THE UNIVERSITY OF BRITISH COLUMBIA
iSchool (Library, Archival & Information Studies)
Faculty of Arts

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

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 508 - Information Practices in Contemporary Society (3)

Program:	Master of Library and Information Studies
Year:	Winter Session 2020/21 Term 2
Course Schedule:	Asynchronous
Location:	Canvas
Instructors:	Dr. Hannah Turner
Office location:	IKLBC 483 / Canvas
Office phone:	604.827.3927
Office hours:	Wednesday 10:00AM – 12:00 PM PST
E-mail address:	hannah.turner@ubc.ca
Teaching Assistant (TA):	Andrea Kampen
TA Office location:	Zoom in Canvas
TA Office hours:	By appointment
E-mail address:	andrea.kampen@ubc.ca
Learning Management Site:	https://canvas.ubc.ca

Course Goal: This course prepares students from diverse scholarly and professional backgrounds to investigate, analyze and critique the social, political and cultural tensions surrounding contemporary information practices. Students will critically engage with the theoretical approaches, ethical groundings, methodological frameworks and technical skills utilized by information professionals.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact the instructor to discuss this option.

COVID-19 Changes
We are all aware that the impact of COVID-19 has been devastating on all of our lives and communities. As we move towards the cooler months, indoor activities will increase and it is likely that the Province of British Columbia will continue to adjust its guidance with regards to schools, work, and recreation activities. Therefore, it is important that I plan for contingencies, should circumstances change and I am unable to hold live meetings and or activities as outlined below. Rest assured, details on changes will be posted on Canvas if this happens and I will be as transparent and clear as possible in my expectations if these changes are required to occur.

Course Objectives:

Upon completion of this course students will be able to:
1. Identify and analyze information-related problems of a community or organization [1.1]*
2. Frame and articulate information resources, services and systems that can address the information-related problems of a community or organization [1.1]*
3. Describe influences on individual and institutional information practices [1.4]*

4. Assess the implications of a contemporary information issue for an information organization [1.4]*
5. Apply knowledge of information technologies and resources to a real world situation, taking into account the perspectives of institutional and community stakeholders [1.3]*
6. Articulate ideas and concepts in a variety of communication modes including oral, written and multimedia [2.1]*
7. Provide direction and feedback within a team or small group setting [3.1]*
8. Synthesize scholarship from information studies and related fields, along with media accounts [4.1]*
9. Apply knowledge from existing scholarship to real-world information problems [4.1]*
10. Describe principles and ethics of the information professions [5.1]*
11. Critically evaluate the role of the information professions in societies [5.1]*
12. Describe the contributions of the information professions [5.2]*
13. Participate meaningfully in professional development opportunities [5.3]*

Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: http://slais.ubc.ca/programs/about-department/graduate-competencies/

Course Topics:

● Technology Mediation
● Information Infrastructures
● Intellectual Property and Copyright
● Questioning Information Freedom
● Privacy
● Big Data
● Making as Information Practice
● Practicing Anti-Racism in Information Spaces
● Legacies of Colonialism in Libraries, Archives and Museums
● Library Labour

Co-requisite: MLIS and Dual students: LIBR 509. Core courses in the MLIS program can only be taken by students registered in the MLIS program.

Format of the course: The course will be an asynchronous online course, with synchronous optional virtual components (class check-ins, office hours, group meetings). It will be a combination of audio/video lectures with slides, online class discussion, student-led group discussion seminars, and exercises online. Participation in class discussions online and engagement with assigned readings is required; sharing additional, related material with the class is expected.

All materials will be posted on the course Canvas site; and all virtual meetings and office hours will take place in Zoom.

Class lectures and content will be distributed on Canvas every Tuesday, by 12:00 (noon) PM PST. All assignments are due on Tuesdays at 12:00PM PST. Seminar discussions or recorded group meetings for the week are due on Fridays by 11:59 PM PST.

Required and Recommended Reading: Material from books, journals, videos, podcasts and websites will constitute required "reading". These will be listed in the course learning management system (i.e.

Canvas) and will be available directly through links or through UBC Library (e.g., electronic and/or print formats).

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
1. Seminar Facilitation	See sign-up sheet after first day of class	25%	1.4, 2.1, 2.2, 3.1, 4.1, 5.1, 5.3
2. Seminar Discussion	Throughout Term	20%	1.1, 1.3,1.4, 4.1
3. Seminar Feedback	1X throughout Term	5%	3.1
4a. Topic Briefing Proposal	Tuesday, February 9th at 12:00 PM PST via Canvas	10%	1.1, 1.3, 1.4
4b. Topic Briefing Draft	Tuesday, March 23rd at 12:00PM PST via Canvas	10%	1.1, 3.1
4c. Topic Briefing Peer Reviews	Tuesday, March 30th at 12:00 PM PST via Canvas	5%	3.1, 5.3
4d.Topic Briefing Final Version	Tuesday, April 6th at 12:00 PM PST via Canvas	20%	4.1, 5.1, 5.2
4e. Topic Briefing Pitch	Tuesday, April 13th at 11:59 PM PST via Canvas	5%	2.1, 3.1

Short Assignment Descriptions:
Detailed descriptions available on Canvas

Seminar Facilitation
You will be assigned a small seminar group at the beginning of term. Once per term, you will be responsible for holding a seminar synchronously or asynchronously via Canvas/Zoom. You will be responsible for submitting: 1) a 4 minute video, slide deck of no more than 3 slides, infographic OR handout that presents a short review of the literature that highlights the key points and areas of tension from at least two of the assigned readings as well as a critique of the arguments presented in the reading(s); 2) A set of critical discussion questions posted in the group's discussion board, or within the handout, with responses and moderation of the online discussion or via Zoom; 3) Design and moderation of an active learning exercise; 4) A 1-page summary document of the week's discussion with key points, due on canvas by the following Tuesday at 12PM PDT.

Seminar Discussion
In each week's seminar group, you are individually expected to participate through discussion either synchronously (via video chat) or in the group discussion forum. You will be awarded a grade based on the quality, quantity and timeliness of your contributions. If participating in a synchronous seminar, you will be expected to attend the seminar, complete the readings, and the activities requested. This will be assessed by reading the summary document and briefly attending part of the seminar.

Seminar Feedback
Once per term, you will submit a peer feedback form responding to a seminar you attended. Take notes during seminar to help you remember details that you will need to reference in your feedback to the instructor.

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Topic Briefing

The major assignment is a Topic Briefing. You will have two options: a) Submit a Topic Briefing on a subject of your choice, pitched to an organization of your choice OR b) Submit a Topic Briefing for the Digital Tattoo Project. Examples will be provided on Canvas.

A topic briefing document is a short, formatted document, outlining the key issues and literatures on a topic, in order to provide information for an organization about making a decision, moving forward with a policy, or creating a new program (for example). Topic Briefings often present findings from literature in an easily accessible way, using graphics or images, and offer concise and clear recommendations for an organization.

This assignment has 5 parts:
   A. *Topic Briefing Proposal:* You will submit a one-page proposal providing the following required information: the topic selected; at least 4 relevant references; your motivation for choosing the topic; potential audience(s); initial ideas concerning how you will explore the topic; and
   B. *Topic Briefing Draft:* You will submit a full draft of the Topic Briefing
   C. *Topic Briefing Peer Feedback:* You will provide peer reviews of 2 of your colleagues Topic Briefing Drafts.
   D. *Topic Briefing Final:* This is the final 4 page professionally formatted version of your topic briefing. This must have at least 10 references.
   E. *Topic Briefing Pitch*: You will submit a video or slide with a short, engaging 2 minute recorded 'pitch' of your topic briefing to Canvas.

Course Schedule [week-by-week]:

Week	Topic	Date	Readings	Assignment Due
1	Introduction	January 12	Edwards, Paul. How to Read a Book v5.0. University of Michigan iSchool.	Quiz: Initial Expectations and Concerns
2	Technology Mediation	January 19	Verbeek, P. (2006). Acting Artifacts: The technological mediation of action. In P.P. Verbeek and A. Slob (Eds.), User Behavior and Technology Development: Shaping Sustainable Relations Between Consumers and Technologies (pp. 53–60). Springer. Lessig, L. (2006). Chapter 7: What things regulate. In Code (Version 2.0) (pp. 120-137). New York: Basic Books. Winner, Langdon. 1980. "Do Artifacts Have Politics?" Daedalus 109 (1): 121–36	
3	Information Infrastructures	January 26	Bowker, G. C. (1996). The History of information infrastructures: The case of the International Classification of Diseases. *Information Processing & Management*, 32(1), 49-61. Parks, Lisa. (2015). "'Stuff You Can Kick": Toward a Theory of Media Infrastructures." *In Between Humanities and the Digital*, edited by Patrik Svensson and David Theo Goldberg, pp. 355-373.	

			Mattern, Shannon. 2017. "Introduction: ETHER/ORE." In *Code and Clay, Data and Dirt*, vii–xl. Five Thousand Years of Urban Media. University of Minnesota Press. Crawford, Kate and Vladan Joler. "Anatomy of an AI System. "Anatomy of an AI System." Accessed July 21, 2020. http://www.anatomyof.ai.	
4	Intellectual Property and Copyright	February 2	O'Neill, A.J. & Thomas, A.A. (2012, November 20). Canada: Bill C-11 – Canada's "New and Improved" Copyright Act. Examine a Resource from the iPinch Project website: https://www.sfu.ca/ipinch/outputs/reports/ Geist, M. (2013). Introduction. In M. Geist (Ed.), The Copyright Pentalogy How the Supreme Court of Canada Shook the Foundations of Canadian Copyright Law (pp. iii–xii). Ottawa: University of Ottawa. Anderson, J. (2010) I. Introduction and II. Examples of Misuses of Traditional Knowledge. Indigenous/Tradition Knowledge and Intellectual Property (Issues Paper). Durham, N.C.: Center for the Study of the Public Domain, Duke University School of Law. (pp. 1-15 only). UBC's copyright resource page.https://copyright.ubc.ca/	
5	Questioning Information Freedom	February 9	Christen, Kimberly. "Does Information Really Want to Be Free? Indigenous Knowledge Systems and the Question of Openness." *International Journal of Communication* 6, no. 0 (November 30, 2012): 24. Peterson, K. & Hutchinson, A.C. (1999). Preface. In K. Peterson & A. C. Hutchinson (Eds.), Interpreting censorship in Canada. Toronto: University of Toronto Press. pp. ix-xv. Davies, William. 2018. "The Free Speech Panic: How the Right Concocted a Crisis." *The Guardian*, July 26, 2018, sec. News. Asheim, L. (1953). "Not censorship, but selection". *Wilson Library Bulletin*, 23, 63-67.	Topic Briefing Proposal Due
	Reading Week	February 15 - 19		
6	Privacy	February 23		

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			Isaak, Jim, and Mina J. Hanna. 2018. "User Data Privacy: Facebook, Cambridge Analytica, and Privacy Protection." *Computer* 51 (8): 56–59. *Wired*. n.d. "How Cambridge Analytica Sparked the Great Privacy Awakening." Accessed November 27, 2019 The Trust Engineers. (2015, February 9). Radiolab podcast. Slavoj Žižek (2013). Edward Snowden, Chelsea Manning and Julian Assange: our new heroes. *The Guardian.* September 3rd. Canadian Privacy Commissioner's website. International Federation of Library Associations and Institutions (IFLA). 2015. IFLA Statement on Privacy in the Library Environment.	
7	Big Data	March 2	Boyd, D., & Crawford, K. (2012). Critical questions for Big Data. *Information, Communication & Society, 15*(5), 662–679. Daniel Rosenburg. "Data Before the Fact." 2013. In Gitelman, Lisa, ed. "Raw Data" Is an Oxymoron. Cambridge, MA: MIT Press. Pp 15-40. Selinger, Evan, and Brett M. Frischmann. 2018. Introduction and Chapter 1. Re-Engineering Humanity. Cambridge: Cambridge University Press. Noble, S. U. (2018). Introduction: The Power of Algorithms. In *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: NYU Press. pp. 1-14. Machine Bias: There's software used across the country to predict future criminals. And it's biased against blacks. by Julia Angwin, Jeff Larson, Surya Mattu and Lauren Kirchner, ProPublica May 23, 2016.	
8	Making as Information Practice	March 9	Dougherty, Dale. 2013. "The Maker Mindset." In Design, Make, Play: Growing the Next Generation of STEM Innovators, eds. Margaret Honey and David E. Kanter. Hoboken: Taylor and Francis, pp. 7–11. Nichols, Jennifer, Marijel (Maggie) Melo, and Jason Dewland. 2017. "Unifying Space and Service for Makers, Entrepreneurs, and Digital Scholars." Portal: Libraries and the Academy 17 (2): 363–74. Toombs, Austin L, and Jeffrey Bardzell. 2015. "The Proper Care and Feeding of	

			Hackerspaces: Care Ethics and Cultures of Making." CHI '15, ACM, 629–38. Chachra, D. (2015, January 23). Why I Am Not a Maker. The Atlantic.	
9	Practicing Anti-Racism in Information Spaces	March 16	Mattern, Shannon. 2019. "Fugitive Libraries." *Places Journal*, October. Librarians of Colour and Diversity in Libraries. Emily Dowie, Richard Ashby Jr., Sandra Echols, Taina Evans. 2020. Panel Discussion. "BlueJeans Network | Recording Playback." Accessed July 21, 2020. Espinal, Isabel, Tonia Sutherland, and Charlotte Roh. "A Holistic Approach for Inclusive Librarianship: Decentering Whiteness in Our Profession." *Library Trends* 67, no. 1 (October 25, 2018): 147–62. Hudson, D. J. (2017). On "Diversity" as Anti-Racism in Library and Information Studies: A Critique. *Journal of Critical Library and Information Studies, 1*(1).	
10	Legacies of Colonialism in Libraries, Archives and Museums	March 23	Introduction and Colonialism Chapter. In Paul, Elsie, with Davis McKenzie, Paige Raibmon & Harmony Johnson. (2019). As I Remember It: Teachings (ʔəms tɑʔɑw) from the Life of a Sliammon Elder. Ravenspace Publishing. Foundations: Guidelines to discuss Indigenous identities in the North American context. http://indigenousfoundations.arts.ubc.ca/aboriginal_identity__the_classroom/ Littletree, Sandra, and Cheryl A. Metoyer. 2015. "Knowledge Organization from an Indigenous Perspective: The Mashantucket Pequot Thesaurus of American Indian Terminology Project." *Cataloging & Classification Quarterly* 53 (5–6): 640–57. Adler, Melissa. "The Case for Taxonomic Reparations." Knowledge Organization 43, no. 8 (December 2016): 630–40 Duarte, M. E., & Belarde-Lewis, M. (2015). Imagining: Creating Spaces for Indigenous Ontologies. Cataloging & Classification Quarterly, 53(5–6), 677–702.	Topic Briefing Draft Due
11	Scheduled Topic Briefing Meetings	March 30	No Readings	Peer Reviews
12	Library Labour	April 6		Topic Briefing Final

| | | | The Information Maintainers. "Maintenance as a Practice of Care" (2019); and "Code of Practice" Online: http://themaintainers.org/info-mc-about-us

 Julien, Heidi, and Shelagh K. Genuis. 2009. "Emotional Labour in Librarians' Instructional Work." Journal of Documentation 65 (6): 926–37.

 Fobazi Ettarh. "Vocational Awe and Librarianship: The Lies We Tell Ourselves – In the Library with the Lead Pipe." Accessed July 21, 2020.

 Henninger, Ean, Adena Brons, Chloe Riley, and Crystal Yin. 2019. "Perceptions and Experiences of Precarious Employment in Canadian Libraries: An Exploratory Study," September.

 Popowich, Sam. 2018. "Libraries, Labour, Capital." *Journal of Radical Librarianship* 4 (March): 6–19. | |
| 13 | Presentations | April 13 | No Readings | Topic Briefing Presentations |

Students Studying Abroad
During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you.

UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:http://academic.ubc.ca/support- resources/freedom-expression.

Attendance: The UBC calendar states: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed."

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site. Assignments will not be accepted late. Consideration will be given to legitimate emergencies. If an extension is granted, a late penalty may be imposed; this will be discussed with your instructor when you request an extension.

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Required Materials: All required materials are available on Canvas. Students are not required to buy any textbooks or reading material for this course.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Centre for Accessibility: Centre for Accessibility 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 Centre for Accessibility unit: [https://students.ubc.ca/about-student-services/centre-for-accessibility]. 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 use sources in your work properly, please ask your instructor for clarification.

Canvas: UBC's e-learning system https://canvas.ubc.ca will be used to organize class resources, slides, and additional material. It will also be used to manage assignments, grades, and in-class exercises. Make sure that you check the course space in Canvas constantly for announcements, resources, assignments, feedback and grades.