

LIS 601

Information Perspectives and Contexts

Information School
University of Wisconsin-Madison
Fall 2019

Instructor: Dorothea Salo (please call me “Dorothea”)
Office hours: by appointment
Special course attributes: Required (core) for MA
Course modality: Online

salo@wisc.edu, 4261 Helen C. White Hall
Course URL: <https://canvas.wisc.edu/courses/160937>
Pinboard URL: <https://pinboard.in/u:dsalo/t:601>

Introduction

Course description

Students completing this course will earn three credit hours. One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

This course has no prerequisites or co-requisites.

This course provides an introduction to major themes and topics in information studies as well as the language and literature of the field and related disciplines. This course is about information, information agencies, and being an information professional. We look at social, historical, ethical, legal and political issues surrounding information dissemination, use, control, and management.

Course Policies

I aim to make this course as accessible as possible to all students. Students seeking accommodations for lecture or assignments must obtain a McBurney Center Faculty Notification Letter. For more information, see <https://mcburney.wisc.edu/apply-for-accommodations/>.

Preferred name/pronouns: It is sometimes the case that a student’s legal name or gender assigned at birth are reported to me on official documents in a form not in keeping with that student’s preferred name or gender expression. Please let me know, as you are comfortable, about your preferences. My pronouns are she/her/hers. UW-Madison also permits students to indicate a preferred name: https://registrar.wisc.edu/preferred_name.htm

Contacting me

READ THE SYLLABUS before asking a question, please; the syllabus may answer it! For any difficulty with the course that is not private or confidential, please use the Canvas questions forum; *I will not answer such questions by email*. Please also do your best to assist your classmates.

Should you see dead links (it does happen, usually with no notice), weird due dates, or other syllabus problems, please bring them up in the appropriate Canvas forum.

Textbooks

There are no required textbooks for this course. Reading material is largely drawn from the web. Books mentioned in assignments are usually available as library ebooks or on reserve at the iSchool Laboratory Library (which can mail print books to distance students). Check your local public libraries also; they are likely to have several if not all of these books.

Assignments

Grading scale

Please review policies in the iSchool MA Handbook on final course grades below B.

A 94-100 Outstanding work. Student performance demonstrates full command of course materials. Work shows a degree of synthesis and creativity that surpasses course expectations.

AB 88-93 Very good work. Student performance demonstrates thorough knowledge of course materials. Work shows a degree of synthesis and creativity that is superior.

B 82-87 Good work. Student performance demonstrates the ability to meet designated course expectations. Overall work is at an acceptable level.

BC 77-81 Marginal work. Student performance demonstrates incomplete understanding of course materials. Or student fails to meet deadlines.

C 72-76 Unsatisfactory work. Student performance demonstrates inadequate understanding of course materials. Or student fails to meet deadlines.

D 67-71 Very unsatisfactory work. Student performance demonstrates inadequate understanding of course materials. Or student fails to meet deadlines.

F 66 and below Completely unsatisfactory work. Student performance demonstrates very inadequate understanding of course materials and serious lack of competence on site. Or student misses many deadlines.

Due dates

Due dates below are specified by module (mostly for my reference). Specific due dates/times are in the Canvas calendar.

Assignment	Final-grade %	Due (actual due date in Canvas)
Broadband paper (common assignment)	20%	End of Module 8
Unit 1 group writing	5%	End of Module 5
Unit 1 individual writing	10%	End of Module 5
Unit 2 group writing	10%	End of Module 10
Unit 2 individual writing	15%	End of Module 10
Unit 3 group writing	10%	End of course
Unit 3 individual writing	15%	End of course
Course activities	15%	Throughout course

Late assignments will be penalized one final-grade percentage point per day or fraction thereof late. I will allow revision and resubmission at my sole discretion and on my schedule only; any student resistance will remove the opportunity.

Common assignment—TENTATIVE; MAY CHANGE!

This assignment is common to all sections of LIS 601.

This assignment is designed to have you consider broadband as a common public policy issue. 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. 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.

Drawing upon your research as well as relevant classwork, you must create a 5-7-page paper (not including graphics, works cited, or bibliography) that makes a case for how a specific community can improve broadband access for everyone, regardless of age, education, income, race, gender, etc. You should first select a real community to use as the background or setting for your paper, which will be the basis for a presentation of your case. You should assume that you are gathering and presenting information that your community's government and elected officials will need to make an informed decision regarding implementation of (or improvement of) broadband internet services to all citizens.

Your paper should have three distinct parts:

PART I: Introduction

Set up the paper by making it clear who you are in the community and why you are addressing the issues of broadband in the community. For the purposes of the paper, adopt a persona. Describe what role you might have in this community as an information professional. Do you work for the local cable company or as a grant writer for the city government? Are you the director of the local public library? Are you a professor of library and information studies or media studies at the local

college? This description of who you are can be very brief. What else does the reader need to know to understand the background to your policy paper? (E.g. are there specific factors driving the discussion happening now?) And use this part to lay out any definitions needed to make sure there is shared understanding of frequently used terms.

PART II: Community Background

Include a detailed, yet succinct description of this community that provides relevant background for your argument. This should include such things as the community location, size, demographics, income levels, something about what broadband access already exists, and access to free information in a variety of media. Include any additional information about the community and its resources that you think would help community leaders create a broadband policy. For instance are there any current initiatives that seem especially relevant? Or anything in the news that improved broadband could be assist with? In other words, besides who lives there, what are related priorities and/or trending issues in the community? Make sure that you make use of the information about the community in your argument. In other words, don't just list a bunch of demographics or talk about the geography without explaining why this information it pertinent in part III.

Part III: Policy Argument

Assume that your audience is intelligent and interested, but they know very little about what has been characterized as the "broadband debate." Many in the audience may not be clear about the potentially different technologies involved. So far, the community has engaged in a general, informal, and mostly uninformed discussion of the issue, with a few very vocal advocates in the debate. You should lay out the pros and cons of different possible approaches to improving broadband access for the community. You should identify the central issues that you think this community must consider and approaches to meeting need. Your argument should be supported by examples from your research on the issue.

Before you begin, you should develop a basic understanding of the concept of "broadband" and the issues surrounding its implementation. You should also explore how to locate useful community data. A helpful resource for your investigation is American FactFinder: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Graphics: You should include any charts, graphs, or tables that could support your findings. These should not be counted in the 5-7-page requirement for the paper.

Citations/References: You must document your findings with internal citations or footnotes as well as a bibliography of references cited. Your bibliography should not be counted in the 5-7-page requirement for the paper.

Mechanics and Format: Your paper should:

- Be double-spaced;
- Include page numbers;
- Have a descriptive title;
- Have your name and date in the upper left-hand corner of the first page;
- Use proper grammar;
- Be well-organized;
- Contain an introduction and conclusion.

Evaluation Criteria: Your paper will be judged /graded on the basis of the following factors:

- Suitability for the audience that you have defined.
- Clarity of your overview of the issue: Do you lay out all the factors that need to be considered?
- Persuasiveness: Is your argument concerning what the important issues are for the community in making a decision cogent and convincing?
- Effective marshalling of the information and evidence: Do you cite useful and appropriate studies, data, facts, etc.? Does the evidence support your claims?
- Writing and editing: Have you constructed a readable, grammatical, well-edited, and succinctly stated piece?

Group assignments

At any time, any group member may approach me about group dynamics. I strongly encourage all groups to consider electing a group leader/project-manager and quickly drafting parts 2, 3, and 6 of a Team Compact <https://www.leadingvirtually.com/virtual-team-tools-team-compact/>. (Parts 4 and 5 are useful, but may be overkill for us.)

Unit 1: Your group has been chartered as a task force to plan a corporate archives for Culpic Inc, which has never had one. Culpic does have a broom closet and half a warehouse floor full of disorganized stuff from its history—paper records,

marketing audio and video on various obsolete carrier media (yes, you smell vinegar!), old digital media (mostly floppy and Zip disks), corporate-mascot costumes, and even wilder things. Develop drafts for the following necessary documents:

- Mission and vision for the archives
- Job advertisement for Culpic's new Corporate Archivist
- Based on the above advertisement, a rubric that the search committee will use to evaluate applicants
- Initial materials budget. Assume that none of the existing materials are appropriately stored, housed, or processed and some are markedly deteriorating. You may estimate how much of each format exists yourselves (I won't quarrel with your estimates). You may assume that building issues (e.g. climate-controlled storage) are not your problem, and most reformatting/digitization work will be outsourced. *You need not budget for those*; this initial budget is only for the materials needed for the new Corporate Archivist to start properly housing and accessioning things.

Unit 2: As a group, choose a type of information organization (e.g. public library, academic library, archives, startup company, government agency, non-profit organization, school...) you wish to use for context (you may invent details such as organization name) as you work through the following situation: Your workplace has recently been rocked by several deeply unfortunate inclusion problems (see this assignment on Canvas for a list of real-world incidents to consider). Patrons and staff are at loggerheads, there is angry talk of protests and boycotts in the community your organization serves, staff are demoralized and unsure what to do, the bad press and ugly social-media buzz has been unending and merciless—in short, things simply cannot continue this way.

The head of the organization has chartered your group as a task force to start the long road toward improvement by creating the following communications and staff-development tools:

- A **blog post or press release** sincerely apologizing for what has happened and explaining how the organization plans to move forward. (Your group will lose so many points if this is a fauxpology! Don't do that! You must assume the organization carries responsibility for what happened.)
- **Twitter and Facebook posts** announcing the above blog post/press release. (Use {URL} in place of the link to the post/PR; I'll know what you mean!)
- A choice of **one book and three shorter pieces** (journal articles, book chapters, or longer blog posts) for an all-staff discussion series. The book must be chosen from the list on Canvas; you must also deliver **capsule summaries** of all books on the list (think of this as a helpful "more things to read" list for staff). Your group must search for the shorter pieces on its own, and provide **a list of also-rans** (pieces you found or read but did not choose) **with capsule summaries** as well. Members of your group will facilitate the discussions, so to ease this task, come up with **three starter discussion questions for the book** you choose, and **one question each for the shorter pieces**.
- An inclusion policy for the organization. (This does not have to be perfect; think of it as your group writing a "strawman proposal" that you bring to stakeholder groups for comment and wordsmithing.) This is a (realistically, unfortunately) vague charge! Your group will have to decide what you think it means.

Unit 3: Create a 10-20 minute interview-style podcast aimed at undergraduates explaining as much as you can comfortably fit in about information careers and how to prepare for them. (It's not enough time! You'll have to pick and choose carefully, and edit your audio!) All group members must participate somehow, but not everyone needs to be part of the final recording (that is, one person could write interview questions or do the audio editing rather than be heard on the podcast).

Individual assignments

Unit 1: Go back to the job ad you worked with at Bootcamp; that will (partially) represent the first of three types of job you need for this assignment. Now, choose two more types of job that you aspire toward and believe you can become a reasonable fit for. Among the three, you need at least one job type that has been around for at least thirty years (often labeled "traditional" in professional literatures), and at least one that hasn't ("emerging" is common, but another easy hack here is to title-search LISTA for "curriculum" and look for recent hit pieces against library schools/iSchools). For especially common jobs (e.g. reference librarians, catalogers), limit yourself to a specific type of organization.

For each job type:

- In one to two paragraphs, explain **why this job type attracts you**.
- Do your best to estimate **how many openings** come up a year, and **how many qualified applicants** such jobs receive. (Sources for this type of estimation will be listed on Canvas.) Is this type of job (in that type of organization, as appropriate) **expanding, steady, or contracting**? Why? Write a paragraph honestly detailing career prospects for the job type.

- Using the iSchool Career Toolkit to locate job-search sites, find at least **three job ads** for this type of job; take screenshots of each ad to turn in, along with the URL. (If you can't find even three job ads, that strongly indicates that this is a very rare type of job! Choose another, please.)
- Using Andromeda Yelton's "three bins" (<https://letterstoayounglibrarian.blogspot.com/2014/04/three-bins-my-strategy-for-getting-most.html>), write one to two paragraphs **evaluating your own readiness to apply** for this job. Write another paragraph containing **concrete plans** for how you will move items in the second and third bins to the first while you are an iSchool student.
- Draft **one to two paragraphs for a cover letter**, explaining how you are an excellent fit for the job. I expect you will have to fluff a bit, and I'm not grading you on the extent of your current preparation (that would be ridiculous). I *am* grading you *very strictly* on whether your expression is cover-letter-appropriate and mechanically correct. Use the iSchool Career Toolkit for cover-letter advice! Proofread! Ask friends to proofread!

Now, separately, write a paragraph **comparing the three job types** and why they attracted you, and **reflecting on what you learned** from this process. What do you now know about your existing skills and interests, and how they fit into information careers? What job and organization types are you now sure you *don't* want, and why is that?

Part of the reasoning behind this assignment is allowing me to evaluate the level of your writing skills. Please write accordingly!

Unit 2: A book (library, school), online exhibit (any information organization), or event (any information organization) with LGBTQ+ content has been challenged by a patron in your organization's service community. (You may choose the type of organization.) After meeting with the challengers and hearing them out, your professional opinion is that the item should remain as-is. Write a letter (full formal business letter, please—you don't have to invent the organization's letterhead, however) in response to the challenger; the body of the letter will also appear as a blog post on your organization's website. You are encouraged to use existing real-world policy and procedures around challenges as though your organization had developed them (all I ask is a citation and/or link so that I can find them).

Unit 3: Consider your own digital footprint: files, social-media presence, online-gaming presence, material stored in the cloud (e.g. photos), and so on (everybody's different!). Write a clear, organized, step-by-step *instruction manual* aimed at the executor of your will (you do have a will? it's a really good idea to make one!) about the disposition of these materials. What should happen to them? Where are they? How can the executor find them? What information does the executor need in order to work with them? Should other people be involved somehow? If so, how should they be contacted? (Use *fake placeholder passwords* in these instructions, please! I am not the executor of your will and absolutely do not want access to your non-class-related stuff!)

Course activities

Canvas modules will typically contain surveys, short reflections, or discussions that ask you to apply what you learn from readings and lecture. These are graded on a participation basis—do the things on time demonstrating reasonable effort, get the points.

Reading schedule

Unit 1: Information work, information workers

Module 1: Course introduction. What is an "information organization?" What do information professionals do?

Ettarh, Fobazi. "Vocational awe and librarianship: the lies we tell ourselves." <http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>

Mattern. "Library as infrastructure." <https://placesjournal.org/article/library-as-infrastructure/> (Please also skim <https://www.latimes.com/books/la-et-jc-dewey-name-removed-library-association-20190626-story.html> because Mattern's discussion of Dewey is entirely too adulatory.)

Watanabe. "Universities redesign libraries for the 21st century." <https://www.latimes.com/local/lanow/la-me-college-libraries-20170419-story.html>

López. "Archives for Black lives: an interview with Jarrett M. Drake." <http://sixtyinchesfromcenter.org/archives-for-black-lives-an-interview-with-jarrett-m-drake/>

Reardon. "Carla Hayden has an audacious plan to make Library of Congress available to you online." <https://www.cnet.com/news/carla-hayden-has-an-audacious-plan-to-make-the-library-of-congress-available-to-you-online/>

Hazlett. "Librarians everywhere." <http://search.ebscohost.com.ezproxy.library.wisc.edu/login.aspx?direct=true&AuthType=ip,uid&db=aph&AN=129963438&site=ehost-live&scope=site> (The page layout in the PDF is irritating, sorry. Story starts bottom of p. 30, continues at *bottom* of page 31, then occupies all of page 32.)

Johnson. "Chief privacy officers." <https://www.edsurge.com/news/2019-03-25-chief-privacy-officers-a-small-but-growing-fleet-in-higher-education> (This trend extends well beyond higher education!)

Nadeau. "Cyber security jobs." <https://www.csoonline.com/article/3214480/cyber-security-jobs-job-descriptions-requirements-and-salaries-for-todays-hottest-roles.html> (Skim this for the job titles. If anything looks interesting, feel free to click over!)

Module 2: Finding information.

Topics: How search engines work. Search engine bias. Recommender systems; bias, "engagement," other dangers. Prospect research. OSINT in information security. Competitive intelligence.

Burton-West. "Practical relevance ranking for 11 million books, part 1." <https://www.hathitrust.org/blogs/large-scale-search/practical-relevance-ranking-11-million-books-part-1> (Pay special attention to the contrast in how Hathi and Google behave toward users.)

Rollmann. "Don't Google it!" <https://www.popmatters.com/algorithms-oppression-safiya-umoja-noble-2529677349.html>

Cadwalladr. "Google, democracy, and the truth about internet search." <https://www.theguardian.com/technology/2016/dec/04/google-democracy-truth-internet-search-facebook>

Carrier. "Knitting and recommendations." <https://towardsdatascience.com/knitting-and-recommendations-b9d178a86c97> (You can skim the mathier, jargon-filled bits, but *make sure you understand the segment on filter bubbles*.)

Tufekci. "How recommendation algorithms run the world." <https://www.wired.com/story/how-recommendation-algorithms-run-the-world/>

Reidsma. "Auditing algorithms." <https://matthew.reidsrow.com/talks/206> (Watch the talk video or read the post, whichever you prefer.)

"Prospect research: the ultimate guide." <https://www.donorsearch.net/prospect-research-ultimate-guide/>

Carruthers. "Interns and social media: a goldmine for hackers." <https://securityintelligence.com/posts/interns-and-social-media-a-goldmine-for-hackers/> (I apologize for the unfortunate ageism in this piece. I haven't found anything that explains OSINT as clearly. I'm still looking!)

Reference for Business. "Competitive intelligence." <https://www.referenceforbusiness.com/management/Bun-Comp/Competitive-Intelligence.html>

Module 3: Serving patrons.

Topics: Defining "public service." Reference work. Reader's advisory. Technical support. Connectivity provision. "Liaison librarianship" in academic libraries. Programming and event management. Displays and exhibitions. The problems with "problem patron;" de-escalation. Emotional labor.

Albanese and Kenney. "The changing world of library reference." <https://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/71322-we-need-to-talk-about-reference.html>

Brown. "The reference interview: theories and practice." https://opencommons.uconn.edu/libr_pubs/13/

Hibner and Kelly. "Thingamabobs and doodads: why tech support is reference." <https://www.slideshare.net/marykelly48/tech-support-is-reference-2861854>

Kenney. "Leveraging the liaison model." https://sr.ithaka.org/wp-content/uploads/2014/03/SR_BriefingPaper_Kenney_20140322.pdf

Simon. "Community-first program design." <http://www.artofrelevance.org/2018/04/18/needs-assets-2/>

Lubar. "Exhibiting absence." <https://medium.com/@lubar/exhibiting-absence-36c5552613ba>

Dyszlewski et al. "Managing disruptive patron behavior in law libraries." <https://rucore.libraries.rutgers.edu/rutgers-lib/49212/> (I note that I skimmed a lot of articles on this, rejecting them because they frankly offended me, before finding this one. LIS's record on this is far from spotless.)

Shirazi. "Reproducing the academy." <https://roxanneshirazi.com/2014/07/15/reproducing-the-academy-librarians-and-the-question-of-service-in-the-digital-humanities/> (Don't get sidetracked on "digital humanities," though do ask if you're curious. You're reading this to understand more about emotional labor and the social status of information work.)

Module 4: Teaching, especially “literacy”

Topics: Literacies: early literacy, K-12 librarianship, STEM literacy, civic literacy, digital literacy, data literacy, security/privacy literacy. Information-literacy instruction; ACRL Framework. The “fake news” phenomenon; the CRAAP test; Four Moves/SIFT.

- Finnegan. “It’s good till it’s not.” <https://www.insidehighered.com/advice/2017/08/01/helping-diverse-learners-navigate-group-work-essay>
- Folk. “Reframing information literacy as academic cultural capital.” <https://crl.acrl.org/index.php/crl/article/view/17822/19651>
- ACRL. “Framework for information literacy for higher education.” <http://www.ala.org/acrl/standards/ilframework>
- Becker. “24 hours in the children’s section.” <https://doi.org/10.1007/s10643-011-0499-0>
- Visser. “Teen tech week.” <https://www.districtdispatch.org/2017/03/18247/>
- Gray et al. “Data infrastructure literacy.” <https://journals.sagepub.com/doi/10.1177/2053951718786316>
- Orenstein “Building privacy literacy at the library.” <https://educatorinnovator.org/building-privacy-literacy-at-the-library/>
- Jackson. “Toys at Chicago Public Library teach building blocks of code—without a computer.” <https://www.chicagotribune.com/business/blue-sky/ct-bsi-library-coding-toys-20170803-story.html>
- Buckingham. “Fake news: is media literacy the answer?” <https://davidbuckingham.net/2017/01/12/fake-news-is-media-literacy-the-answer/>
- Starbird. “Disinformation’s spread: bots, trolls, and all of us.” <https://www.nature.com/articles/d41586-019-02235-x>
- Caulfield. “Introducing SIFT, a Four Moves acronym.” <https://hapgood.us/2019/05/12/sift-and-a-check-please-preview/>

Module 5: Managing and leading.

Topics: Elements of management and leadership: hiring and HR, budgets, strategic planning, etc. Outreach. Basic project management. Change management. How management and leadership are related but distinct.

- Ibarra. “The authenticity trap.” <https://hbr.org/2015/01/the-authenticity-paradox>
- Salzmann and Pecsénye. “From accidental to intentional library management: the RISWS approach.” <http://www.inthelibrarywiththeleadpipe.org/2017/risws/>
- Vinopal. “The quest for diversity in library staffing.” <http://www.inthelibrarywiththeleadpipe.org/2016/quest-for-diversity/>
- Heddleston. “The null process.” <https://www.kateheddleston.com/blog/the-null-process> (Read this to understand the problems project management tries to stave off.)
- Vinopal. “Introduction to project management for libraries.” https://archive.nyu.edu/bitstream/2451/31750/2/Vinopal_2013_ERandL_IntroToPM.pdf
- Vinopal. “Library IT projects as drivers of organizational change.” <https://kb.osu.edu/handle/1811/80774>
- Stevens. “In defense of outreach.” <https://ashleystevens.wordpress.com/2016/06/07/in-defense-of-outreach/>
- Gatlin. “We have an R[ecords]M[anagement] program? Reaching out to users.” <https://saarmrt.wordpress.com/2015/12/15/we-have-a-rm-program-reaching-out-to-users/>

Unit 2: Information spaces, information systems

Module 6: Systems—technological, social, workplace

Topics: Systems (in the broadest sense); organizational behavior. Innovation and maintenance. Ethics in the information professions; privacy (and Chief Privacy Officers); codes of ethics. Surveillance capitalism and information organizations.

- Zipperer and Tompson. “Systems thinking.” (On Canvas.)
- “A framework for ethical decision making.” <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/>
- NYT Innovation Report 2014. <https://www.scribd.com/doc/224332847/NYT-Innovation-Report-2014> (Contrast this with...)
- Tallon. “Digital is more than a department.” <https://www.metmuseum.org/blogs/now-at-the-met/2017/digital-future-at-the-met> (Pay attention to organizational behavior and organizational-structure change here.)
- ALA. “Privacy: an interpretation of the Library Bill of Rights.” <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy>
- Timm. “Online privacy isn’t dead—if we fight for it.” <https://gen.medium.com/online-privacy-isnt-dead-if-we-fight-for-it-ef586a27d9b7>

Johnson. "Chief privacy officers." <https://www.edsurge.com/news/2019-03-25-chief-privacy-officers-a-small-but-growing-fleet-in-higher-education> (Not just higher education!)

Optional, possibly helpful or eye-opening: "The new terminology of privacy." <https://www.nytimes.com/interactive/2019/04/10/opinion/internet-privacy-terms.html>

As appropriate to your career plans, one or more of the following ethics codes (if I missed your career plans, let me know):

American Alliance of Museums. "AAM code of ethics for museums." <https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/>

American Association of University Professors. "Statement on professional ethics." <https://www.aaup.org/report/statement-professional-ethics>

American Library Association. "Code of ethics." <http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/proethics/codeofethics/Code%20of%20Ethics%20of%20the%20American%20Library%20Association.pdf>

American Records Management Association. "Code of ethics." https://www.arma.org/page/IGP_Ethics

Association of Computing Machinery. "Code of ethics and professional conduct." <https://www.acm.org/code-of-ethics>

Society of American Archivists. "SAA core values statement and code of ethics." <https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>

User Experience Professionals Association. "UXPA code of professional conduct." <https://uxpa.org/resources/uxpa-code-professional-conduct>

N.b. data scientists have no code of ethics that I know of. Isn't that fascinating.

Module 7: Spacemaking, physical and digital

Topics: Carnegie libraries and their legacy. "Third place" theory. Information/learning commons. Stacks, "serendipity," weeding, offsite storage. Makerspaces. Digital collections as spaces. Connectivity; digital divides; making space to learn. Websites as spaces. Physical and virtual security; collections theft. Social media management. Design; design thinking.

Silvers. "Using design thinking to connect the physical and digital at the Rijksmuseum." <https://designthinkingformuseums.net/2014/09/25/design-thinking-at-rijksmuseum/>

Young. "Andrew Carnegie, librarian." <https://scottwhyyoung.com/workbook/andrew-carnegie-librarian/>

Klinenberg. "The secret life of [public] libraries." <https://slate.com/human-interest/2018/09/seward-park-library-photos-eric-klinenberg-social-infrastructure.html>

Blummer and Kenton. "Learning commons in academic libraries." <https://doi.org/10.1080/13614533.2017.1366925>

Carr. "Serendipity in the stacks." <https://doi.org/10.5860/crl.76.6.831>

Ockerbloom. "Every book its libraries." <https://everybodyslibraries.com/2010/01/28/every-book-its-libraries-or-taking-care-in-withdrawal/>

(Title above is a riff on Ranganathan's Five Laws of Library Science. Prospective librarians, memorize these! They are part of professional lore. See Steckel, "Ranganathan and IAs." <http://boxesandarrows.com/ranganathan-for-ias/>)

Brodkin. "Comcast, Charter dominate US." <https://arstechnica.com/information-technology/2018/07/comcast-or-charter-is-the-only-25mbps-choice-for-68-million-americans/>

Butterfield. "Race and the digital divide." <https://thehill.com/blogs/congress-blog/technology/443336-race-and-the-digital-divide-why-broadband-access-is-more-than>

Bowles. "The digital gap between rich and poor kids is not what we expected." <https://www.nytimes.com/2018/10/26/style/digital-divide-screens-schools.html>

Brodkin. "FCC data exaggerates broadband access on tribal lands." <https://arstechnica.com/tech-policy/2018/09/broadband-access-on-tribal-lands-is-likely-even-worse-than-fcc-says/>

West. "Libraries bridging the digital divide." <https://www.librarian.net/talks/techforum/> (Read slides and talk notes; be aware that the PDF repeats slides, probably due to wiggly slide transitions. Keep West's advice about persuasion and her linklist in your back pocket for the common assignment.)

Montgomery. "Forget the mall. These days, teens go to library makerspaces." <https://www.edsurge.com/news/2016-06-11-forget-the-mall-these-days-teens-go-to-library-makerspaces>

Werner. "How to destroy special collections with social media." <http://sarahwerner.net/blog/2015/07/how-to-destroy-special-collections-with-social-media/>

Module 8: Inclusive spaces

Topics: History of exclusion in American libraries. Bias in archival collection; community-based archives. The contested history and present of “neutrality;” the paradox of tolerance. Physical and digital accessibility. Bias; bias interrupters; intersectionality. Doing ally work.

Wiegand. “Any ideas?": The American Library Association and the desegregation of public libraries in the American south.” <https://doi.org/10.5325/libraries.1.1.0001>

Farmer. “Archiving while Black.” <https://www.aaihs.org/archiving-while-black/>

Zavala et al. “A process where we’re all at the table; community archives challenging dominant modes of archival practice.” <https://doi.org/10.1080/01576895.2017.1377088>

“Advancing racial equity in public libraries.” https://www.racialequityalliance.org/wp-content/uploads/2018/04/GARE_LibrariesReport_v8_DigitalScroll_WithHyperlinks.pdf

Dobbin and Kalev. “Why diversity programs fail.” <https://hbr.org/2016/07/why-diversity-programs-fail>

Purdie-Vaughns et al. “Social identity contingencies: how diversity cues signal threat or safety for African Americans in mainstream institutions.” <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=1E56150E0C7EBB5C3A8034847575E31?doi=10.1.1.468.8070&rep=rep1&type=pdf>

Simon. *The Art of Relevance* Part 2: Outside In. (Start from the table of contents at <http://www.artofrelevance.org/read-online/> and read all of Part 2, please.)

Nourry. “How ableism leads to inaccessibility.” <https://www.24ally.com/2018/how-ableism-leads-to-inaccessibility/>

Wenzler. “Neutrality and its discontents.” <https://doi.org/10.1353/pla.2019.0004>

Drabinski. “Are libraries neutral?” <http://www.emilydrabinski.com/are-libraries-neutral/>

Poblano. “Organizational transformation without equity and allyship is meaningless.” <https://www.compasspoint.org/blog/organizational-transformation-without-equity-and-allyship-meaningless>

Aurora. “The intolerable speech rule: the paradox of tolerance for tech companies.” <https://frameshiftconsulting.com/2017/09/10/the-intolerable-speech-rule-the-paradox-of-tolerance-for-tech-companies/> (Just the text, not the video.)

Module 9: Keeping spaces open

Topics: Sustainability; business models; making a business case. Advocacy. Budgeting. Grantwriting. Resisting stereotypes.

“Former BBC director apologizes for failure of digital project.” <https://www.nytimes.com/2014/02/04/world/europe/former-bbc-executive-apologizes-for-failure-of-digital-project.html> (Consider this a Horrible Warning.)

Hall et al. “Leading by example? ALA division publications, open access, and sustainability.” <https://doi.org/10.5860/cr1.77.5.654> (Look at all the business models!)

The Maintainers. “Why do people neglect maintenance?” <http://themaintainers.org/blog/2019/7/30/why-do-people-neglect-maintenance>

Digital Preservation Coalition. “Step by step guide to building a business case.” http://wiki.dpconline.org/index.php?title=Step_by_step_guide_to_building_a_business_case and “Template for building a business case.” http://wiki.dpconline.org/index.php?title=Template_for_building_a_business_case (Click any link whose text doesn’t already make sense to you. Business stuff is full of jargon.)

Hswe. “So, you want to get a grant...” <https://libparlor.com/2018/08/01/so-you-want-to-get-a-grant-some-guidance-from-a-librarian-turned-program-officer/>

Simon. “But what if it FAILS?” <https://museumtwo.blogspot.com/2019/04/but-what-if-it-fails-using-fmea-tool-to.html>

SAADA. “Against precarity: toward a community-based notion of fiscal sustainability.” <https://medium.com/community-archives/against-precarity-towards-a-community-based-notion-of-fiscal-sustainability-815d1d889309>

Arnold. “Archivists as maintainers.” <https://hillelarnold.com/blog/2016/08/critical-work/>

Schlesselman-Tarango. “The legacy of Lady Bountiful.” <https://scholarworks.lib.csusb.edu/library-publications/34/>

Settoducato. “Intersubjectivity and ghostly library labor.” <http://www.inthelibrarywiththeleadpipe.org/2019/intersubjectivity-and-ghostly-library-labor/>

Module 10: STUDENT CHOICE WEEK

Unit 3: Information containers, information management

Module 11: Creating information

Topics: Publishing industries (trade, news, scholarly, mass-market, etc). Bias in publishing. Library acquisitions; e-resource management. Library-as-publisher; archives publishing. Research guides. Open educational resources (OER). Professional publishing and how to do it. Copyright; fair use; the public domain; Creative Commons; Traditional Knowledge labels.

Conrad. "Public libraries as publishers: critical opportunity." <http://dx.doi.org/10.3998/3336451.0020.106>

Look through the offerings at Wisconsin Historical Society Press: <https://wisconsinhistory.org/Records/Article/CS15605>

Beard. "The libraries bringing small-town news back to life." <https://www.theatlantic.com/technology/archive/2018/01/libraries-local-news/551594/>

Masad. "Read between the racism: the serious lack of diversity in book publishing." https://www.vice.com/en_us/article/9aex3p/read-between-the-racism-the-serious-lack-of-diversity-in-book-publishing

Lorenzen. "Getting published: an overview for off-campus librarians." <https://doi.org/10.1080/01930820802310577>

Sims, "Copyright Basics." <https://www.lib.umn.edu/copyright/basics> (please read all sections)

Sims. "Copyright in your personal life." <http://simsjd.com/copyrightlibn/2013/05/21/copyright-in-your-personal-life/>

West. "Things that make the librarian angry." <https://medium.com/message/things-that-make-the-librarian-angry-1d30cd27cf60>

Crowley. "Getting to grips with Creative Commons licensing." <https://blogs.bournemouth.ac.uk/research/2014/04/15/getting-to-grips-with-creative-commons-licensing/>

"Traditional Knowledge labels." <http://localcontexts.org/tk-labels/>

Dalton and Pan. "Snakes or ladders? Evaluating a LibGuides pilot at UCD Library." <https://doi.org/10.1016/j.acalib.2014.05.006>

Wagstaff. "Open educational resources at UW-Madison." <https://medium.com/@steelwagstaff/oer-uw-madison-6116ee119696#.trnud5w74> (N.b. both Steel and Amanda are iSchool alumni!)

Module 12: Collecting information

Topics: Library collection development. Archives appraisal. Records scheduling. Weeding; records disposition. Bias in collection development and archives appraisal. Repatriation; NAGPRA. E-resource licensing and its pitfalls.

"Secrets of the stacks." <https://medium.com/@fsgbooks/secrets-of-the-stacks-4ca8405f1e11>

Cohen. "The books of college libraries are turning into wallpaper." <https://www.theatlantic.com/ideas/archive/2019/05/college-students-arent-checking-out-books/590305/>

Curtis. "A beginner's guide to records retention." <https://blogs.loc.gov/thesignal/2016/04/a-beginners-guide-to-record-retention/>

Tansey. "Dispos[i]tion and its discontents." <https://saarmrt.wordpress.com/2017/11/14/disposition-and-its-discontents/> (Note the comment from a journalistsplainer. Tansey is a records manager! Troutman is not!)

Boyd and Johnston. "The future of preserving the past." <https://www.federaltimes.com/enterprise-view/2016/08/19/the-future-of-preserving-the-past/>

Tansey. "Institutional silences and the digital dark age." <https://saarmrt.wordpress.com/2016/05/23/institutional-silences-and-the-digital-dark-age/>

IFLA. "The limits of licensing: a literature review." <https://www.ifla.org/publications/node/11589> (As you read, pay attention to the structure and conventions of a "literature review.")

National Congress of American Indians. "Cultural protection and NAGPRA." <http://www.ncai.org/policy-issues/community-and-culture/cultural-protection-and-nagpra>

Module 13: Safeguarding information

Topics: Conservation and preservation; managing 20th-century information carriers. Personal digital archiving. Web archiving.

Canadian Conservation Institute. "Agents of deterioration." <https://www.canada.ca/en/conservation-institute/services/agents-deterioration.html> (Click through all ten, please.)

Schonfeld. "Taking stock: sharing responsibility for print preservation." <https://sr.ithaka.org/publications/taking-stock-sharing-responsibility-for-print-preservation/>

Woodard. "Huge number of Maine public records have likely been destroyed." <https://www.pressherald.com/2018/12/30/huge-number-of-maine-public-records-have-likely-been-destroyed/> (Another Horrible Warning for you.)

McKenzie. "A race against time to preserve university media collections." <https://www.insidehighered.com/news/2018/06/29/universities-urged-save-media-collections-it%E2%80%99s-too-late>

Kimmelman. "What is lost when a museum vanishes?" <https://www.nytimes.com/2018/09/16/world/americas/brazil-museum-fire.html>

Caplan-Bricker. "Preservation acts: toward an ethical archive of the web." <https://harpers.org/archive/2018/12/preservation-acts-archiving-twitter-social-media-movements/>

Gollins. "Parsimonious preservation: preventing pointless processes!" <http://www.nationalarchives.gov.uk/documents/information-management/parsimonious-preservation.pdf>

Module 14: Keeping track of information

Topics: Defining "technical services." Cataloging. Metadata. Finding aids. Database management. Information governance. Crowdsourcing metadata; "subject matter experts."

Coyle. "Catalogs and context." <http://kcoyle.net/catcon.html>

"Primary concerns for data strategy and governance." <https://www.if4it.com/primary-concerns-data-strategy-governance/>

Gilliland. "Introduction to metadata." https://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.html

"How do archivists describe collections?" <https://peelarchivesblog.com/2016/02/29/how-do-archivists-describe-collections-or-how-to-read-a-finding-aid/>

"How do archivists organize collections?" <https://peelarchivesblog.com/2015/08/26/how-do-archivists-organize-collections/>

Veltman. "SQL: The prequel." <https://schoolofdata.org/2013/11/07/sql-databases-vs-excel/>

Yoose. "Erasing technical labor in technical services." <https://yobj.net/notablog/?p=166>

British Library. "LibCrowds: how your contributions can help improve access to the collections of the British Library." <https://britishlibrary.typepad.co.uk/asian-and-african/2015/08/libcrowds-how-your-contributions-can-help-improve-access-to-the-collections-of-the-british-library.html>

iSchool learning outcomes

iSchool learning outcomes	Course measurable outcomes
1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.	Broadband paper. Response to incidents (Unit 2 group assignment). Response to challenge (Unit 2 individual assignment).
4. Students demonstrate understanding of professional competencies important for management of information organizations.	Culpic Inc. preparation for new archives (Unit 1 group assignment). Podcast about information careers (Unit 3 group assignment).
6. Students apply theory to professional practice.	Response to incidents (Unit 2 group assignment). Response to challenge (Unit 2 individual assignment).
7. Students demonstrate understanding of issues surrounding marginalized communities and information.	Broadband paper. Response to incidents (Unit 2 group assignment). Response to challenge (Unit 2 individual assignment).