



School of Information & Library Science
144 West 14th Street, 6th floor
New York, NY 10011-7301

[CRITICAL] INTRODUCTION TO THE INFO PROFESSIONS

Section: LIS-651-03

Semester: Fall 2014

Meeting Information: Thursdays, 3:30-5:50 pm

Location: PMC, Room 610

Credits: 3

Prerequisites: None

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COURSE DESCRIPTION

Introduces the fields of librarianship and information professions. Course material covers the evolving role of libraries in society, the legal and ethical aspects of the profession and the impact of rapidly changing information environments. Also included are the principles of management, development of policies and procedures, effective communication skills, types of libraries and information centers, and organizational and staffing structures. Three hours of field observation is required.

COURSE GOALS + LEARNING OUTCOMES

The goals of this course are to:

- provide a theoretical orientation to the information professions
- examine philosophical and critical perspectives on collection development, knowledge organization, information policy, cultural heritage, library services, and other topics
- acquaint students with current issues facing the information professions
- develop student writing skills at various levels

By the end of this course, students will be able to:

- discuss issues in the information professions from various theoretical perspectives
- describe historical issues and trends in information, librarianship, and the information professions
- write effectively using social media, blogging platforms, and formal academic research

REQUIRED TEXTS

- Marcia Accardi, *Feminist Pedagogy for Library Instruction*. (Library Juice, 2013) [ISBN 9781936117550]
- André Cossette, *Humanism and Libraries: An Essay on the Philosophy of Librarianship*, trans. Rory Litwin (Library Juice, 2009) [ISBN 9781936117178]
- Lawrence Lessig, *Free Culture: The Nature and Future of Creativity* (Penguin, 2005) [ISBN 9780143034650 and free-culture.cc]
- Alison Lewis, ed., *Questioning Library Neutrality* (Library Juice, 2008) [ISBN 9780977861774]
- Robert McChesney, *Digital Disconnect: How Capitalism is Turning the Internet Against Democracy* (New Press, 2013) [ISBN 9781595588678]
- Additional readings [available on LMS]

COURSE WEBSITE

All students enrolled in the course have access to course materials on Pratt's Learning Management System (a Moodle installation) available at my.pratt.edu. Please make sure you know how to access LMS and use Moodle. Also, please note that LMS facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please use webmail to forward your Pratt e-mail to an account that you do use.

COURSE FORMAT

This is a seminar course. Each student is required to read the articles assigned on a weekly basis in advance of the session for which they are assigned. Each class will be devoted to discussion of the required readings for that week, as well as student work pertaining to those readings. Students will bring their own ideas, experience, and interpretations to class and will learn from contributing and hearing others.

COURSE REQUIREMENTS + ASSIGNMENTS

Your grade in the course will be based on the following:

Twitter discussion	30%
Blog articles	30%
Seminar paper	40%

Twitter discussion (30%)

Throughout the course, students are expected to participate in an ongoing Twitter discussion using the #LIStheory hashtag. This is a public discussion and may focus on course readings as well as outside articles, resources, and events related to the course. At minimum, students must follow the discussion throughout the semester and tweet at least three times per week; at least one tweet each week should mention the reading(s) for the upcoming session (e.g., by asking a critical question, applying the reading to the LIS professions, replying substantively to another student's tweet about the readings). Students are also encouraged to tweet during and after class (e.g., registering tangential points, recording important/interesting things from discussion, following up on discussions from class).

Blog articles (3, 10% each)

By three points in the semester, you will submit an article of approx. 1000 words to the LIS Theory Blog (listtheory.prattsils.org): Sept 25, Oct 23, Nov 20. Your articles must each discuss a current issue in the field, either by starting a discussion or by responding to another important article (potentially a classmate's article). Your opinions and arguments should be informed by our readings and discussions, and you should demonstrate this by citing/using readings where they are relevant. One or more of your articles must incorporate your 3-hour observation of an LIS environment. All of your articles should be written in a professional or journalistic style for non-academic audiences—people in/to LIS—without sacrificing high quality of thought and communication. Each article may be published publicly (recommended) or behind a password to be shared with me.

Seminar paper (40%)

Students will complete a final seminar paper on a topic of their choice related to the course. The paper must make use of literature review and, optionally, data collection (quantitative or qualitative), and the topic must be approved via email by Nov 15 (max 300 word abstract). A draft must be circulated to the entire class by the Sunday before it is presented in class for constructive feedback (5 min presentation, 15 min discussion). The final paper should be approximately 12–15 pages (6,000–7,500 words) in length; the draft may be slightly shorter, on the assumption that feedback will lead to additional content.

GRADING

All graded assignments are due on the date indicated. All assignments will be graded on a rubric basis, with the criteria circulated in advance. Final grades will be awarded as follows:

- A sustained level of superior performance demonstrated in all areas of course requirements
- B consistent level of performance that is above average in a majority of the course requirements
- C performance that is generally average and course requirements are achieved
- D below average performance and achievement of the course requirements
- F accomplishment of the course requirements is not sufficient to receive a passing grade

Late work will not be accepted without prior approval by the professor. Students with health conditions or no-fault hardships are strongly encouraged to notify the professor immediately to discuss their work plan.

E-PORTFOLIO

Students entering the MSLIS degree program in fall 2012 are required to complete an eportfolio that is approved by their advisor before graduation. The eportfolio provides students with an opportunity to showcase their best work from SILS courses and an opportunity to demonstrate they have met the learning objectives of a MSLIS degree. Work completed for this course may be included in the eportfolio, esp. work satisfying bolded areas below. Students must demonstrate that their work jointly fulfills the following learning outcomes:

- 1. Students carry-out and apply research**
2. Students demonstrate excellent communication skills and create and convey content
3. Students use information technology and digital tools effectively
4. Students apply concepts related to use and users of information and user needs and perspectives
- 5. Students perform within the framework of professional practice**

Detailed information on the learning outcomes, requirements and how to create your eportfolio is available from: http://www.pratt.edu/academics/information_and_library_sciences/about_sils/sils_eportfolio/

POLICIES

Academic Integrity & Institute-Wide Policies

Students are expected to adhere to the Academic Integrity Code and Judicial Process of the Pratt Institute. All infractions will be reported, and I am disposed to fail all violators for the entire course. Students must adhere to the Pratt Community Standards listed in the current Student Handbook.

Disabilities

Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. For further information, contact the Coordinator of Disability Services in the Office of the Vice President for Student Affairs at 718.636.3711.

Missed Sessions and Incompletes

If you miss a session, be sure that you complete the readings, consult your classmates or the professor about the discussion, and (as always) demonstrate your knowledge of previous readings in later sessions. Students with three or more absences for *any* reason will not receive an A in the course and, in accordance with Pratt Institute policy, may fail the course. The professor is generally allergic to incompletes. Students with health conditions or no-fault hardships are encouraged to notify the professor immediately and discuss options for work plan.

Participation in Faculty Activities

Students taking this class may be asked to participate in faculty research and service activities; all contributions will be appropriately credited.

Revisions to the Syllabus

While this syllabus provides a reliable framework for the course, including readings and assignments, it is subject to change pending notice in class and on the course website.

LMS ADDENDUM

This course addresses the following New York State Pedagogical Core Requirements:

General Requirements:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn—and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning—and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.

This course responds to The New York State Teaching Standards:

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element V1.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance indicators:

e. Teachers collaborate with others both within and outside the school to support student growth, development and learning.

f. Teachers collaborate with the larger community to access and share learning resources.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance indicators:

b. Teachers engage in opportunities for professional growth and development.

LMS Program Students:

If you conduct field observation in a school library as part of this course, you may be eligible to receive credit toward your 100 hours of observation. If you have questions about whether an observation counts toward this requirement, please contact Professor Jessica Hochman, LMS coordinator jhochman@pratt.edu

COURSE SCHEDULE

This is a tentative outline of topics, readings, and assignments. On occasion, I may add, delete, or substitute topics or readings. Changes will be announced in class and posted to LMS; no printed updates will be given.

WEEK	DATE	TOPICS, READINGS, AND ASSIGNMENTS
<hr/> INTRODUCTION <hr/>		
1	8/28	Course Introduction & Research Methodology <ul style="list-style-type: none">• Ragin, Charles and Howard Becker (1992). <i>What is a Case?: Exploring the Foundations of Social Inquiry</i>. Cambridge University Press. Chs. 1 & 5• McGrath, J (1994). "Methodology Matters: Doing Research in the Behavioral and Social Sciences." Original paper.
<hr/> LIBRARIES IN SOCIETY <hr/>		
2	9/4	The Role of Libraries <ul style="list-style-type: none">• Cossette, <i>Humanism and Libraries</i>
3	9/11	Libraries and the Politics of Neutrality <ul style="list-style-type: none">• Lewis, ed. <i>Questioning Library Neutrality</i>
4	9/18	Library Labor <ul style="list-style-type: none">• Nauratil, Marcia J. (1989). <i>The Alienated Librarian</i>. New York: Greenwood Press
<hr/> STRUCTURES IN LIS <hr/>		
5	9/25	Critical LIS <ul style="list-style-type: none">• Vaidhyanathan, Siva (2005). "Critical Information Studies: A Bibliographic Manifesto" <i>Cultural Studies</i> 20(2/3): 292–315• Leckie, Gloria J., Lisa M. Given, and John E. Buschman, eds. (2010). <i>Critical Theory for Library and Information Science: Exploring the Social from across the Disciplines</i>. Santa Barbara, Calif.: Libraries Unlimited [sign up for three chapters of your choice] <p><i>Article 1 due</i></p>
6	10/2	Knowledge, Records, and Power <ul style="list-style-type: none">• Foucault, Michel (1994 [1966]), <i>The Order of Things</i>, Chs. 2 & 5• Foucault, Michel (1982 [1968]), <i>The Archaeology of Knowledge, Part III</i>• Schwartz, Joan and Terry Cook (2002). "Archives, Records, and Power: The Making of Modern Memory," <i>Archival Science</i> 2: 1–19
7	10/9	Memory, Preservation, and the Archive <ul style="list-style-type: none">• Derrida, Jacques and Eric Prenowitz (1995). "Archive Fever: A Freudian Impression" <i>Diacritics</i> 25(2): 9–25, 53–63• Manoff, Marlene (2004). "Theories of the Archive from Across the Disciplines," <i>portal: Libraries and the Academy</i> 4(1): 9–25• Rosenzweig, Roy (2003). "Scarcity or Abundance? Preserving the Past in a Digital Era" <i>The American Historical Review</i> 108(3): 735–63

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| 8 | 10/16 | <p>Gender, Feminism, and LIS</p> <ul style="list-style-type: none"> • Niles Maack, M. (1998). "Gender, Culture, and the Transformation of American Librarianship, 1890-1920." <i>Libraries & Culture</i> 33(1), 51-61. • Hildenbrand, S. (2000). "Library Feminism and Library Women's History: Activism and Scholarship, Equity and Culture." <i>Libraries & Culture</i> 35(1), 51-65. • Lerner, G. (1975). "Placing Women in History: Definitions and Challenges." <i>Feminist Studies</i> 3(1), 5-14. • Accardi, <i>Feminist Pedagogy for Library Instruction</i> |
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CHANGING INFORMATION ENVIRONMENTS

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| 9 | 10/23 | <p>History of Technology & Society</p> <ul style="list-style-type: none"> • Dewey, John (1984 [1927]). "Search for the Great Community" in <i>The Public and Its Problems, John Dewey: The Later Works 1925-1953</i>. Vol. 2, Ed. Jo Ann Boydston, 327-50 • Benjamin, Walter (2005 [1936]). "The Work of Art in the Age of Mechanical Reproduction" trans. Andy Blunden • Bush, Vannevar (1945). "As We May Think" <i>The Atlantic Monthly</i> |
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Article 2 due

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| 10 | 10/30 | <p>Democracy and the Internet</p> <ul style="list-style-type: none"> • McChesney, <i>Digital Disconnect</i> |
| 11 | 11/6 | <p>Culture, Copyright, and Access</p> <ul style="list-style-type: none"> • Lessig, <i>Free Culture</i> |
| 12 | 11/13 | <p>Current Trends in Technology</p> <ul style="list-style-type: none"> • TBD by class |

SEMINAR PAPER DISCUSSIONS

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| 13 | 11/20 | <p>NO CLASS—Writing Conferences (optional)</p> <p style="padding-left: 40px;"><i>Article 3 due</i></p> |
| 14 | 11/27 | NO CLASS —Thanksgiving Break |
| 15 | 12/4 | Seminar paper workshop |
| 16 | 12/11 | Seminar paper workshop |
| 17 | 12/18 | Seminar paper workshop |
| SUN | 12/21 | <i>Final seminar papers due</i> |