iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 569C Extending the Progressive Tradition of Information Professions – Course Syllabus (3)

We acknowledge that we are on the traditional, ancestral and unceded territory of the hǝn̓q̓ǝmin̓ǝm̓ speaking Musqueam people.

Program:	Master of Library and Information Studies
Year:	2017-2018 Winter Session, Term 2
Course Schedule:	Thursdays, 8-10:50am
Location:	UCLL 101
Instructor:	Julia Bullard
Office location:	SLAIS 480
Office phone:	604-822-2843
Office hours:	Mondays 2-3pm, Thursdays 3-4pm, and by appointment
E-mail address:	julia.bullard@ubc.ca
Learning Management Site:	connect.ubc.ca

Course Goal:

This course focuses on the role of libraries and information professionals in resisting or reinforcing unequal and unjust balances of power in society. Within the context of a broad range of information professions, this course explores librarianship's progressive ethos: how libraries and librarians have been agents of social justice and how they have not. Students will engage with information studies scholarship from diverse perspectives and learn how to amplify marginalized voices in the profession. Students will further develop their critical lens through which to examine a number of contemporary issues facing the scholarly and professional community, from rights to information and privacy to changing labour relations in information work. Throughout this course, we will develop professional skills to prepare students to act as inflexion points between information institutions and community advocates.

Course Objectives:

Upon completion of this course students will be able to:

1. Describe and critique the norms, philosophy, principles, and ethics of the information professions [1.4, 5.1];
2. Conduct themselves in a manner consistent with a contemporary, critical, and progressive version of the philosophy, principles, and ethics of the information professions [5.1];
3. Advocate on behalf of the profession and the diverse constituencies that the profession serves [5.2];
4. Communicate effectively with researchers and activists in cultural services and social justice [2.2, 3.1];
5. Identify and analyze the range of information-related challenges and opportunities that face diverse individuals, communities, and organizations, particularly those marginalized or misrepresented in information interventions [1.1];
6. Respond to the information-related challenges and aspirations of diverse individuals, communities, and organizations through collaboration, support, and humility [1.1, 5.1, 5.2];
7. Describe the principles and ethics of critical information studies and the influences and contributions of related fields such as science and technology studies, gender studies, and race studies to this field [4.1];

8. Critically evaluate information institutions' programs and interventions [4.2];
9. Articulate the ideas and concepts of critical theory in a variety of communication modes including oral, written, and multimedia [2.1];
10. Synthesize and apply existing scholarship from information studies, critical theory, and cognate fields to identify and develop significant theoretical and practical questions [4.1].

Course Topics:

- The scholarly heritage of critical librarianship and critical information studies
- Neutrality and the progressive ethos in information professions
- Codes of conduct and ethics in contemporary information professions
- Post-colonial, anti-racist, feminist, and queer theory in information work
- The information professional as advocate
- Marginalized voices in information studies scholarship
- Radical, progressive, and social justice librarianship
- Representation & discrimination in knowledge organization
- Metrics bias in collection management and scholarly communication
- Witnessing and holding space as information professionals
- Communication obstacles and strategies in social justice

Prerequisites:
MLIS & Dual Students: MLIS Core
MAS Students: MAS core & permission of the Graduate Advisor

Format of the course:
The primary format of this course will be discussion. There will also be lectures and studio sessions for collaborative design. There will be guest speakers for certain topics. Non-graded homework may be assigned in some of the classes.

Course Assignments:

Assignment Name	Assignment Element	Due Date	Weight	
Class Participation			**30%**	
	Discussion Participation	Throughout		10%
	Leading Discussion	Varies		20%
Competencies & Codes			**40%**	
	Proposal Presentation (Group)	January 25		10%
	Annotated Document (Class)	March 1		10%
	Reflective Essay (Individual)	March 1		20%
Topic Briefing OR Review			**30%**	
	Proposal	March 15		5%
	Briefing OR Review	April 5		25%

Leading Discussion
Each student will sign up to lead discussion for one of the 10 topic weeks during the term. For your week you and 1-2 of your classmates will read all of the assigned readings (rather than choosing one to read in-depth as normal) in preparation to lead a class discussion on the week's topic. You may determine the format of the discussion, such as the possible use of a short lecture, large group discussion, small groups, and/or the use of an exercise. The requirements of the discussion are that it connects the readings and facilitates questions and extension of the topic between theory and practice. You may divide the labour of preparing and facilitating the discussion in a manner of your choosing. Please write me a short (single paragraph) description of the breakdown of duties.

Competencies & Codes

As a class we will research, critique, and annotate a professional competency, code of conduct, or code of ethics from within the information professions. This assignment will synthesize out-of-class preparation and in-class collaborative work. We will collectively produce an annotated document that indicates consensus and contention.

- Steps:
    1. Group proposals of documents for collaborative annotation
    2. Collective decision-making on which document is this year's focus
    3. Collective decision-making on how to delegate tasks
    4. Annotations through iterative studio-style sessions
    5. Aggregation into a single annotated document
    6. Reflective essay
- Proposal: Form a group to prepare and present a proposal with supporting documentation to justify including a professional competency or code document for course analysis. Prepare background information on the creation and revision history of the document, its institutional source, and its relevance to the conduct of the information professions. Indicate how the document could be broken down into elements for distribution of work among the class. Facilitate discussion and feedback from your peers.
- Annotated Document: As a group, aggregate individual annotations into a single document. A recommended final version will include recommended versions and/or annotations for each element.
- Reflective Essay: As an individual, write a reflective essay (750-1k words plus references) accounting for the previous steps of the project. The essay should describe your contributions to the project, your evaluation of the process and result, and your experience in receiving and integrating peer feedback.

Topic Briefing OR Reviews

- Choose one of the following two assignment genres to complete by the end of the course:
    - Reviews: Write two book chapter or article reviews. In addition to the typical aims of a review (http://advice.writing.utoronto.ca/types-of-writing/book-review/), each review should describe how the positionality of the item's author(s) and/or the content of the work addresses a gap in information studies scholarship and where the item might be placed in an LIS curriculum. Your review should be addressed to an audience of your peers (current and future information professionals).
    - Topic briefing: Write a report to deliver to an information institution. The report will prepare individuals in the institution to argue for particular policy and practice changes that support social justice. The proposed change should be modest in scope, reflecting changes the institution could implement incrementally or in within a single year. The report should highlight diverse viewpoints that the individuals in this institution are less likely to encounter in their typical information seeking practices. Your briefing should be written in the voice of an information consultant to a sympathetic but unsure audience.
- First, deliver a short written proposal (<300 words) indicating your choice of assignment. For reviews, list the items to review. For topic briefings, indicate the subject area and intended audience.
- Final deliverable is a 1-1.5k word document.

Course Schedule [week-by-week]:

* For each topic week, I list multiple readings. These include relevant works from critical theory and from the library, archival, and information studies literatures. Please familiarize yourself with the abstracts of all listed articles and then pick one to read in depth.

Readings will be available electronically within Connect or through UBC Libraries.

Topic	Readings*	Assignment Milestones	Date
Introduction		Form groups for C&C assignment Sign up for leading discussion weeks	January 4
[No class]			January 11
The scholarly heritage of critical librarianship and critical information studies	hooks 1991 Benoit 2007 Yousefi 2017		January 18
Indigenous knowledge in information institutions	Castellano (2000) Kovach (2014) Callison (2014)	Group Presentations & Distribution of Work	January 25
Post-colonial and decolonial theory in information work	Spivak 1988 Schlesselman-Tarango 2016 Gohr 2017		February 1
Anti-racist theory in information work	Baldwin 1963 Fleming & Morris 2015 Hall 2012	Studio session for annotation	February 8
Feminist theory in information work	Haraway 1988 Crenshaw 1991 Caswell & Cifor 2016	Studio session for annotation	February 15
[No class, Reading Week]			February 22
Queer theory in information work	Sedgwick 1993 Drabinski 2013 Adler 2015	Annotated Document Complete Individual Reflective Essays	March 1
Disability studies in information work	Rioux & Valentine 2005 Lawrence 2013 Goodley 2013		March 8
Radical, progressive, and social justice librarianship	Fraser 1997 Klein 2004 Mathuews 2016	Proposals	March 15
Class and anti-capitalism in information work	Eisenstein 1979 Bird & Cannon 2016 McEachreon & Barriage 2016		March 22

Suggested topic: Representation and discrimination in knowledge organization	Nye 1990 Olson 2007 Star & Bowker 2007		March 29
Witnessing as information professionals	Held 2006 Punzalan 2009	Topic Briefing OR Review	April 5

Attendance:
Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible.

Evaluation: All assignments will be marked using the evaluative criteria given on the SLAIS web site.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.