptops, cell phones, and other hand-held electronic devices** are permitted in the classroom, provided that you **do not disturb** your colleagues or disrupt the class. Students are **not** permitted to carry on a cell phone conversation in the classroom. If you anticipate an important call, please make appropriate arrangements (e.g., set the phone to vibrate, sit close by the door, or leave the room with minimum disturbance to the class). Casual use of social media (e.g., Twitter, Facebook, or YouTube) is **not permitted** as it is distracting to you and your classmates.

**Plagiarism:** In accordance with policy at UWO, students must write their assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in Section 10 of the Western Graduate Calendar at [www.uwo.ca/grad/calendar.htm](http://www.uwo.ca/grad/calendar.htm)).

**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/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

**Statement on Mental Health:** 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.