The University of Iowa
School of Library and Information Sciences
Fall 2015

Course	SLIS 5010: Cultural Foundations
Course Schedule	Wednesdays 4:30-7:00, 3092 Main Library
Instructor	Dr. Lindsay Mattock
Office Location	3072 Main Library
E-mail	lindsay-mattock@uiowa.edu
Office Hours	Mondays 12:30-2:30 (on-campus); Tuesdays 4:30-6:00(virtual); or by appointment

Scheduling Notes

The Fall 2015 academic term runs from August 24 – December 18. Our first class meeting will be held, Wednesday, August 26. The last day of class is December 9. The course will not meet during ILA, October 14th or Thanksgiving week, November 22 – November 29.

Course Overview

Cultural Foundations serves as an introduction to Library and Information Science, exploring the role of library and information agencies in society. The course will address major issues in library and information professions including intellectual freedom, professional ethics, intellectual property, literacy, and the role of libraries and information agencies in society.

Required Textbook

Michael Gorman, *Our Enduring Values: Revisited*, *Librarianship in an Ever-Changing World* (Chicago: ALA, 2015).

Please note that this is the **revised edition** of this text. Chapters from the text will be assigned throughout the term along with additional articles and chapters as listed in this syllabus. You may purchase a copy of the text directly from the American Library Association Bookstore http://www.alastore.ala.org or through your preferred book vendor. The text is also available as an ebook through the University of Iowa Libraries.

Semester at a Glance

Week 1 | Aug. 26   Introduction to Cultural Foundations

Week 2 | Sept. 2   The Information Professions

Week 3 | Sept. 9   LIS Values and Ethics

Week 4 | Sept. 16   Libraries as Place

Week 5 | Sept. 23   Digital Libraries
Assignment 2 Due

Week 6 | Sept. 30   Resume Workshop

Week 7 | Oct. 7   Collection Building and Stewardship

Week 8 | October 14   *ILA Conference, Des Moines – No Class*

Week 9 | Oct. 21   Organization, Description, and Issues of Control
Assignment 3 Due

Week 10 | Oct. 28   Communities, Service, and Users

Week 11 | Nov. 4   Literacy, Learning, and Outreach

Week 12 | Nov. 11   Access, Diversity, and the Digital Divide

Week 13 | Nov. 18   Information Policy, Intellectual Property, and Censorship

November 25   *Thanksgiving Holiday – No Class*

Week 14 | Dec. 2   PechaKucha Round 1
Assignment 4 Due for All Students

Week 15 | Dec. 9   PechaKucha Round 2

Course Tools

We will use a variety of tools throughout the term to facilitate discussion between the online and on-campus cohort, share information, and complete assignments.

» **ICON**
All students should have access to the Cultural Foundations ICON site available through https://icon.uiowa.edu. This online platform will host all of the course documents including the syllabus and assigned readings, as well as the Course Wiki, discussion boards, and weekly chat. For assistance with ICON please visit https://icon.uiowa.edu/help/students/

» **Zoom**
Students enrolled in the EXE section will use Zoom to virtually connect to the classroom each week. Our weekly zoom session can be accessed at https://uiowa.zoom.us/j/220170367. Please use your HawkID and password to log-on, if prompted. Zoom sessions will NOT be recorded. A recurring Zoom meeting has also been created for the virtual office hours each week https://uiowa.zoom.us/j/8603381342.

» **Google Hangouts**
Google Hangouts will be used to facilitate small group discussion for the Themed Discussion Groups with members from the EXE section.

During the class meetings, Google Hangouts will allow EXE students to create a separate group meeting while remaining connected to the weekly Zoom session. This is a free tool, but will require a Google ID. For instructions please visit https://plus.google.com/hangouts/active. Groups are responsible for setting up a video Hangout each week during the designated discussion period.

» **@SLIS5010 Twitter Feed**
A Twitter Feed has been created for the course. The feed will serve as a forum for related news stories, job posts, and event announcements. You DO NOT have to create a Twitter account to view the feed, it has been embedded into the ICON page under "Course Tools"; however, you must create an account to participate. Instructions for creating an account can be found at http://www.twitter.com. Participation in the SLIS5010 is NOT required, but encouraged.

Assignments and Grading

All assignments are to be submitted electronically through the designated space in ICON, unless otherwise noted. Assignments are due by 4:00 pm on the due date stated in the syllabus. Late assignments will NOT be accepted.

Assignments at a Glance

Assignment	Points	Due Date
Annotated Bibliography	15	Weeks 2 through 13
Scholarly Book Review	25	Week 5, September 23
Job Application and Reflection	25	Week 9, October 21
PechaKucha Presentation	25	Week 14, December 2
Class Participation	10	Throughout Term

1. **Class Participation – 10 points**
    Assessed Throughout Term

This course is designed as a discussion course - this means that students are expected to come to class prepared to share their observations, thoughts, and questions about the weekly topic and readings. Your individual participation and your participation in small group discussion will serve as the basis for your Class Participation grade.

During the first class session, students will be assigned to a themed discussion group of 4-5 students. Each week, the themed groups will meet (in-person or virtually) during the first 10-15 minutes of the class session in order to discuss the class topic as it relates to the group's theme and develop discussion questions for the class. Group discussion, along with your individual preparation before class, are designed to promote participation during the weekly class meetings. Your class participation grade will be evaluated against your participation in both the themed discussion group and your individual participation during each class session.

Participation will be graded at the end of the term according to the following rubric:

	Strong Work	Needs Development	Unsatisfactory
Preparation	Arrives fully prepared at each session with notes on reading, observations and questions.	Sometimes arrives unprepared.	Shows little evidence of having thought about or read assigned material.
Listening	Actively supports, listens, and engages with peers and instructors.	Makes an effort to interact with peers, but sometimes displays lack of interest in comments of others.	Limited/no interaction with peers; projects lack of interest or disrespect for others.
Quality of contributions	Comments are relevant and advance the level and depth of conversation, reflecting insights about material.	Participates constructively, but comments are sometimes irrelevant or demonstrate lack of preparation.	Never participates, or comments generally vague; demonstrates lack of interest in materials or comments of peers.
Frequency of participation	Actively participates at appropriate times.	Participates sometimes, but not always attentive.	Rarely participates; generally not engaged.

- Students earning "A" grades overall will be consistently strong in most categories, showing improvement throughout the semester.
- Students earning "B" grades overall will be determined by participation that is strong in some areas but needs work in others; showing some improvement during the semester.
- Students earning grades of "C" or below overall will be weak in most categories, showing little or no improvement during the semester.

2. **Annotated Bibliography – 15 points**
Due Weeks 2 - 13

This course provides a broad introduction to Library and Information Science; however, LIS professionals work in a variety of organizational and cultural contexts. The annotated bibliography provides an opportunity for students to further explore a particular LIS context of interest and to familiarize themselves with the professional literature related to this area of interest. This assignment, paired with the Themed Discussion Groups, will prepare you to direct your research and your career path as you continue through your degree work at SLIS.

During weeks 2-13 each student will select a scholarly journal article or book chapter to read along with the assigned texts for each week. **The selected piece must be peer-reviewed.** The "Library and Information Science" LibGuide can help you to identify appropriate literature http://guides.lib.uiowa.edu/lis. The selected piece should align with your themed discussion group and the weekly topic. Week 8, October 14th is a "wildcard" week. Students attending ILA may report on a session from the conference. All other students should select an article or chapter on any topic related to their group's theme.

Composing your entry:
After selecting and reading your peer-reviewed work, you will compose three brief paragraphs analyzing and reflecting on the piece you have read.
   a) Paragraph 1 – Summary: Provide a brief summary of the selected work. What was the author's main argument? What were the central points?
   b) Paragraph 2 – Evaluation: Assess the strengths and weaknesses of the argument and the evidence provided. Did the evidence support the argument? Was the argument clearly stated? Was the methodology sound?
   c) Paragraph 3 – Applicability: Describe how this work is relevant to your group's theme as well as LIS professionals at large. How does this work connect to the weekly topic? Further, how is this work relevant to your own interests?
For guidance, please visit Purdue's OWL, "Annotated Bibliographies," https://owl.english.purdue.edu/owl/owlprint/614/.

Formatting your entry:

Each student will post a unique entry to the appropriate section of their group's page on the **Course Wiki.** Entries must be formatted according to the guidelines posted in the "Example entry" page:

a) Use the "Heading 1" formatting style for the citation. Each student must choose a unique resource (**duplicate entries will not receive credit**). The group must agree upon a citation style guide and adhere to this standard throughout the term (ALA, MLA, Chicago, etc.).

b) Enter the three-paragraph annotation using the "paragraph" formatting style.

c) Sign your entry on the last line with a "User Mention" by typing the @ symbol and selecting your name from the dropdown list.

Students will submit a total of 12 entries for a total of 15 points. Each weekly entry is worth 1.25 points and will be evaluated according to the following rubric:

Requirement	Point Value	Guidelines
Quality	.25 points	The selected work is a peer-reviewed, scholarly, journal article or book chapter.
Clarity of Writing	.25 points	The citation has been properly formatted according to the style manual selected by the group (APA, MLA, Chicago). The annotation meets the length requirement (200-250 words), and demonstrates evidence of proofreading and the proper use of grammar and punctuation.
Summary	.25 points	The annotation succinctly and clearly summarizes the author's thesis and addresses the main points of the work.
Evaluation	.25 points	The annotation assesses the work's strengths and weaknesses and evaluates its methods and presentation.
Applicability	.25 points	The annotation addresses the applicability of the work to the weekly topic, the LIS context represented by group, and the LIS fields more generally.

3. **Scholarly Book Review – 25 points**
   Selection due by Week 3, September 9
   Due Week 5, September 23

Book reviews appear in many LIS journals and are one means for students and scholars to enter the LIS discourse. This assignment is designed to give students an opportunity to practice writing in this genre, conforming to publication guidelines, and conducting research in the LIS fields.

For this assignment, students will select a scholarly book relevant to their LIS interests. A list of publishers has been provided as a place to start, however, students are free to explore the catalogs of other scholarly publishers of interest. **Your selection must be posted to the appropriate page on the Course Wiki prior to class on Week 3, September 9. Duplications are NOT permitted.** The final review is due Week 5, September 23.

The Book Review must be submitted to the appropriate ICON Dropbox as .doc/.docx or .pdf file. The papers are to be formatted with double-spacing, 1" margins, using a standard 12 pt. font. Submissions should include your name, a title, word count, and in-text citations and bibliography according to your preferred style guide (i.e. Chicago Manual of Style, APA, MLA). Citations, bibliography, and heading are NOT to be included in the final word count.

The review must be 1,500 to 2,000 words in length and contain the following sections[1]:
   a) **Introduction**
      ▪ Identify the title, author or editor(s), city of publication, publisher, date of publication, number of pages, ISBN number (properly formatted), cloth or paper, price (retail). This information should appear as a separate paragraph before you begin your review.
      ▪ Identify the author the book title and the main theme.
      ▪ Provide relevant details about who the author is and where she/he is positioned in the field. What are the author's credentials and background?
      ▪ Describe the context of the book and your review. From which practical, professional, or historical context are you framing this review? Your choice of context will inform your argument.
   b) **Summary of Content**
      ▪ This should be brief, as the analysis will take priority. Do not retell the story, but provide an overview and summary.
      ▪ Identify the thesis of the book.
      ▪ Summarize the key points, or those points that you will focus on in your analysis.

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[1] Adapted from Society of American Archivists, "How to Write a Book Review for the *American Archivist*" http://files.archivists.org/periodicals/How_to_Write_a_Book_Review.pdf and University of North Carolina Chapel Hill Writing Center, "Book Reviews," http://files.archivists.org/periodicals/How_to_Write_a_Book_Review.pdf.

c) **Analysis and Evaluation**
  - Evaluate the book's strengths and weaknesses.
  - What kind of evidence does the author use to prove his or her points? Is the evidence convincing?
  - What is your thesis about the book? Support this thesis with evidence from the book.
  - Respond to the author's thesis and opinions.
  - How successful do you think the author was in carrying out the overall purposes of the book?
  - How does this book compare to others on the same subject?
  - What specific points are convincing, which are not? Why?
  - What is your reaction to the book? Be sure to state your position as an author. Are you writing as a student, librarian, archivist, educator, etc.?
  - Evaluate the book as whole in terms of its usefulness to LIS professionals within your context and the users of LIS collections/organizations.

d) **Conclusion**
  - Restate your thesis and make the final judgment regarding the book.
  - Balance the book's strengths and weaknesses to summarize your evaluation.

For further guidance, please refer to Purdue's OWL, "Writing a Book Review," https://owl.english.purdue.edu/owl/resource/704/01/.

Students may also wish to review published reviews in the *American Archivist* at http://www2.archivists.org/american-archivist-reviews/reviewedinaa, as part of their preparation for this assignment.

Students reviewing current publications are also encouraged to submit their reviews to the SLIS student journal B-Sides. Details on submitting your work can be found at http://slis.grad.uiowa.edu/content/b-sides.

Requirement	Point Value	Guidelines
Book Selection	1 point	Your preferred book selection was posted to the class Wiki by the deadline.
Introduction/Conclusion	5 points	The introduction provides an introduction to the book and its author, placing the work and author in context. The conclusion concisely summarizes the main argument of your review, clearly articulating the value of the book for LIS.

Summary	5 points	The review contains a brief summary of the book, including the author's thesis and key points.
Analysis and Evaluation	10 points	The analysis: Evaluates the book's strengths and weaknesses – how successful was the author in carrying out the overall purpose of the book? Discusses the evidence the author uses to prove his/her thesis and evaluates the evidence used to support this argument. Clearly states *your* thesis about the book and supports this thesis with evidence from the book. Responds to the author's thesis and opinions. Describes your reaction to the book and the context from which you are writing. Provides an evaluation of the overall usefulness of the book to the LIS.
Clarity of Writing	3 points	The paper demonstrates evidence of proofreading and the proper use of grammar and punctuation. Citations are properly formatted with in-text citations and bibliography according to your preferred style guide.
Proper Formatting	1 point	The assignment adheres to the formatting guidelines outlined in the assignment description: ▪ Submitted to ICON as .doc/.docx or .pdf ▪ double-spacing, 1" margins, using a standard 12 pt. font ▪ Include your name, title, and word count ▪ Meets the length requirement (1500-2000 words)

4. **LIS Job Application and Reflection – 25 points**
      Due Week 9, October 21

It is never too early to begin preparing for the job market. The goal of this assignment is to familiarize students with the LIS job market and application process. Students will review and assess the requirements listed in LIS job posts, create a resume and cover letter, and write a brief reflection highlighting the skills and experiences that they would like to gain during the next two years in the MLIS program.

To prepare students for this assignment a Resume Workshop will be held during the **Week 6 class session, September 30**. To prepare for this week, each student will review current job postings and bring at least 3 listings to class. These job posts will serve as the basis of your assignment.

From these posts, each student will select two positions and create mock applications for the positions. Your application will include a cover letter and resume targeted to each of the job postings. This means you will submit **two different versions of your resume and cover letter** – one responding to each of the ads. Along with the application materials, each student will also write a short paper reflecting on the process of finding job postings, crafting the application, and describing skills, courses, and experiences that you would seek out to enhance your application.

Each application package must include:
   a) 2 LIS related job postings
      ▪ Provide two complete postings along with a link to the original post if applicable
   b) 2 Cover Letters
      ▪ One letter tailored to each job posting
      ▪ Two pages each, single-spaced, including the heading and signature
      ▪ Refer to Purdue OWL, "Cover Letter Workshop" for specific instructions
        https://owl.english.purdue.edu/owl/resource/719/1/
   c) 2 Resumes
      ▪ One resume tailored to each posting
      ▪ Two pages minimum for each, formatted according to a standard template
      ▪ Refer to Purdue OWL, "Resume Workshop" for specific instructions
        https://owl.english.purdue.edu/owl/resource/719/1/
   d) 1 Reflection
      ▪ 1,000 – 1,500 word essay reflecting on the application process
      ▪ Include a brief introduction describing each of the job postings and why you chose them:
         o What were the key requirements that the hiring committee was looking for?
         o What skills and requirements did you expect to find?
         o Were you surprised by?

- Describe how you chose to approach the resume and cover letter for each of the advertised positions:
    - What aspects of your resume did you choose to highlight?
    - What did you change?
    - What stayed the same?
    - Why did you make these choices?
- Reflect on the courses, experiences, and skills you want to develop while completing your degree:
    - What skills were you missing?
    - What skills can you improve?
    - What additional employment opportunities would you like to seek out?
    - What classes would help you to fill these gaps?

The Application Package must be submitted to the appropriate ICON Dropbox as .doc/.docx or .pdf file. The resumes and cover letters are to be formatted with single spacing, standard 1" margins, and 12pt. font. The reflection is to be formatted with double-spacing, 1" margins, using a standard 12 pt. font. Submissions should include your name, a title, word count, and in-text citations and bibliography according to your preferred style guide (i.e. Chicago Manual of Style, APA, MLA). Citations, bibliography, and heading are NOT to be included in the final word count.

Your Application and Reflection will be assessed according to the following rubric:

Requirement	Point Value	Guidelines
Job Postings	1 point	Your application package includes complete copies of 2 job advertisements.
Cover Letters	5 points	The application package includes two cover letters, one for each of the job postings. The letters are two pages long, including the appropriate heading and signature. Each letter provides an introduction, poses an argument as to why you possess the qualifications sought, and an appropriate closing.
Resumes	5 points	The application package includes two resumes, one for each of the job postings. The resume includes your contact information, education, relevant experience and skills, along with any honors and activities. The resume is well-organized and easy to follow, and adheres to a common template or format.

Reflection	10 points	The reflection provides an analysis of your experience developing your application materials and looks forward, outlining a trajectory for your time at SLIS. The essay moves beyond a simple description of the process and reflects on how your experience completing this assignment has impacted your understanding of the LIS field.
Clarity of Writing	3 points	Each component demonstrates evidence of proofreading and the proper use of grammar and punctuation. Citations are properly formatted with in-text citations and bibliography according to your preferred style guide.
Proper Formatting	1 point	The assignment adheres to the formatting guidelines outlined in the assignment description: ▪ Submitted to ICON as a single doc/.docx or .pdf ▪ The letters and resumes are formatted with single-spacing, 1" margins, and use a standard 12 pt. font ▪ The reflection is formatted with double-spacing, 1" margins, and use standard 12 pt. font ▪ Include your name, and a title and word count for the reflection

5. **PechaKucha Presentation – 25 points**
   Due Week 14, December 2
   Presentations scheduled during Weeks 14 and 15

PechaKucha is a presentation format and style where 20 slides are presented, each appearing on the screen for 20 seconds, see http://www.pechakucha.org/faq. Over the last few years PechaKucha, Lightening Talks, and Ignite! formats have become popular alternatives to conference paper panels and poster presentations. This assignment will introduce you to this mode of presentation, while providing a means to practice your public speaking skills, experiment with presenting your research in a visual form, and begin to focus your research interests in anticipation of the Poster Session required for graduation from SLIS.

Over the course of the term you will have researched topics in relation to a specific LIS context and applied this knowledge to our class discussions and assignments. As your final assignment for the course you will begin focusing these interests by identifying a possible research topic for your capstone poster.

Using the PechaKucha presentation format, students will create a 20x20 presentation of their research proposal. Each presentation must contain the following sections:
   a) Introduction
      ▪ What is your general area of interest?
      ▪ What have you been most interested in this term?
   b) Research Topic/Questions
      ▪ What are your specific research interests?
      ▪ What questions do you have related to this topic?
      ▪ What literature have you reviewed that relates to this topic?
   c) Method
      ▪ What do you propose to do?
      ▪ How will you research this topic further?
      ▪ What resources will you need? What classes will you need to take?
   d) Conclusions
      ▪ Based on what you know, what do you expect to find?
      ▪ How is this area of interest relevant to the LIS fields?
      ▪ How does this topic/project intersect with your professional goals?

All students will submit their slide deck as .ppt/.pptx or .pdf files by 4:00 pm on December 2. Presentations will be scheduled during Weeks 14 and 15.

Requirement	Point Value	Guidelines
Organization	3 points	The presentation is well organized and easy to follow. The presentation is accompanied by appropriate visuals. The slides contain footnotes and citation where appropriate.
Introduction	4 points	The presenter provides a brief introduction to their general area of interest and how it developed over the term.
Research Topic/Questions	4 points	The presenter identifies a specific topic of interest and/or research questions that frame the research proposal, including a discussion of the appropriate literature related to this topic.

Method	4 points	The presenter proposes a method or methods for completing the research and identifies the appropriate steps and resources required to complete the project.
Conclusion	4 points	The presenter closes by, describing the anticipated findings or conclusions, the relevance of the project to their professional goals, as well as the broader significance of this research for the LIS field.
Q&A	3 points	The student is prepared to lead discussion and respond to question from peers.
Formatting	3 points	The presentation adheres to the PechaKucha style: 20 slides, each advancing automatically every 20 seconds.

Class Policies

Grading Scale

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	<60%

Office Hours
Office hours are optional for students. Formal office hours will be held on Mondays – (a) on-campus from 12:30-2:30 or (b) virtually via Zoom <https://uiowa.zoom.us/j/8603381342> on Tuesdays from 4:30-6:00. If the scheduled times are inconvenient, students are encouraged to schedule individual appointments (virtual or otherwise) with the professor.

Assignment Deadlines
All assignments are to be submitted electronically through the designated space in ICON, unless otherwise noted. Assignments are due by 4:00pm on the due date stated in the syllabus. Late assignments will NOT be accepted.

Extenuating Circumstances and Incomplete Grades
Extenuating circumstances (illness, bereavement, etc.) will be considered by the instructor on a case-by-case basis. The student is required to provide evidence of the severity of the situation and must notify the instructor as soon as possible in the event that circumstances prevent a student from completing a class assignment or attending a class session. No incomplete grades will be given for this course, unless such circumstances affect a student's ability to meet the requirements for the course.

Class Attendance
Regular and punctual attendance in class is required. Regular attendance is defined as attendance at not less than 13 of the classes for the semester. Tardiness and leaving class prior to dismissal in excess of 30 minutes will be counted as absenteeism. Participation in the online section of the course is limited to those formally enrolled in the EXE section. Students enrolled in the on-campus course section are prohibited from virtually attending course meetings. <u>Failure to satisfy attendance requirements will have a negative impact on the student's Class Participation grade.</u>

Academic Integrity
All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty, will be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the *Graduate College Rules and Regulations* http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal.

Students with Disabilities
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Student Disability Services, 3015 Burge Hall, 319-335-1462/319-335-1498 (TTY), as early as possible in the term. A comprehensive description of the services of that office can be obtained at http://sds.studentlife.uiowa.edu.

Reading Schedule

Reading schedule subject to modification. Students are required read all of the listed materials prior to the class meeting each week. Reading materials can also be found on ICON.

Week 1: August, 26 | Introduction to Cultural Foundations

Please complete the Ice-Breaker Questionnaire and the following readings prior to our first class meeting

Gorman, *Our Enduring Values: Revisited*, Preface and Chapter 1: xi-22.

American, Library Association, "Core Values of Librarianship,"
http://www.ala.org/advocacy/intfreedom/statementspols/corevalues

Meredith Schwartz, "How to Become a 21st Century Librarian," *Library Journal* March 20, 2013,
http://lj.libraryjournal.com/2013/03/careers/how-to-become-a-21st-century-librarian/#_

Week 2: September 2 | The Information Professions

Gorman, *Our Enduring Values: Revisited*, Chapter 2 "History and Philosophy": 23-38.

David Bawden and Lyn Robinson, "Basic Concepts of Information Science," in *Introduction to Information Science* (Chicago: Neal-Schuman, 2013): 63-89.

Wayne A. Wiegand, "Tunnel Vision and Blind Spots: What the Past Tells Us About the Present: Reflections on the Twentieth-Century History of American Librarianship," *Library Quarterly* 69 (1999): 1-32.

ALA Core Competences of Librarianship:
http://www.ala.org/educationcareers/careers/corecomp/corecompetences

Also Review the Competences of 3 other specializations:
http://www.ala.org/educationcareers/careers/corecomp/corecompspecial/knowledgecompetencies

Week 3: September 9 | LIS Values and Ethics

Herbert E. Cihak and Joan S. Howland, "Temptations of the Sirens: Ethical Issues in Libraries" *Law Library Journal* 104, no. 4 (2012): 531-551.

W. Koehler, "Professional Values and Ethics as Defined by the LIS Discipline," *Journal of Education for Library & Information Science* 44: 99-119.

R. G. Wengert, "Some Ethical Aspects of Being an Information Professional," *Library Trends* 49, no. 3: 486-509.

American Library Association, "Code of Ethics"
http://www.ala.org/advocacy/proethics/codeofethics/codeethics

ASIS&T "Professional Guidelines," http://www.asis.org/AboutASIS/professional-guidelines.html

Society of American Archivists, "Values Statement and Code of Ethics"
http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics#code_of_ethics

Special Libraries Association, "Professional Ethics Guidelines" https://www.sla.org/about-sla/competencies/sla-professional-ethics-guidelines/

Week 4: September 16 | Libraries as Place

Gorman, *Our Enduring Values: Revisited*, Chapter 3 "The Value of Libraries": 39-55.

Gorman, *Our Enduring Values: Revisited*, Chapter 4 "Library as Place": 57-74.

James Elmborg, "Libraries as the Spaces Between Us: Recognizing and Valuing the Third Space," *Reference & User Services Quarterly* 50 no. 4 (Summer 2011): 338-350.

Week 5: September 23 | Digital Libraries

David Bearman, "Digital Libraries," *Annual Review of Information Science and Technology* 41, No. 1 (2007): 223-272.

Gobinda Chowdhury, "Sustainability of Digital Libraries: A Conceptual Model and a Research Framework," *International Journal on Digital Libraries* 14 (2014): 181-195.

Christopher Rowe, "The New Library of Babel? Borges, Digitisation and the Myth of the Universal Library," *First Monday* 18, No 2. (February 2013):
http://firstmonday.org/ojs/index.php/fm/article/view/3237/3416.

Week 6: September 30 | Resume Workshop

Also bring at least 3 current job announcements of interest to discuss in class

Joan Giesecke and Beth McNeil, "The Interview," in *Whole Library Handbook 5: Current Data, Professional Advice, and Curiosa about Library and Library Services,* 5th Edition (Chicago: ALA, 2014): 62-65.

Meredith Farkas, "Tips for Applicants in a Tight Market," in *Whole Library Handbook 5: Current Data, Professional Advice, and Curiosa about Library and Library Services,* 5th Edition (Chicago: ALA, 2014): 65-67.

Week 7: October 7 | Collection Building and Stewardship

Holly Hibner and Mary Kelly, "Life Cycle of a Collection," in *Making a Collection Count: A Holistic Approach to Library Collection Management* (Chandos Publishing, 2013): 1-24.

Samuel Demas and Mary E. Miller, "Rethinking Collection Management Plans: Shaping Collective Collections for the 21st Century," *Collection Management* 37, No. 3/4 (2012): 168-187.

Sophia K. Jordan, "Preservation of Library Materials," in *Encyclopedia of Library and Information Science* (New York: Marcel Dekker, 2003): 2352-2362.

Week 8: October 14 | ILA Des Moines – No Class

Attendance at the Iowa Library Association Conference is not required, but highly encouraged. Details can be found at:
http://www.iowalibraryassociation.org/index.php/conference/conference-info

Week 9: October 21 | Organization, Description, and Issues of Control

Gorman, *Our Enduring Values: Revisited*, Chapter 8 "Rationalism": 125-141.

David Bawden and Lyn Robinson, "Information Organization," in *Introduction to Information Science*: 105-130.

Eugene R. Hanson and Jay E. Daily, "Catalogs and Cataloging," *Encyclopedia of Library and Information Science:* 431-468.

Week 10: October 28 | Communities, Service, and Users

Gorman, *Our Enduring Values: Revisited*, Chapter 6 "Service": 91-107.

Benedict Anderson, *Imagined Communities* (New York: Verso, 2006): 1-36.
http://quod.lib.umich.edu.proxy.lib.uiowa.edu/cgi/t/text/text-idx?c=acls;idno=heb01609

Eddie Halpin, Carolynn Rankin, Elizabeth L. Chapman, Christopher Walker, "Measuring the Value of Public Libraries in the Digital Age: What the Power People Need to Know," *Journal of Librarianship and Information Science* 47, No. 1 (2015): 30-42.

Week 11: November 4 | Literacy, Learning, and Outreach

Gorman, *Our Enduring Values: Revisited*, Chapter 9 "Literacy and Learning": 143-158.

James Elmborg, "Critical Information Literacy: Implications for Instructional Practice," *Journal of Academic Librarianship* 32, No. 2 (2006): 192-199.

Jelke Nijboer and Esther Hammelburg, "Extending Media Literacy: A New Direction for Libraries," *New Library World* 111, No. 1/2 (2010): 36-45.

Association of College & Research Libraries (ACRL), "Information Literacy Competency Standards for Education," http://www.ala.org/acrl/standards/informationliteracycompetency

Week 12: November 11 | Access, Diversity, and the Digital Divide

Gorman, *Our Enduring Values: Revisited*, Chapter 10 "Equity of Access": 159-173.

Gorman, *Our Enduring Values: Revisited*, Chapter 12 "Democracy": 195-209.

Beverly P. Lynch, "The Digital Divide or the Digital Connection: A U.S. Perspective," *First Monday* 7, no. 10 (October 2002): http://journals.uic.edu/ojs/index.php/fm/article/view/996/917

ALA Library Bill of Rights http://www.ala.org/advocacy/intfreedom/librarybill

ALA Network Neutrality http://www.ala.org/advocacy/telecom/netneutrality

Week 13: November 18 | Information Policy, Intellectual Property, and Censorship

Gorman, *Our Enduring Values: Revisited*, Chapter 7 "Intellectual Freedom," p. 109-123.

Gorman, *Our Enduring Values: Revisited*, Chapter 11 "Privacy": 175-193.

Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, "Owning the Past": http://chnm.gmu.edu/digitalhistory/copyright/

(Review) Peter B. Hirtle, Emily Hudson, and Andrew T. Kenyon, *Copyright and Cultural Institutions: Guidelines for Cultural Digitization for U.S. Libraries, Archives, & Museums* (New York: Cornell University, 2009): https://ecommons.cornell.edu/bitstream/handle/1813/14142/Hirtle-Copyright_final_RGB_lowres-cover1.pdf;jsessionid=C0C726B1ED13AE1FAF6CADE9AB7F3F3A?sequence=2

Week 14: December 2 | PechaKucha Round 1

No assigned reading this week

Week 15: December 9 | PechaKucha Round 2

No assigned reading this week