



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm̓ 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 565 – Progressive and Radical Information Work (3)**

<b>Program:</b>	Master of Library and Information Studies
<b>Year:</b>	2021-2022
<b>Course Schedule:</b>	Wednesdays, 2-5pm
<b>Location:</b>	Allard Hall, Basement level, B101
<b>Instructor:</b>	Julia Bullard
<b>Office location:</b>	IBLC 480
<b>Office phone:</b>	604 822 2843
<b>Office hours:</b>	Wednesdays, 10am-12pm
<b>E-mail address:</b>	<a href="mailto:julia.bullard@ubc.ca">julia.bullard@ubc.ca</a> ; can also use Canvas messages
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

**Course Goal:** Bringing together issues of social justice and librarianship throughout the graduate program, 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. Students will be expected to relate topics in this course to the rest of their program and to professional experiences. Throughout this course, we will develop professional skills to prepare students to act as inflexion points between information institutions and community advocates.

**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 me to discuss this option.

#### **Learning Outcomes:**

#### **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
- Radical, progressive, and social justice librarianship
- Codes of conduct and ethics in contemporary information professions
- Marginalized voices in information studies scholarship
- Indigenous, post-colonial, anti-racist, feminist, queer, disability, and anti-capitalist theory in information work
- 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. Students will give formal presentations at the end of the course. There will be guest speakers for certain topics. Non-graded homework may be assigned in some of the classes.

**Estimated number of weekly hours:** Other than our weekly, in-class sessions, students should expect to spend an additional 9 hours per week on work for this course. The estimate includes 4 hours for weekly reading; 1 hour for writing responses, 2 hours to prepare for their leading discussion week, and 2 hours for work on their term project.

### Required Reading:

- Ahmed, S. (2004). Declarations of whiteness: The non-performativity of anti-racism. *Borderlands e-journal* 3(2).
- American Library Association. (2008). *Code of Ethics of the American Library Association*.
- Baldwin, J. (1963). A talk to teachers. In *The Price of the Ticket: Collected Non-Fiction 1948-1985*. New York : St. Martin's/Marek.
- Benoit, G. (2007). Critical theory and the legitimation of library and information science. *Information Research*, 12(4).
- Castellano, M. B. (2000). Updating Aboriginal traditions of knowledge. In *Indigenous knowledges in global contexts: Multiple readings of our world*. Toronto: University of Toronto Press. pp. 21-36.



- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Forum*, 139-167.
- Delgado, R. (1997). “Rodrigo’s eleventh chronicle: Empathy and false empathy”. In *Critical white studies: Looking behind the mirror*, Edited by: Delgado, R. and Stefancic, J.
- Eisenstein, Z.R. (1979). Constructing a theory of capitalist patriarchy and socialist feminism. In *Capitalist patriarchy and the case for socialist feminism*. New York: Monthly Review Press
- Fraser, N. (1997). From redistribution to recognition? Dilemmas of justice in a ‘postsocialist’ age. *Justice interruptus: Critical reflections on the ‘Postsocialist’ condition*, 11-39.
- Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & Society*, 28(5), 631-644, DOI: 10.1080/09687599.2012.717884
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies*, 14(3), 575-599.
- hooks, b. (1991). Theory as liberatory practice. *Yale Journal of Law & Feminism*, 4(1), 1-12.
- International Federation of Library Associations and Institutions. (2016). *IFLA Code of Ethics for Librarians and other Information Workers*.
- Ignatiev, Noel. (1997). Treason to Whiteness Is Loyalty to Humanity. In *Critical white studies: Looking behind the mirror*, Edited by: Delgado, R. and Stefancic, J.
- Kovach, M. (2014). Thinking through theory: Contemplating Indigenous situated research and policy. In *Qualitative Inquiry Outside the Academy*. Routledge. pp. 92-106.
- Rioux, M., & Valentine, F. (2006). Does theory matter? Exploring the nexus between disability, human rights, and public policy. *Critical disability theory: Essays in philosophy, politics, policy, and law*, 47-69.
- Sedgwick, E. K. (1993). Epistemology of the Closet. In *Epistemology of the Closet*, p. 67-90. Berkeley: University of California Press.
- Spivak, G. C. (1988). Can the subaltern speak?. In *Can the subaltern speak? Reflections on the history of an idea*. New York: Columbia University Press. pp. 21-78.
- West, C., & Zimmerman, D. H. (2009). Accounting for doing gender. *Gender & society*, 23(1), 112-122.
- Yousefi, B. (2017). On the disparity between what we say and what we do in libraries. In *Feminists Among Us: Resistance and Advocacy in Library Leadership*. Sacramento: Library Juice Press.

Student discussion leaders will assign further reading linking course topics to recent developments in the profession throughout the term.

**Course Assignments:**

Assignment Name	Due Date	Weight	Learning Outcomes	Program Competencies
<b>Discussion Participation</b>				
Personal Contributions	Throughout	10%	LO: 9	5.1
Collaborative Discussion	Throughout	10%	LO: 9	5.1
<b>Leading Discussion</b>	Varies	20%	LO: 1, 2, 3, 4, 5, 9	1.1, 1.4, 2.1, 4.1, 4.2, 5.1
<b>Written Responses</b>				
Reading Response x 4	Throughout	20%	LO: 1, 2, 4, 5	1.4, 2.1, 4.1, 4.2, 5.1
Discussion Response x 1	Varies	5%	LO: 1, 2, 4, 5, 9	1.4, 2.1, 4.1, 4.2, 5.1
<b>Project Proposal</b>				
Initial idea	February 18	5%	LO: 6	4.1
Presentation	March 30 or April 6	10%	LO: 5, 6, 7, 8, 9	1.1, 2.1, 4.1, 5.1, 5.2
Proposal	April 13	20%	LO: 5, 6, 7, 8	1.1, 2.1, 4.1, 5.1, 5.2



## Leading Discussion

Each student will lead the class discussion for one week's topic. They may do so as groups of 2-4 depending on class size and availability of class sessions. There are three main responsibilities for leading the discussion:

- Provide one or more additional readings linking the weekly topic to library or information professions at least one week in advance of the class session. Students should first consult recent publications (from within the last few years) and publications which reflect closely on professional practice (such as by starting with professionally-oriented journals and conferences; works by practitioners, with practitioners as co-authors, and by faculty doing action research). They may find that a reading covered in one previous course is well-suited to this discussion or that this is an opportunity to bring into class discussion very recent work or work of a type less commonly used as scholarly sources (podcasts, artistic work, highly provocative work). Selection should prioritize marginalized voices from the profession and is not limited to peer-reviewed sources in library and information studies literature.
- Prepare for the class session by reading thoroughly and doing some additional research to add context to the weekly readings. Prepare a discussion guide and any handouts or other materials in advance of the class session.
- During the class session, facilitate a discussion on the weekly topic. This could be relatively unstructured with some questions prepared or involve in-class activities. The discussion/activities should take up to 1/2 of our class time (75min - 90 min).

Discussion leaders will be graded equally based on their preparation (5), facilitation (5), organization (5), and the content of the discussion (5).

## Reading Responses

During the course each student will post 4 individual reading responses in advance of the class sessions on those topics. Students may choose to focus on a single reading or connect multiple readings. The readings will include those already assigned and those that the student discussion leaders add to the list. Students can use professional and personal experiences as a lens to analyse the readings. A reading response will be about 150-300 words. Students will post responses to the weekly discussion thread and submit a permalink as each assignment deliverable. Responses should be posted at least a day before the discussion (Tuesday afternoons). Students are responsible for planning the weeks in which they will write reading responses. The complete set of 4 posts over the term will count for 20% of the final grade.

## Discussion Responses

During the course each student will post a discussion response after the class session on that topic. Students will sign up in advance on Canvas for these weeks to make sure that each discussion has at least one respondent. A discussion response will identify what was interesting and engaging about the week's discussion and what other topics or plans emerged. During the relevant class session, students should take more detailed notes in order to be able to summarize major discussion points. Posts can also follow up on some questions or resources discussed during class to provide links in the discussion thread. Where there are two or more respondents for a week, students may coordinate to focus on different aspects of the discussion, but post separately. A discussion response will be about 150-300 words. Students will post responses to the weekly discussion thread and submit a permalink as each assignment deliverable. Responses should be posted within a week of in-class session (Tuesday afternoons). Posts sooner after the in-class session will give others more chances to reply with relevant ideas. The post will count for 5% of the final grade.

## Project Proposal

The final term project will be an individual report to deliver to an information institution or an institution with relevant information responsibilities. 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.



Students will develop the idea for this proposal through earlier course assignments (the initial idea and presentation) as well as through group discussion time throughout the term. The initial idea will be graded on completion. The presentation will be graded by peer assessment on delivery (2.5), content (2.5), organization (2.5), and persuasiveness (2.5).

The final deliverable will be the report itself, as close as possible to the form to present to the institution. For that reason, I am flexible on what form this takes. In general, the report should be 1000-2000 words in length. It should be written to a professional audience and be persuasive to both skeptical and sympathetic readers. The project proposal will be graded based on engagement with course topics and readings (5), persuasiveness (5) including clarity of expression and completeness of plan, and synthesis of practical considerations with theoretical and ethical rigor (10), indicating readiness to present to decision makers in the relevant organization.

**Weekly topics:** Order/dates to be decided together

Indigenous knowledge in information work
Post-colonial and decolonial theory in information work
Anti-racist theory and Black studies in information work
Feminist theory in information work
Queer theory in information work
Disability and embodiment/fat studies in information work
Class and anti-capitalism in information work

**Course Schedule [week-by-week]:**

Topic	To-Do	Class Date
Introduction	Read the syllabus	January 12
Critical theory and critical information studies	Read hooks & Yousefi	January 19
Weekly topic 1 TBD	Read posted materials	January 26
Weekly topic 2 TBD	"	February 2
Weekly topic 3 TBD	"	February 9
Term Project Discussion	Prepare an idea for your project	February 16
Reading Week – No Class		February 23
Weekly topic 4 TBD	Read posted materials	March 2
Weekly topic 5 TBD	"	March 9
Weekly topic 6 TBD	"	March 16
Weekly topic 7 TBD	"	March 23
Project presentations	Present and do peer reviews	March 30
Project presentations	Present and do peer reviews	April 6

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Extensions for late assignments will be granted without penalty when arranged with the instructor.

**Required Materials:** Readings are available through UBC Libraries or uploaded to Canvas through the topic modules. Student discussion leaders will assign readings for some weeks; these will be available through open access, UBC Libraries, or uploaded to Canvas. There is no software required for the class other than access to Canvas and the ability to post in text and to download and view videos.

**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 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 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.

**Conflicting Responsibilities:** UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious



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reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.