LIS 601
Information Perspectives and Contexts

Information School
University of Wisconsin-Madison
Fall 2021

Instructor: Dorothea Salo (please call me "Dorothea")
Student hours: Zoom, 2-4 pm US Central time Mondays
Special course attributes: Required for MA/LIS
Instructional mode: Online asynchronous

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Canvas: https://canvas.wisc.edu/courses/261119
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. 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/**.**

Name and pronouns: Your name and/or gender may have been reported to me incorrectly. Please let me know your pronouns and preferred given name or nickname as you are comfortable. My pronouns are she/her/hers. UW-Madison lets students indicate a preferred name: https://registrar.wisc.edu/preferred_name.htm Canvas does as well, and also accommodates pronouns: https://kb.wisc.edu/luwmad/page.php?id=108069

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.

Course schedule

The fall 2021 calendar is Wednesday-Tuesday. Each calendar week of the course will begin no later than Wednesday morning at midnight, though I will try to open modules a week (or perhaps even more) ahead. Assignment due dates will be Tuesday night at 11:59pm (unless otherwise noted). Please ask in the Canvas syllabus-problems forum if a due date appears misplaced.

Textbooks

There are no required textbooks for this course. Reading material is largely drawn from the web. Any books or book chapters in the course will be available as library ebooks or e-reserves.

Notes from a pandemic

These are not usual times, I'm acutely aware. I am absolutely willing to accommodate sudden unforeseen challenges. Please let me know what you need as soon as you can. I will be adding COVID-specific readings each module, to demonstrate how the

information professions engage in pandemic/emergency response. If your mental health doesn't allow for reading these, I completely understand; take care of yourself first.

If I come down with a symptomatic COVID case (and I assure you, I am fully vaccinated and trying my best not to), this course should not be hugely affected; I've taught it several times before, such that almost all course content is already built. Grading and discussion-forum responses from me will likely be delayed, but aside from that, we should be fine.

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)
COMMON ASSIGNMENT	20%	End of Module 8
Unit 1 group writing	10%	End of Module 5
Unit 1 individual writing	10%	End of Module 5
Unit 2 group writing	15%	End of Module 10
Unit 2 individual writing	15%	End of Module 10
Unit 3 group writing	15%	End of course
Unit 3 individual writing	15%	End of 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

This assignment is common to all sections of LIS 601.

Information professionals often find themselves responsible for information, advocacy, and even activism around important information issues, both within and beyond their workplaces. In this assignment you will think deeply about an authentic contemporary information policy issue, access to broadband Internet in the United States, and discuss it in an engaging, well-researched, analytical, and concise paper.

Drawing upon your research as well as relevant classwork, create a 6 to 8-page persuasive whitepaper (not including cover, graphics, works cited, or bibliography) that makes a case for how a specific community (of your choice; you may use your own hometown, Madison/Monona/Fitchburg, or another locale) can improve broadband access for those who most need it, and why that community should do so. For purposes of this paper, you are an information professional (exact type and workplace up to you), and you work and live in the community you are advocating to. Assume that you are gathering and presenting information to your community's government, elected officials, and community organizers, to persuade them to make an informed and just decision.

Persuasive whitepapers, sometimes also called "policy papers," commonly come from non-profit organizations and academic research units. Even when they address public-policy issues, whitepapers are non-partisan (that is, they do not represent or seek to boost or damage any specific political party, official, or candidate). For examples, look through the following organizations' publications:

➢ Pew Research Center: https://www.pewresearch.org/ (more research than advocacy, but publication structure is whitepaper-ish)
➢ Data & Society: https://datasociety.net/
➢ Electronic Privacy Information Center: https://epic.org/

Before you begin, develop a basic understanding of the concept of "broadband internet access" and the issues surrounding its implementation. (Strong hint: Dorothea's Pinboard URL for broadband- and other networking-related issues is https://pinboard.in/u:dsalo/t:networking. Be aware that things are changing quickly at present!) LISTA should also be helpful here. You should also explore how to locate useful community data; one helpful resource is the US Census Bureau's data portal (formerly American FactFinder): https://data.census.gov/cedsci/

Your whitepaper should have four parts:

PART I: Executive summary

People are busy! Executive summaries respect their time by summarizing the main arguments and recommendations in a policy paper in *one page or less*. (Word to the wise: Write this last! It should contain spoilers for the entire paper!)

PART II: Community background

Include a detailed, yet succinct description of this community as relevant background for your argument. This should include such things as the community location, size, demographics, income levels, what broadband access already exists (and its cost), the demographics of who does and doesn't have broadband access, and locally-available access to free information in a variety of media. Include any additional information about the community, its resources, and its present situation that you think would incline community leaders to take action to increase broadband access. For instance:

➢ Are there any current initiatives that seem especially relevant?
➢ How has the COVID-19 pandemic changed the need for broadband?
➢ Have any economic, educational, cultural-heritage, or other issues been raised in the local news that improved broadband could assist with?

PART III: Defining the problem

This section should:

➢ make clear why you care about the issues of broadband in the community, and how you have the expertise and local knowledge to opine,
➢ define any terms or concepts your readers will need to understand the rest of your paper (assume that your audience is intelligent and interested, but knows very little about the "broadband debate" and is not clear about different technologies involved),
➢ lay out any specific (local and national) factors driving current interest in broadband, and
➢ explain in detail why inadequate access to broadband is a problem for this community.

PART IV: Argument for action

Suggest two to four community initiatives to improve the situation you described in the previous part, laying out the pros and cons of each. (They may be wholly independent initiatives or interdependent ones.) Advocacy initiatives count as long as they are specific: to whom should the community advocate, for what, and how? Try to identify the central challenges that you think this community must consider and the best approaches to meeting the need you have identified. Support your argument with examples from your research on the issue. Conclude with a paragraph explaining which initiative you think is best, and why.

Additional considerations

Title page: Have one, and design it attractively and appropriately. It does not count against your page limit. (Some folks find Canva helpful: https://canva.com/)

Graphics: Include charts, graphs, or tables that support your findings. These will not be counted against your page limit. If you take these from other sources (which is fine), you *must* properly cite them!

Citations/References: Document your research with appropriately-used internal citations as well as a bibliography of references cited. Any citation style is fine, as long as it is consistent throughout; I strongly recommend Zotero use! Your bibliography will not be counted against your page limit.

Mechanics and Format: Your whitepaper should be attractively designed; standard doublespaced Times New Roman term-paper design is incredibly ugly and unpersuasive. Data & Society's whitepapers (see https://datasociety.net/outputs/report/) are always good-looking and easy to read. I won't hold you to their standard, but *design and typography do count toward your grade.*

Evaluation Criteria

➢ **Completeness of research and analysis**, including *appropriate citations deployed appropriately* (I am not fussed about exact citation style; use your favorite, as long as you're consistent about it)
➢ **Persuasiveness**: Are your arguments cogent and convincing? Will your audience respond to them?
➢ **Effective marshalling of 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 and correctly-spelled*, well-edited, and succinct piece? Is the executive summary present and adequate?
➢ **Design**: Are the typography, layout, color use, etc. attractive, accessible to all readers, and appropriate to the whitepaper genre?

ON GROUP PROJECTS

The idea that group projects are uniquely designed to torture iSchool students is a snare and a delusion. All information professions include immense amounts of collaborative work, from grantwriting to local committees and task forces to project work to involvement in national professional organizations... and everything in between. None of the obstacles to working in groups—scheduling, free riders, personality conflicts—disappears when you receive your degree. If you are not good at working in a team, *now is the time to learn*!

Likewise, formal project management is a highly marketable skill. Even if you are not your group's PM, learning everything you can about how to plan, charter, steer, and budget a project will serve you well, as will thoughtful reflection on how best to encourage fruitful teamwork among colleagues.

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://web.archive.org/web/20190802110347/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 full-time 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). Assume that building issues (e.g. climate-controlled storage) are not your problem, and most reformatting/digitization work will be outsourced (don't try to find a vendor; that's for later). *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: The Wisconsin Library Association's 2019 annual conference was held in the Kalahari Resort—which conference keynoter Ijeoma Oluo called "a building in blackface"—in Wisconsin Dells over Yom Kippur (one of the Jewish High Holy Days). This happened despite clear warning from 2017 speaker Jessamyn West that meeting in this locale was a terrible idea (https://medium.com/tilty/tilt-47-being-something-were-not-being-better-than-we-are-bf7eec4b27ca). Reaction from many Wisconsin librarians to the 2019 conference locale and date was highly unfavorable, to say the least—those who even attended; many librarians of color and Jewish librarians refused to come, I am told by people I trust.

This happened against a background of significant race/ethnicity-based and other oppression perpetuated by librarianship generally and Wisconsin librarianship specifically (see Canvas for list of examples).

WLA has chartered your group as a task force to start the long road toward improvement (for itself and for Wisconsin libraries generally) by creating the following communications and librarian-development tools:

➢ A **blog post or press release** sincerely apologizing for what happened and explaining how WLA plans to move forward. (Your group will lose so many points if this is a fauxpology! Don't do that! WLA carries full responsibility for its date and locale choices.)
➢ **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) to be suggested to Wisconsin libraries as a discussion series on equity (along many axes, not only race/ethnicity).
  ➢ The book must be chosen from the list on Canvas.
  ➢ You must also deliver **capsule summaries** of all books on the Canvas list, as a helpful "more things to read" list.
  ➢ Your group must search for the shorter pieces on its own, and provide **a list of also-rans** (books and articles you found or read but did not choose) 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 WLA, covering WLA processes as well as behavior at WLA events. (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, someone could write interview questions or do the audio editing rather than be heard on the podcast).

Individual assignments

Unit 1: Perform Carl Bergstrom and Jevin West's "Bullshit Inventory" https://www.callingbullshit.org/exercises_inventory.html over three days or so; write up or visualize the results as you choose. I definitely want to see your answers to Bergstrom/West's questions about how you are defining and operationalizing "bullshit."

Now, consider your career plans. Ask yourself: Does my planned career contribute to other people's bullshit load? When, how, and how can I (as an ethical professional) not do that? How can I reduce other people's bullshit load in my career? How can I interfere with or reduce the damage from malicious or clueless attempts to increase other people's bullshit load? (Real-world examples from the news or the professional trade literature encouraged.) Finally, add a paragraph or two of reflection on the information professions' contributions to, and attempts to redress, the bullshit problem. Submit your writeup/visualization and reflection paper to the appropriate Canvas dropbox.

Because a lot of us (myself included) have our bullshit loads increased by people close to us, which can be hard to admit and write about, I pledge to keep these assignments *especially* confidential, beyond what I am required to do by FERPA and university policy.

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

Unit 2: A book (library, school), online exhibit (any information organization), project (any information profession: UX folks, consider a website, for example!), 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: For your own edification, walk through the Work Values Assessment (https://www.careeronestop.org/Toolkit/Careers/work-values-matcher-assessment.aspx; should take ten minutes or less) and use it as context for what follows. (For the record, I am off-the-charts high on Independence, high on Achievement, and middle-of-the-road to low on everything else. Your mileage may and probably will vary!)

Choose three types of job that you aspire toward and believe you can become a reasonable fit for. (If you worked with a job ad at Bootcamp or orientation, you may certainly use it as one of the three. If you can't think of three, peruse a few of the job-search sites listed in the iSchool Career Toolkit.) 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 in job titles). For especially common jobs (e.g. reference librarians, catalogers), limit yourself to a specific type of organization.

Using organization charts from information organizations (often available from the organization's website) and forecasts from Library Journal or LISTA, create a quadrant diagram and place each of your three job types on it. The x-axis should be "few/many libraries/archives hire for this job type." The y-axis should be "each library/archive that hires for this job type hires for few/many jobs." Example, based on my own career:

Many jobs per org		
		Web manager
	Institutional repository manager	
Few jobs per org	Research-data manager	
	Few hire these	Many hire these

Create a second quadrant diagram where the x-axis is "number of jobs available" and y-axis is "number of qualified competitors for this type of job." Place your three job types on it.

Now, for *each* of your three job types (yes, this means you are going through this list three times!):

➢ Using the iSchool Career Toolkit and Tanya's instructions for it (on Canvas) 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.)
➢ Explain **why this job type** (in this type of organization, if appropriate) **attracts you.**
➢ Using Tanya's inventory tool (on Canvas; it is based on 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.
   ➢ N.b. Tanya's tool asks you to turn in your Inventory Chart to Canvas. I'm not requiring that! I want you to use it to...
➢ Draft **a paragraph 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 and classmates to beta-read!

Conclude with 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?

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?

Topics: Idealism, realism, burnout. Where information organizations and information jobs are. Project charters and team compacts.

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/

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!)

"Team compacts." https://www.leadingvirtually.com/virtual-team-tools-team-compact/

COVID-related reading: "Considerations for a trauma informed response for work settings." https://traumainformedoregon.org/wp-content/uploads/2020/03/Considerations-for-COVID-19-Trauma-Informed-Response.pdf

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

Carryer. "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/

Basu. "A guide to being an ethical online investigator." https://www.technologyreview.com/2021/01/14/1015931/how-to-be-an-ethical-online-investigator-activist/ (This is called OSINT and it's a key part of information-security work.)

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

COVID-related reading: Newton. "How another video of COVID-19 misinformation went viral on Facebook." https://www.theverge.com/interface/2020/7/29/21345138/facebook-viral-hydroxychloroquine-video-removal-trump-junior-stella-immanuel

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

Robinson. "No holds barred: policing and security in the public library." http://www.inthelibrarywiththeleadpipe.org/2019/no-holds-barred/ (BEWARE if you search LISTA for related articles. LIS's track record on security is rife with racism, ableism, and classism.)

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.)

Tate. "The digital divide has narrowed, but 12 million students are still disconnected." https://www.edsurge.com/news/2021-01-27-the-digital-divide-has-narrowed-but-12-million-students-are-still-disconnected

Crockett. "Meet the 11% of Americans who don't use the Internet." https://thehustle.co/meet-the-11-of-americans-who-dont-use-the-internet/

COVID-related reading: McLain. "Essential until we're not: an angry librarian on the disregard for library staff safety." https://bookriot.com/library-staff-safety/ (Definitely not a phenomenon limited to public libraries...)

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://web.archive.org/web/20190301184650/https://www.districtdispatch.org/2017/03/18247/

Gofman. "A Carpentries approach to ACRL Framework instruction." https://escholarship.umassmed.edu/jeslib/vol8/iss2/9/

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

Breakstone et al. "Students' civic online reasoning: a national portrait." https://stacks.stanford.edu/file/gf151tb4868/Civic%20Online%20Reasoning%20National%20Portrait.pdf

Starbird. "Disinformation's spread: bots, trolls, and all of us." https://www.nature.com/articles/d41586-019-02235-x

Caulfield. "SIFT (The Four Moves)." https://hapgood.us/2019/06/19/sift-the-four-moves/

COVID-related reading: "COVID-19 has widened the 'homework gap' into a full-fledged learning gap." https://www.edsurge.com/news/2020-06-16-covid-19-has-widened-the-homework-gap-into-a-full-fledged-learning-gap

Bonus COVID reading for public librarians and tech/UX folks: "Public libraries can improve remote learning. Here's how." https://www.edsurge.com/news/2020-08-18-public-libraries-can-improve-remote-learning-here-s-how

Module 5: Keeping track of information

Topics: Defining "technical services." "Paraprofessional" and other information-labor controversies. Cataloging. Metadata. Access services; interlibrary loan. Systems librarianship. Database management. Crowdsourcing metadata; "subject matter experts."

Rodriguez et al. "Understand, identify, and respond: the new focus of access services" http://doi.org/10.1353/pla.2017.0019 (Read this for what "access services" does, and where it may live organizationally.)

Weyrens. "Working with, not for." http://dx.doi.org/10.7710/1093-7374.1770

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

Griffin. "Creating metadata by hand." https://pushcartcatalog.wordpress.com/2017/05/25/creating-metadata-by-hand-musings-on-the-limits-of-automation-in-archives/

Haigh. "A veritable bucket of facts." https://doi.org/10.1145/1147376.1147382 (Introduction and Conclusion only.)

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/

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

COVID-related reading: Phillips. "Managing metadata editing for telecommuting." https://vphill.com/journal/post/6212/ (UX folks: watch and learn — this is the most impressively user-friendly metadata-creation system I have ever seen, and I am bitterly envious of it.)

Unit 2: Information spaces, information systems

Module 6: Managing and leading.

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

Ibarra. "The authenticity trap." https://hbr.org/2015/01/the-authenticity-paradox

Salzmann and Pecsenye. "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

Doist. "Asynchronous communication." https://doist.com/blog/asynchronous-communication/

Stevens. "In defense of outreach." https://ashleydstevens.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/

COVID-related reading: "Free Library director Siobhan Reardon has resigned." https://billypenn.com/2020/07/23/free-library-director-siobhan-reardon-has-resigned/ (Remind me to talk about *Library Journal*'s role in this.)

Module 7: 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://archive.org/details/nyt_innovation_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

COVID-related reading: Yoose/Berman. "The privacy perils of contact tracing in libraries." https://chooseprivacyeveryday.org/the-privacy-perils-of-contact-tracing-in-libraries/

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/uxpa-code-of-professional-conduct/

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

Module 8: 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. 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://scottwhyoung.com/workbook/andrew-carnegie-librarian/

Head. "Planning and designing academic library learning spaces." https://www.projectinfolit.org/uploads/2/7/5/4/27541717/pil_libspace_report_12_6_16.pdf

Robinson. "No holds barred: policing and security in the public library." http://www.inthelibrarywiththeleadpipe.org/2019/no-holds-barred

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/)

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/

COVID-related reading: Kenney. "The library is open (sort of)." https://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/84151-the-library-is-open-sort-of.html

Module 9: 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; microaggressions; intersectionality. Doing ally work.

Jones and Okun. "White supremacy culture." http://www.cwsworkshop.org/PARC_site_B/dr-culture.html

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

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.24a11y.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/

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, though of course you may watch it if you wish.)

COVID-related reading: Swauger. "Software that monitors students during tests perpetuates inequality and violates their privacy." https://www.technologyreview.com/2020/08/07/1006132/software-algorithms-proctoring-online-tests-ai-ethics/

Module 10: Keeping spaces open

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

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/

Stahl. "Librarian, read thyself." https://the-rambling.com/2020/10/23/issue10-stahl/

Shapiro. "'The angriest librarian' schools columnist over anti-library tweets." https://www.huffpost.com/entry/angriest-librarian-columnist-tweets_n_59f03421e4b0bf1f8836bace (Content alert: f-bombs!)

Guo. "Silent technical privilege." https://slate.com/technology/2014/01/programmer-privilege-as-an-asian-male-computer-science-major-everyone-gave-me-the-benefit-of-the-doubt.html

COVID-related reading: "our library staff have all been reassigned to do childcare for county workers." https://www.askamanager.org/2020/08/our-library-staff-have-all-been-reassigned-to-do-childcare-for-county-workers.html (Comments are moderated on AAM, so it's fairly safe to skim them if you wish.)

Module 11: STUDENT CHOICE WEEK

Unit 3: Information containers, information management

Module 12: Creating information

Topics: Publishing industries. Acquisitions. Library-as-publisher; archives publishing. Finding aids. Research guides. Professional publishing and how to do it. Copyright; fair use; the public domain; Creative Commons.

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." https://localcontexts.org/labels/traditional-knowledge-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!)

COVID-related reading: McKenzie. "Window of opportunity for OER." https://www.insidehighered.com/news/2020/08/13/pandemic-drives-increased-interest-open-educational-resources

Module 13: Collecting information

Topics: Library collection development. Archives appraisal. Records scheduling. Weeding; records disposal. E-resource management. 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/

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.")

Kelly. "E-books at libraries are a huge hit." https://www.washingtonpost.com/technology/2019/11/26/e-books-libraries-are-huge-hit-leading-long-waits-reader-hacks-worried-publishers/

Schafer. "State Library of Kansas' boycott of new Macmillan ebooks." https://kslib.info/Blog.aspx?IID=749

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

COVID-related reading: Tansey. "No one owes their trauma to archivists." https://www.insidehighered.com/news/2020/08/13/pandemic-drives-increased-interest-open-educational-resources

Module 14: Safeguarding information

Topics: Records management. Conservation and preservation; managing 20th-century information carriers. Post-custodial archives. Personal digital archiving. Web archiving. Information security.

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/

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

COVID-related reading: "Hackers eye students returning to virtual classes as easy targets." https://thehill.com/policy/cybersecurity/513022-hackers-eye-students-returning-to-virtual-classes-as-easy-targets

iSchool learning outcomes

MA/LIS learning outcomes	Course measurable outcomes
1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.	Common assignment. 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.	Common assignment. Response to incidents (Unit 2 group assignment).