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

Program:	Master of Library and Information Studies
Year:	2019-2020, Winter Term 1
Course Schedule:	Tuesday mornings, 8-11am
Location:	[TBA]
Instructor:	Julia Bullard
Office location:	IKBLC 480
Office hours:	Mondays 2-3pm, Thursdays 3-4pm, and by appointment
E-mail address:	julia.bullard@ubc.ca
Learning Management Site:	canvas.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 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.

Required and Recommended Reading: 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 UBC Libraries or uploaded to Canvas.

Course Assignments,

Assignment Name	Due Date	Weight	Graduate Competencies
Class Participation		**30%**	
Discussion Participation	Throughout	10%	2.1
Leading Discussion	Varies	20%	2.1, 2.2, 3.1
Written Responses		**30%**	
Reading Response x 4	Throughout	20%	2.1, 4.1
Discussion Response x 2	Varies	10%	2.1, 4.1
Project Proposal		**40%**	
Abstract	October 15	5%	3.1, 5.2
Presentation	November 26 or December 3	10%	2.2, 5.2
Proposal	December 10	25%	5.1, 5.2

Course Schedule [week-by-week]:

Topic		Date
Introduction		September 10
The scholarly heritage of critical librarianship and critical information studies	hooks, b. (1991). Theory as liberatory practice. *Yale Journal of Law & Feminism*, *4*(1), 1-12. Benoit, G. (2007). Critical theory and the legitimation of library	September 17

	and information science. *Information Research*, *12*(4). 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.* Sacremento: Library Juice Press.	
Social justice theory and information work	Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a "postsocialist" age. *New Left Review, I/(*212, July-August 1995).	September 24
Indigenous knowledge in information institutions	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. Kovach, M. (2014). Thinking through theory: Contemplating Indigenous situated research and policy. In *Qualitative Inquiry Outside the Academy.* Routledge. pp. 92-106.	October 1
Post-colonial and decolonial theory in information work	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.	October 8
Anti-racist theory in information work	Baldwin, J. (1963). A talk to teachers. In *The Price of the Ticket: Collected Non-Fiction 1948-1985.* New York : St. Martin's/Marek. Ahmed, S. (2004). Declarations of whiteness: The non-performativity of anti-racism. *Borderlands e-journal 3*(2). 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.	October 15
Feminist theory in information work	Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies*, *14*(3), 575-599. 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.	October 22
Queer theory in information work	Sedgwick, E. K. (1993). Epistemology of the Closet. In *Epistemology of the Closet*, p. 67-90. Berkeley: University of California Press. West, C., & Zimmerman, D. H. (2009). Accounting for doing gender. *Gender & society, 23*(1), 112-122.	October 29
Disability studies in information work	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. Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & Society, 28*(5), 631-644, DOI: 10.1080/09687599.2012.717884	November 5
NO CLASS		November 12
Class and anti-capitalism in information work	Eisenstein, Z.R. (1979). Constructing a theory of capitalist patriarchy and socialist feminism. In *Capitalist patriarchy and*	November 19

	the case for socialist feminism. New York: Monthly Review Press.	
Presentations Day 1		November 26
Presentations Day 2		December 3

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 iSchool web site.

Required Materials: All readings will be available on Canvas or through UBC Libraries.

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 me 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, should assume I will work with them to make it work, and should discuss with me 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 me for clarification.