



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ 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 2021/2022 Term 2
Course Schedule:	Wednesdays 2:00 – 5:00 PM PST
Location:	IBLC 155
Instructors:	Dr. Hannah Turner (she/her)
Office location:	IKLBC 483
Office phone:	604.827.3927
Office hours:	Wednesdays 10:00AM – 12:00 PM PST
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Teaching Assistant (TA):	Rodrigo Dos Santos
TA Office location:	TBD
TA Office hours:	By Request
E-mail address:	
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.

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:

- Contemporary Theory
- Technology and Information Infrastructures
- Intellectual Property and Copyright
- Questioning Information Freedom
- Privacy
- Data and Bias
- Repair and Care Work
- 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.

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 (Choose from: Feb 2, 9, 16, March 2, 9)	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	February 9 2:00 PM PST via Canvas	10%	1.1, 1.3, 1.4
4b. Topic Briefing Draft	March 16 th 2:00 PM PST via Canvas	10%	1.1, 3.1
4c. Topic Briefing Peer Reviews	March 23 rd 2:00 PM PST via Canvas	5%	3.1, 5.3
4d. Topic Briefing Final Version	April 6 th 2:00 PM PST via Canvas	20%	4.1, 5.1, 5.2



4e. Topic Briefing Pitch	April 6 th in class	5%	2.1, 3.1
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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 with a small group. You will be responsible for submitting: 1) an 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 3) Design and moderation of an active learning exercise.

Seminar Discussion

In each week's seminar group, you are individually expected to participate through discussion. You will be awarded a grade based on the quality, quantity and timeliness of your contributions. 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 the instructor 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.

Topic Briefing

The major assignment is a Topic Briefing Paper on a topic of your choice. 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 slide deck of 3 slides maximum and present a 2 minute "pitch" of your Topic Briefing.

Course Schedule [week-by-week]:

Week	Topic	Date	Readings	Assignment Due
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1	Introduction	January 12	<p>Edwards, Paul. How to Read a Book v5.0. University of Michigan iSchool.</p> <p>Sensoy, Özlem, and Robin DiAngelo. 2014. "Respect Differences? Challenging the Common Guidelines in Social Justice Education" 22: 10.</p>	Quiz: Initial Expectations and Concerns
2	Contemporary Theory: Setting Groundwork	January 19	<p>Frantz Fanon. 1965. <i>The Wretched of the Earth</i>. Ch. 1.</p> <p>Todd, Zoe. "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism." <i>Journal of Historical Sociology</i> 29, no. 1 (2016): 4–22.</p> <p>BYO Reading</p>	
	Libraries, Technology and Information Infrastructures	January 26	<p>Bowker, G. C. (1996). The History of information infrastructures: The case of the International Classification of Diseases. <i>Information Processing & Management</i>, 32(1), 49-61.</p> <p>Winner, Langdon. 1980. "Do Artifacts Have Politics?" <i>Daedalus</i> 109 (1): 121–36</p> <p>Mar Hicks. 2020. Built to Last. https://logicmag.io/care/built-to-last/</p> <p>Mattern, Shannon. 2014. Libraries as Infrastructure https://placesjournal.org/article/library-as-infrastructure/</p>	
4	Intellectual Property and Copyright	February 2	<p>O'Neill, A.J. & Thomas, A.A. (2012, November 20). Canada: Bill C-11 – Canada's "New and Improved" Copyright Act.</p> <p>Examine a Resource from the iPinch Project website: https://www.sfu.ca/ipinch/outputs/reports/</p> <p>Geist, M. (2013). Introduction. In M. Geist (Ed.), <i>The Copyright Pentalogy How the Supreme Court of Canada Shook the Foundations of Canadian Copyright Law</i> (pp. iii–xii). Ottawa: University of Ottawa.</p> <p>Anderson, J. (2010) I. Introduction and II. Examples of Misuses of Traditional Knowledge. <i>Indigenous/Tradition Knowledge and Intellectual Property</i> (Issues Paper). Durham, N.C.: Center for the Study of the Public Domain, Duke University School of Law. (pp. 1-15 only).</p> <p>UBC's copyright resource page. https://copyright.ubc.ca/</p>	Seminar 1
5	Questioning Information Freedom	February 9		<p>Topic Briefing Proposal Due</p> <p>Seminar 2</p>



			<p>Christen, Kimberly. "Does Information Really Want to Be Free? Indigenous Knowledge Systems and the Question of Openness." <i>International Journal of Communication</i> 6, no. 0 (November 30, 2012): 24.</p> <p>Davies, William. 2018. "The Free Speech Panic: How the Right Concocted a Crisis." <i>The Guardian</i>, July 26, 2018, sec. News.</p> <p>Asheim, L. (1953). "Not censorship, but selection". <i>Wilson Library Bulletin</i>, 23, 63-67.</p>	
6	Privacy	February 16	<p>Isaak, Jim, and Mina J. Hanna. 2018. "User Data Privacy: Facebook, Cambridge Analytica, and Privacy Protection." <i>Computer</i> 51 (8): 56–59.</p> <p><i>Wired</i>. n.d. "How Cambridge Analytica Sparked the Great Privacy Awakening." Accessed November 27, 2019 The Trust Engineers. (2015, February 9). Radiolab podcast.</p> <p>Canadian Privacy Commissioner's website.</p> <p>International Federation of Library Associations and Institutions (IFLA). 2015. IFLA Statement on Privacy in the Library Environment.</p>	Seminar 3
	Reading Week	February 23	No Class	
7	Data and Bias	March 2	<p>Daniel Rosenburg. "Data Before the Fact." 2013. In Gitelman, Lisa, ed. "Raw Data" Is an Oxymoron. Cambridge, MA: MIT Press. Pp 15-40.</p> <p>Noble, S. U. (2018). Introduction: The Power of Algorithms. In <i>Algorithms of Oppression: How Search Engines Reinforce Racism</i>. New York: NYU Press. pp. 1-14.</p> <p>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.</p>	Seminar 4
8	Maintenance and Care in Capitalism	March 9	<p>Soudias, Dimitris. "Imagining the Commoning Library: Alter-Neoliberal Pedagogy in Informational Capitalism." <i>Journal of Digital Social Research</i> 3, no. 1 (March 4, 2021): 39–59.</p> <p>The Information Maintainers. "Maintenance as a Practice of Care" (2019); and "Code of Practice" Online: http://themaintainers.org/info-mc-about-us</p> <p>Corwin, Julia E., and Vinay Gidwani. 2021. "Repair Work as Care: On Maintaining the Planet in the Capitalocene." <i>Antipode</i>, 0,0.</p>	Seminar 5
9	Practicing Anti-Racism in Information Spaces	March 16		Topic Briefing Draft Due



			<p>Mattern, Shannon. 2019. "Fugitive Libraries." <i>Places Journal</i>, October.</p> <p>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.</p> <p>Espinal, Isabel, Tonia Sutherland, and Charlotte Roh. "A Holistic Approach for Inclusive Librarianship: Decentering Whiteness in Our Profession." <i>Library Trends</i> 67, no. 1 (October 25, 2018): 147–62.</p> <p>Hudson, D. J. (2017). On "Diversity" as Anti-Racism in Library and Information Studies: A Critique. <i>Journal of Critical Library and Information Studies</i>, 1(1).</p>	
10	Legacies of Colonialism in Memory Institutions	March 23	<p>Foundations: Guidelines to discuss Indigenous identities in the North American context. http://indigenousfoundations.arts.ubc.ca/aboriginal_identity_the_classroom/</p> <p>Adler, Melissa. "The Case for Taxonomic Reparations." <i>Knowledge Organization</i> 43, no. 8 (December 2016): 630–40</p> <p>Duarte, M. E., & Belarde-Lewis, M. (2015). Imagining: Creating Spaces for Indigenous Ontologies. <i>Cataloging & Classification Quarterly</i>, 53(5–6), 677–702.</p> <p>Turner, Hannah. 2020. "Introduction: The Making of Specimens Eloquent". <i>Cataloguing Culture</i>. Vancouver: UBC Press</p>	Peer Reviews
12	Library Labour	March 30	<p>Julien, Heidi, and Shelagh K. Genuis. 2009. "Emotional Labour in Librarians' Instructional Work." <i>Journal of Documentation</i> 65 (6): 926–37.</p> <p>Fobazi Ettarh. "Vocational Awe and Librarianship: The Lies We Tell Ourselves – In the Library with the Lead Pipe." Accessed July 21, 2020.</p> <p>Henninger, Ean, Adena Brons, Chloe Riley, and Crystal Yin. 2019. "Perceptions and Experiences of Precarious Employment in Canadian Libraries: An Exploratory Study," September.</p>	
13	Presentations	April 6		Topic Briefing Final

COVID-19 Changes: We are all aware that the impact of COVID-19 has been devastating on all of our lives and communities. I will do my best to 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.

COVID-19 Safety: You are **required** to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

If you are sick, stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you are concerned that you will miss a key activity due to illness, contact me to discuss.

If I am unwell, I will follow the BC Health Guidelines and not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (on Canvas). If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you how to join the class.

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.

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: [\[https://students.ubc.ca/about-student-services/centre-for-accessibility\]](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.