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 hәn̓q̓әmin̓әm̓ 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 2022/2023 Term 1
Course Schedule:	Wednesdays 2:00 – 5:00 PM PST
Location:	Buchanan D 322
Instructors:	Dr. Hannah Turner (she/her)
Office location:	IKLBC 483
Office phone:	604.827.3927
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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.

Learning Outcomes:

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.

Format of the Course: This course consists of lectures and Student led seminars, in-class exercises, guest speakers, and one class visit to the Museum of Anthropology.

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: Sept 28, Oct 5, 12, 19 or 26).	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	Oct 5th 2:00 PM PST via Canvas	10%	1.1, 1.3, 1.4
4b. Topic Briefing Draft	Nov 2nd 2:00 PM PST via Canvas	10%	1.1, 3.1
4c. Topic Briefing Peer Reviews	Nov 16th 2:00 PM PST via Canvas	5%	3.1, 5.3
4d.Topic Briefing Final Version	Dec 7th 2:00 PM PST via Canvas	20%	4.1, 5.1, 5.2

4e. Topic Briefing Pitch	Dec 7th in class	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 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 a summary of the arguments, key points, 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) and additional academic journal article of your choice, relating to the topic, with an explanation and summary 3) Design and moderation of an active learning exercise.

Seminar and Class Discussion
You are expected to attend class, participate in class activities, and attend each week's seminar group, where you are individually expected to participate. You will be expected to attend the seminar, complete the readings, and the activities requested. Your grade will be determined by your seminar attendance, and by regular attendance at class during the term.

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); and initial ideas concerning how you will explore the topic.
  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
1	Introduction	September 7	Edwards, Paul. How to Read a Book v5.0. University of Michigan iSchool. Sensoy, Özlem, and Robin DiAngelo. 2014. "Respect Differences? Challenging the Common Guidelines in Social Justice Education" 22: 10. Additional Readings Posted on Canvas.	Quiz: Initial Expectations and Concerns
2	Contemporary Theory: Setting Groundwork	September 14	Either: 1) Frantz Fanon. 1965. The Wretched of the Earth. Ch.1. 2) Todd, Zoe. "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism." *Journal of Historical Sociology* 29, no. 1 (2016): 4–22. Or: 1) Fricker, Miranda. 2007. "Introduction" in Epistemic Injustice: Power & the Ethics of Knowing. Pg 1-8. 2) Introduction: This is only the beginning. Sofia Y. Leung and Jorge R. López-McKnight. Knowledge Justice: Disrupting Library and Information Studies Through Critical Race Theory. 2021. 1-43.	
3	Libraries, Technology and Information Infrastructures	September 21	Bowker, G. C. (1996). The History of information infrastructures: The case of the International Classification of Diseases. *Information Processing & Management*, 32(1), 49-61. Winner, Langdon. 1980. "Do Artifacts Have Politics?" Daedalus 109 (1): 121–36 Mar Hicks. 2020. Built to Last. https://logicmag.io/care/built-to-last/ Mattern, Shannon. 2014. Libraries as Infrastructure https://placesjournal.org/article/library-as-infrastructure/	BYO Reading Discussion
4	Intellectual Property and Copyright	September 28	O'Neill, A.J. & Thomas, A.A. (2012, November 20). Canada: Bill C-11 – Canada's "New and Improved" Copyright Act. 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.	Seminar 1

			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). Examine a Resource from the iPinch Project website: https://www.sfu.ca/ipinch/outputs/reports/ UBC's copyright resource page. https://copyright.ubc.ca/	
5	Questioning Information Freedom	October 5	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 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 Seminar 2 Visit from Digital Tattoo
6	Public Space	October 12	Mattern, Shannon. 2019. "Fugitive Libraries." *Places Journal*, October. Jacobs, Karrie. Why Libraries May Never Stop Being People Places. NYT, April 21 2022. PDF on Canvas. Prizeman, Oriel. 2012. Introduction in Philanthropy and Light: Carnegie Libraries and the Advent of Transatlantic Standards for Public Space. Pp 1-18. Leckie, Gloria J., and Jeffrey Hopkins. 2002. "The Public Place of Central Libraries: Findings from Toronto and Vancouver." *The Library Quarterly: Information, Community, Policy* 72 (3): 326–72.	Seminar 3
7	Data and Bias	October 19	Daniel Rosenburg. "Data Before the Fact." 2013. In Gitelman, Lisa, ed. "Raw Data" Is an Oxymoron. Cambridge, MA: MIT Press. Pp 15-40. 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.	Seminar 4
8	Maintenance and Care in Capitalism	October 26	Soudias, Dimitris. "Imagining the Commoning Library: Alter-Neoliberal Pedagogy in Informational Capitalism." Journal of Digital Social Research 3, no. 1 (March 4, 2021): 39–59.	Seminar 5 Guest Speaker: Allan Cho, UBC Libraries

			The Information Maintainers. "Maintenance as a Practice of Care" (2019); and "Code of Practice" Online: http://themaintainers.org/info-mc-about-us Corwin, Julia E., and Vinay Gidwani. 2021. "Repair Work as Care: On Maintaining the Planet in the Capitalocene." Antipode, 0,0.	
9	Practicing Anti-Racism in Information Spaces	November 2	Espinal, Isabel, April M. Hatchock and Maria Rios. 2021.Dewhitening Librarianship: A Policy Proposal for Libraries. Chapter 9, Knowledge Justice. Pp 223- 240. 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). Further Reading: - 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.	Topic Briefing Draft Due
10	Reading Break	November 9	No Class	
11	Legacies of Colonialism in Memory Institutions	November 16	Foundations: Guidelines to discuss Indigenous identities in the North American context. http://indigenousfoundations.arts.ubc.ca/aboriginal_identity_the_classroom/ 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. Turner, Hannah. 2020. "Introduction: The Making of Specimens Eloquent". Cataloguing Culture. Vancouver: UBC Press	Peer Reviews Due Visit Museum of Anthropology
12	Library Labour	November 23		

			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. Chiu, Anatasia, Fobazi M. Ettarh and Jennifer A. Ferretti. 2021. Chapter 1: Not the Shark But the Water: How Neutrality and Vocational Awe Intertwine to Uphold White Supremacy. In Knowledge Justice pp 49 – 71. Henninger, Ean, Adena Brons, Chloe Riley, and Crystal Yin. 2019. "Perceptions and Experiences of Precarious Employment in Canadian Libraries: An Exploratory Study," September.	
13	Individual Topic Briefing Meetings	November 30	Optional one-one topic briefing workshops	
14	Presentations	December 7		Topic Briefing Final Due

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.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

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)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959

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.