

LIS 601: Information Perspectives and Contexts

Fall 2016 * Mondays 9-11:30am * 4191F HCW

Prof. Jonathan Senchyne * senchyne@wisc.edu

Office Hour Monday 11:30-12:30 & by appointment

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Course Description

This course is about information and its institutions in a broad context. We will study many social, legal, political, historical, cultural, theoretical, and ethical issues surrounding information creation, dissemination, use, and control. Throughout the course we will question the relation of information to power, control, and access by studying a representative range of information agencies, memory institutions, and their contexts. These include libraries, archives, public and private info technology agencies, and the wider social-political contexts in which information is created, stored, sought, and deployed.

A key part of this course is its students' critical engagement with the course material. You will be responsible for reading the material before class, having thoughts about that material when you arrive for class, and discussing the material during class. Class meetings will be a combination of lecture and discussion. Some components will be lead by the instructor, others by guest lecturers, and some by students. LIS 601, Information Perspectives and Contexts, is intended to provide --- in conjunction with LIS 602 and 603 an introduction to major themes and topics in the field of library and information studies (LIS), as well as the language and literature of the field and cognate disciplines.

Goals

In this course we will focus on both content (information and its contexts) and process (your skills and capacities). In terms of your skills and capacities, the course challenges you to:

- Develop and improve capacity for intense, purposeful reading at the graduate level
- Integrate theory, practice, and policy as three approaches to understanding libraries, archives, and information agencies in context
- Build and be part of a collaborative learning and critical discussion group
- Reflect critically on the information professions, information society, and your place within them

Program Level Learning Outcomes

This course also develops several of the learning outcomes for the MA in Library and Information Studies Program. Several projects for the course can be used to document your mastery of these outcomes in your graduation portfolios. See the grid on the back page of the syllabus for more details.

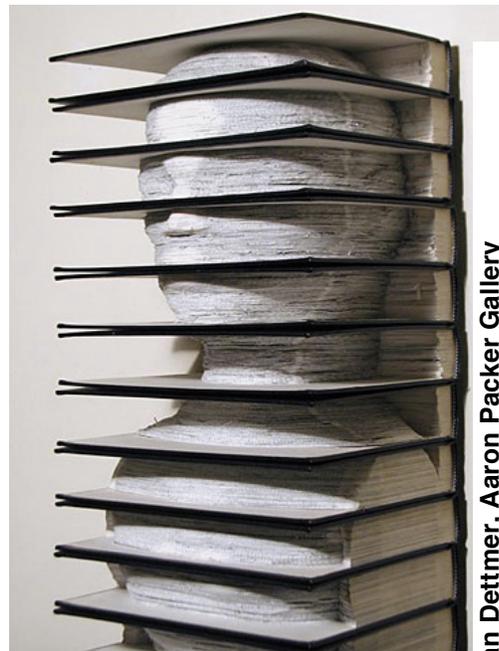
Work for the Course

For graduate level classes, each semester hour of discussion or lecture normally entails at least three hours of outside preparation for the average student. Therefore you should expect to do at least nine hours of preparatory reading and thinking for each class session. You are expected to do the required reading for this course. You are not, however, expected to fully master everything that you are reading at first. I expect that you will make a good faith effort at understanding by doing the reading; looking up words, terms, allusions, and references you may not know; and coming to class meetings with things to say about what you understood and questions about what you haven't yet grasped. In this way, you will become increasingly familiar and confident in the field, and capable of making your own contributions to the practice and scholarship of information studies.

Required Books

We will be reading two books in their entirety. You may purchase them from your preferred bookseller or borrow a copy from a campus or public library. A copy of each is available on 2-hour reserve in the SLIS library.

- Cheryl Knott, *Not Free, Not For All: Public Libraries in the Age of Jim Crow* (UMass Press)
- Scott Sherman, *Patience and Fortitude: Power, Real Estate, and the Fight to Save a Public Library* (Melville House)



Brian Dettmer, Aaron Packer Gallery

Description of Assignments and Grading

Your final grade will be based on the following. I will provide a more complete description of each assignment and expectations at least two weeks before it is due.

Class Participation and Preparation: 10%

An important aspect of this course is your critical engagement with the material and active participation in class. You will be responsible for reading the material before class, having thoughts about that material when you arrive for class, and discussing the material during class. ***In order to get prepared, I ask you to post – to the blog - a 250 word (minimum) reading reflection by Sunday night before class at 9pm.*** Guidelines to follow. Quality of in-class participation is more important than quantity, but do try to get in the conversation. **Ongoing.**

#critlib Small Reading and Discussion Groups: 15%

You will be expected to meet outside of class time *once each month of the semester (Sept, Oct, Nov, Dec)* with a small group to discuss current events and recent publications relating to books, ideas, culture, and politics. You should form your group by the third week of September. You will meet with this same group during the entire semester. This is your small learning and discussion and support group! Nurture it! These meetings can be scheduled and held at your group's convenience, in a location of your own choosing, and while meetings should probably last at least 30 minutes, they can go on as long as you like. Topics and readings will be up to you, selected from the #critlib (critical librarianship) zotero bibliography (or of your own choosing related to critical librarianship). The bibliography is here: <https://www.zotero.org/groups/critlib/items> The idea behind these groups is to strengthen your social and intellectual bonds with each other while also building habits of reading and conversation that follow recent publications and contemporary culture. Groups will submit an informal blog post introducing the selected reading and summarizing the conversation (what was interesting in the selection you read, what is the connection to the LIS world, what were the most interesting questions you asked in the group?) each month. One post per group per meeting. **Ongoing.**

Journal Review: 25%

You will select a peer-reviewed academic journal relating to an LIS or LIS-related topic/field, read its most recent two-year run in entirety. Then, write a report summarizing and synthesizing the "state of the field" based on your observation of the academic conversations/debates and reflections on professional practice that emerge across the span of your reading. **Due: October 3**

Broadband Policy Paper: 25%

This assignment is designed to give you an opportunity to demonstrate what you have learned about community broadband access to the internet, a common public policy issue that faces information professionals. As part of this assignment, you will need to consider what your responsibility as an information professional may be for providing information and advocating on relevant public policy issues in general. In short, you are asked in this assignment to think deeply about an authentic contemporary information policy issue and discuss it in an engaging, well-researched, analytical, and concise paper. **Due: November 14**

Grant Proposal: 25%

Working with a group, you will write a proposal for one of three grant programs. Three cfps will be supplied to you. **Due: December 12.**

Grading Policy

- **A:** 94 - 100 Outstanding achievement. Student performance demonstrates full command of course materials and evinces a high degree of originality and/or creativity that far surpasses course expectations.
- **AB:** 88 – 93 Very good achievement. Student performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all course requirements in a superior manner.
- **B:** 82 - 87 Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
- **BC:** 77 - 81 Marginal work. Student performance demonstrates incomplete understanding of course materials.
- **C:** 72-76 Unsatisfactory work and inadequate understanding of course materials.

Calendar

September 12

Course introduction and expectations, essential questions. What does it mean to be critical? Introduction to journals research assignment.

Sept 19

Exploring key terms: library, archive, information.

- Augst, Thomas. Faith in Reading: Public Libraries, Liberalism, and the Civil Religion. Chapter 6 of *Institutions of reading: The social life of libraries in the United States* by Thomas Augst and Kenneth E Carpenter. Amherst: University of Massachusetts Press, 2007.
https://www.academia.edu/2497975/Faith_in_reading_public_libraries_liberalism_and_the_civil_religion
- Cloonan, MV. The moral imperative to preserve, *Library Trends*, 55(3), Winter 2007
- Amelia Abreu, "The Collection and the Cloud" *The New Inquiry*, <http://thenewinquiry.com/essays/the-collection-and-the-cloud/>
- Crawford, S. "The origin and development of a concept: the information society." *Bulletin of the Medical Library Association* 1983 Oct; 71(4): 380–385.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC227258/pdf/mlab00068-0030.pdf>
- Siva Vaidyanathan, "Afterward: Critical Information Studies: A Bibliographic Manifesto," *Cultural Studies* 20 (2-3) (2006): 292-315.
- Ajit Pyati, "'We Must Now All Be Information Professionals': An Interview with Ron Day" *InterActions* 12 (2005), <http://escholarship.org/uc/item/6vm6s0cv#page-1>.

Sept 26

Ethics and Professional Norms

- American Library Association. "Library Bill of Rights." <http://www.ala.org/advocacy/intfreedom/librarybill/>
- American Library Association. "Code of Ethics of the American Library Association." <http://www.ala.org/advocacy/proethics/codeofethics/codeethics> .
- American Library Association. "History of the ALA Code of Ethics." <http://www.ala.org/advocacy/proethics/history>
- Society of American Archivists, "Core Values of Archivists" http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics#core_values
- Society of American Archivists, "Code of Ethics for Archivists" http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics#code_of_ethics
- Collection Development Policy from Madison Public Library: <http://www.madisonpubliclibrary.org/policies/collection-development>
- Apple, "Supplier Responsibility" <https://www.apple.com/supplier-responsibility/>
- Google "Code of Conduct" <https://abc.xyz/investor/other/google-code-of-conduct.html>
- Twitter Code of Business Conduct and Ethics: http://files.shareholder.com/downloads/AMDA-2F526X/0x0x716670/8f74bbe5-fdc9-4233-8f25-0df30343455f/Twitter_Code_of_Business_Conduct_Ethics.pdf
- Emily Drabinski, "Librarians and the Patriot Act." *The Radical Teacher* 77 (Winter 2006) pgs 12-14.
- American Library Association, "The USA PATRIOT Act" (and Further Reading) <http://www.ala.org/advocacy/advleg/federallegislation/theusapatriotact>
- Don Fallis, "Information Ethics for Twenty-first Century Library Professionals." *Library Hi Tech* 25.1 (2007): 23–36.

Sept 30 (Friday) 4pm – Bunge Room

“Handling Hybrids: Modern Afterlives of Modified Medieval Manuscripts” Siân Echard, University of British Columbia (optional, encouraged)

October 3

Intellectual Property and Licensing

Guest Lecture by Prof. Alan Rubel

- Okerson, Ann. 2000. “Are we there yet? Online e-resources ten years after.” *Library Trends* 48 (4): 671–693.
- Davis and Feather. 2008. “The Evolution of License Content.” In *Electronic Resource Management in Libraries: Research and Practice*, eds. Holly Yu and Scott Breivold, 122-144. Hershey, PA: Information Science Reference.
- Harris, Lesley Ellen. 2009. *Licensing Digital Content: a Practical Guide for Librarians*. 2nd ed. Chicago: American Library Association. Chapter 4, “Key Digital License Clauses.”
- Ashmore, Beth. 2012. *The Librarian’s Guide to Negotiation: Winning Strategies for the Digital Age*. Medford, New Jersey: Information Today, Inc. Chapter 7, “Negotiating in the Era of Publisher Consolidation and the Big Deal.”
- Zhang, Tian Xiao. 2012. “Pay-Per-View: a Promising Model of E-Articles Subscription for Middle/Small Sized Academic Libraries in the Digital Age.” In *Proceedings of the 2012 Libraries in the Digital Age (LIDA) Conference*. Zadar, Croatia.

Oct 10

Professional Ethics and Practices in Historical Context

- Cheryl Knott, *Not Free, Not For All: Public Libraries in the Age of Jim Crow*, entire book
- Pawley, Christine, “Unequal Legacies: Race and Multiculturalism in the LIS Curriculum,” *The Library Quarterly*, Vol. 76 (2006) pp. 149-168

Oct 17

Access to Information, Enclosure of Information, & Information Inequality

- Elinor Ostrom and Charlotte Hess, “Introduction: An Overview of the Knowledge Commons” in *Understanding Knowledge as a Commons: From Theory to Practice*.
https://mitpress.mit.edu/sites/default/files/titles/content/9780262083577_sch_0001.pdf
- Bo Kinney. “The Internet, Public Libraries, and the Digital Divide.” *Public Library Quarterly* 29.2 (2010): 104–161.
- Vibeke Lehmann, “Challenges and Accomplishments in U.S. Prison Libraries” *Library Trends* 59.3 (Winter 2011) 490-508.
- Julie Hersberger, “The Homeless and Information Needs and Services” *Reference & User Services Quarterly*, 44.3 (Spring 2005): 199-202.
- “Library for the Homeless” *Street Pulse: Madison’s Homeless Cooperative Newspaper* 7.17 (August 2013) pg 5.
- Noah Phillips, “Central Public Library to Open September 21st” *Street Pulse: Madison’s Homeless Cooperative Newspaper* 7.19 (September 2013) pg 1.
- Hudson, David J. “On Dark Continents and Digital Divides: Information Inequality and the Reproduction of Racial Otherness in Library and Information Studies.” *Journal of Information Ethics*, 25, no. 1: 62-80.
https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/9862/Hudson_On_Dark_Continents_and_Digital_Divides_IR_copy.pdf?sequence=1&isAllowed=y

Oct 24

The Neoliberal Frame 1

- Wendy Brown, *Undoing the Demos: Neoliberalism’s Stealth Revolution*, 9-78, 175-222.

- John Buschman, "Talkin' 'Bout my (Neoliberal) Generation: Three Theses," *Progressive Librarian* 28 (Summer 2007): 28-40.
- Karen P. Nicholson, "The McDonalidization of Academic Libraries and the Values of Transformational Change," *College and Research Libraries* 76:3: 328-338.

Oct 31

The Neoliberal Frame 2

- Scott Sherman, *Patience and Fortitude: Power, Real Estate, and the Fight to Save a Public Library* (entire book)
- Christine Pawley, "Hegemony's Handmaid? The Library and Information Studies Curriculum from a Class Perspective," *The Library Quarterly* 68:2 (1998): 123-144.
- Avi Asher-Shapiro, "Against Sharing," *Jacobin* online, <https://www.jacobinmag.com/2014/09/against-sharing/>

November 7

The Archive

- Jacques Derrida, "Archive Fever: A Freudian Impression" *diacritics* 25.2 (Summer 1995) pgs 9-63.
- Schwartz, J. and T. Cook. (2002). "Archives, records, and power: The making of modern memory." *Archival Science* 2: 1-19.
- Marlene Manoff, "Theories of the Archive from Across the Disciplines" *portal: Libraries and the Academy* 4.1 (2004) p. 9-25.
- Mario H. Ramirez (2015) Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative. *The American Archivist*: Fall/Winter 2015, Vol. 78, No. 2, pp. 339-356.

November 10 (Thursday)

John Cole, historian of the Library of Congress visits campus to speak, 4pm Memorial Library Room 126
(optional, but attendance **strongly** encouraged)

Nov 14

Intellectual Freedom

- CCBC Intellectual Freedom Resources <https://ccbc.education.wisc.edu/freedom/>
- ALA Intellectual Freedom: <http://www.ala.org/advocacy/intfreedom>
- IFLA International Collection of Intellectual Freedom Statements: <http://www.ifla.org/publications/intellectual-freedom-statements-by-others>
- Julia Skinner, "Censorship in the Heartland: Eastern Iowa Libraries Dring World War I" *Libraries and the Reading Public in Twentieth-Century America*
- Joan Bessman Taylor, "Locating the Library in th Nonlibrary Censorship of the 1950s: Ideological Negotiations in the Professional Record" *Libraries and the Reading Public in Twentieth-Century America*
- Loretta M. Gaffney, "Is your public library family friendly? Libraries as a Site of Conservative Activism" *Libraries and the Reading Public in Twentieth-Century America*
- Carol Tilley, "Children and the Comics: Young Readers Take On the Critics" *Protest on the Page*

Nov 21

Gender and Information, Feminist Information Studies

- Melodie Fox and Hope Olson, "Essentialism and Care in a Female-Intensive Profession" *Feminist and Queer Information Studies Reader* (Library Juice Press)
- Emily Drabinski, "Queering the Catalog: Queer Theory and the Politics of Correction," *Library Quarterly* 83 (12) (2013): 94-111.

- K.R. Roberto, "Inflexible Bodies: Metadata for Transgender Identities," *Journal of Information Ethics* 20 (20) (2011): 56-64.
- James Gleick, "Wikipedia's Women Problem" *New York Review of Books*
<http://www.nybooks.com/blogs/nyrblog/2013/apr/29/wikipedia-women-problem/>
- Erin Gloria Ryan, "Behind Every Bullied Woman Is A Man Yelling About Free Speech" *Jezebel*,
<http://jezebel.com/behind-every-bullied-woman-is-a-man-yelling-about-free-1629502544>
- Rebecca Solnit, "Men Explain Things to Me" <https://www.guernicamag.com/daily/rebecca-solnit-men-explain-things-to-me/>

Nov 28

Big Data

- Mosco, "Big Data and Cloud Culture" from *To the Cloud*
- Pasquale, "Introduction: The Need to Know" from *Black Box Society*
- Civil Rights, Big Data, and Our Algorithmic Future A September 2014 report on social justice and technology, <https://bigdata.fairness.io/wp-content/uploads/2015/04/2015-04-20-Civil-Rights-Big-Data-and-Our-Algorithmic-Future-v1.2.pdf>
- Moritz, "Big data's 'streetlight effect': where and how we look affects what we see"
http://www.4sonline.org/blog/post/big_datas_streetlight_effect_where_and_how_we_look_affects_what_we_see

December 5

Students' Choice – You Choose the Reading List and Discussion Topic

December 12

Final Discussions and Presentations