Information Professionals and Ethics (Info 505)
College of Computing & Informatics, Drexel University
Course Syllabus, Spring 2021

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Course Overview

This course surveys the social, ethical, cultural, and legal issues that affect information professionals and organizations. It addresses such topics as access to and ownership of information, intellectual freedom, and privacy. It studies the structure and components of the information professions and the evolving role of information professionals.

Course purpose

This is one of the three foundation courses for the Masters of Science in Information degree. This course is an introduction to the information professions and the roles and responsibilities of information professionals. Students are expected to complete this course early in their program.

Expected learning outcomes

When you have completed this course, you will be able to:
- Identify the structure and components of the information professions
- Explain societal issues involving information access, privacy, and intellectual freedom and formulate responses to them
- Apply ethical frameworks and professional codes of ethics
- Develop an advocacy plan

Course mechanics

Course structure

This is an online course that combines synchronous (live) and asynchronous (self-paced) elements. The course is organized into weeks, each running Monday to Sunday. You can find an at-a-glance view of each week's topic on the final page of this syllabus. Assignments are always due on Sunday by 9:00 p.m. Eastern. (After 9 o'clock you can do something fun or turn in for a good night's sleep.)

Each week will include readings, videos and activities that can be completed according to your own schedule. Discussion is a central component of the class; students in the asynchronous section (900) are expected to conduct their discussion via the Discussion Boards on Blackboard (a.k.a. Drexel Learn or BbL), and those in the synchronous section (001) are expected to attend the live Zoom session each Monday evening.

In light of the pandemic

Against all our hopes, the pandemic is still with us. (Though, dare we say, the end seems to be near.) We all wanted to be back on campus by now, but the world has not cooperated with our wants. Besides this, of course, our lives have been disrupted in so many ways.

As such, there are a few agreements I would like us to make as a class. First, remember that nobody signed up for this. We're still social distancing, we're still learning (and teaching) from home, and our lives are still being disrupted in big and small ways. At times you may be angry, frustrated or fearful. You may fall ill, as might your family members or roommates. Troubles may come up that we can't see yet. It will be difficult. But you're not alone. We're all in this together. We will help each other and do our best to get through this. Let's prioritize supporting each other. Let's do our best to be flexible and understanding when unexpected situations come up.

Time commitment

This is a graduate course in a professional school. Drexel estimates that the total workload (readings, assignments, notes, exercises) will take *12 to 15 hours per week*. Be prepared for a serious commitment of attention and effort. It will pay off!

Readings

The required textbook for this course is *Information Services Today: An Introduction*, edited by Sandra Hirsh (2018). The book is available for online reading through Drexel Libraries, but you may wish to purchase a print copy. It's available at the Drexel bookstore and online. Used is fine—just be sure it's the 2018 edition. The course will make use of numerous articles that are available on web or in scholarly publications, which will be provided on Blackboard.

Contacting me

Student–instructor interaction is an important part of any course. I am available to you, even in this asynchronous, online setting. I want to help you succeed in this course, in your program at Drexel—and in life. Please contact me with any questions, problems, discoveries or anything else.

If your question is general and may be of interest to others in the class (e.g., syllabus, readings, schedule, etc.), please post it on the *Questions About the Course* Discussion Board so that others can benefit. With **personal or urgent questions**, you should email me directly (tjg68@drexel.edu). If you have a **technical question**, you will be better off contacting the Instructional Technology Group. See http://www.drexel.edu/irt/help/learn or call (215) 895–1224.

Feel free to email me at any time. Note, however, that I do not generally check email on nights or weekends. In our always-on society, it is important to set boundaries—firstly because healthy lives require off-time, and also because our academic activities require uninterrupted periods of time for reading, writing and thinking. Moreover, taking time for rest and pursuing leisure activities have been shown to improve productivity, creativity and accomplishment, as Alex Pang discusses in his book Rest: Why You Get More Done When You Work Less. I hope you will join me in living with more balance.

Assignments and Grading

In this course, there are two major assignments: an information organization visit report and a research paper. Full details for these are given on Blackboard. Besides these assignments, the major substance of the course is your participation in class discussions.

Information organization visit report

In this assignment, you will visit an information organization (a library, archive, museum, design firm, etc.) that is unfamiliar to you. You'll learn about what they do and how they think about what they do, and you'll compile a report of about 2,000 words describing the organization and reflecting on your experience, connecting what you learned with what we've discussed in class.

Research paper

For the final assignment, you will write a research paper of 2,500–3,000 words on an aspect of ethics and the information professions. This will give you an opportunity to explore in further depth an issue relevant to your career interests in the information field.

Discussion and participation

Learning can be exciting and, at times, confusing or frustrating. Discussing our journeys with each other along the way will help us deepen our learning and build community. As a student, you will be expected to be present and prepared and to participate each week. You should show professionalism, open-mindedness, reflection, intellectual humility, careful preparation, punctuality, clear communication and, most especially, a willingness to learn.

Synchronous students (section 001)

At each meeting, we will discuss that week's readings. This means you should have done (this means: read, maybe read again, taken notes on and spent time thinking about) the required texts.

Our discussion of each reading will be student-led. **For each assigned reading, you should bring a discussion question to the class about that reading**. See the subsection below on Question Formulation. In addition, each student will adopt one or more readings on which to lead the discussion over the course of the term. This should include include a mini-presentation (about 5 minutes) and then a broader discussion/activity (about 20 minutes). Your presentation should include the following elements:

1. Summarize and discuss your major takeaways from the reading.
2. Choose one concept or technology mentioned in the reading to focus on for a deep dive; do some additional research into that specific topic and present what you learned.

After your presentation, you'll facilitate a discussion. The idea is to engage your classmates on the topics you brought up. Try to find a way to get everyone talking and sharing ideas. One simple way to do this is to prepare three open-ended questions, which you pose to the class one at a time—this tends to work better in pairs or small groups, but the format is up to you. Beyond that basic option, the sky's the limit. It doesn't necessarily have to be a straightforward Q&A! You could take volunteers to role-play a situation, lead an instructive game, present an illustrative case study, etc. Anything to help us digest and reflect on what we read. You can feel free to draw on your classmates' own questions as part of your planned activity; otherwise, we'll take the time afterwards to talk through a selection of them.

Asynchronous students (section 900)

Each week, you will take part in class discussions through the discussion boards on Blackboard. There, you'll discuss the readings, share other ideas, talk about your work, pick up threads from previous weeks, etc. As long as it's related to the topic of this course, it's fair game.

In this class, you will create threads to pose questions that you found while engaging with the week's materials. I will expect you to make at least three posts per week—one of these as an original topic question, and two as responses to others' questions. See the subsection below on Question Formulation for guidance on posing good questions.

Your posts should be substantive but not overlong—aim for a single paragraph. Posts should reference class readings, including those from previous weeks, and they should incorporate your own analysis and perspective. You should make your topic question post by Thursday evening each week, and you should finish all the week's posts by Sunday evening.

Your original topic question should be open-ended (not to be satisfied by a one-word answer, and not being limited by only one possible answer). Your original post should include a genuine question to stoke discussion, not just be a mini-essay. When you create your original topic question, please give it an interesting and relevant title (e.g., in the form of a question), not something like "Gorichanaz Week 3 Discussion Topic."

Question formulation

In this class, I am asking you to formulate questions based on the readings that you will bring to the class for discussion. This requirement is to help you build your skills in questioning, an indispensable design skill and a proven way to deepen your learning. Asking good questions takes practice. If you're having a hard time coming up with questions, you can draw from the following list of question types, which spell out CLOSE-UP:

- *Clarity:* What does the author mean by that? Can someone try to put this another way?
- *Linking:* How is this similar to what we read earlier? How does X's viewpoint compare to Y's?
- *Open-ended:* What's happening here? What interests you about this issue? Why did we read this? Do you have any experience with this?
- *Synthesis:* What stands out about this based on what we discussed previously or so far? How does this connect to some current event?
- *Evidence:* How did the author come to this conclusion? What experience or data is their analysis based on? Might the evidence or reasoning be insufficient in any way? Can you find any counter-examples?
- *Understanding:* Why do you think this is the case? How would you explain this situation?
- *Priority:* What matters to you most about this? What's the most important value or principle we should consider here?

Moreover, you can use this inventory of question types not just in creating new questions, but also in responding to your classmates! Thoughtful questions are a great way to keep a conversation going.

Grading

Research has demonstrated that grades diminish students' learning, decrease students' interest in the subject matter, and prevent students from taking creative risks. Moreover, many students experience anxiety about grades. In this class, we are here to learn, to become interested in design, and to take some creative risks by trying new things (not just following a rubric)—and we certainly don't need more anxiety in our lives. So in this class, we will take a different approach to assessment.

My intention with this class is to help you to work in an organic way, as you will after graduation. So while you will get a final grade in the class, I will not put quantitative grades on individual assignments. Rather, when I review your work, I will ask questions and make comments meant to engage your work rather than simply evaluate it. You, too, will reflect deeply on your work and that of your peers throughout this quarter, and we will discuss your learning and effort as the course progresses. We will do this throughout the course, but there are three things I will ask you to do as anchors for this process:

- **Goal-Setting**: During Week 1, we will set goals for our learning this quarter to give us each a concrete place to aim for in addition to the general course learning outcomes listed above.
- **Midterm Reflection**: During Week 5, I will provide you with a link to an online form that will guide you through a reflection on your work thus far—particularly with respect to the goals you set for yourself. At the end, you'll be asked what letter grade you would give yourself for your work to date. This is your chance to assess yourself realistically and challenge yourself to improve in the second half of the term. I will respond to your reflection, and we'll have a conversation if our respective assessments do not match.

- **Final Reflection**: During Exam Week, I will provide you with another link to an online form where you'll complete your final self-reflection for the term. Again, I'll ask you what grade you would give yourself. I prefer to give everyone the grade they would give themselves, I do reserve the right to make adjustments.

For reference, here is my interpretation of the letter grades:
- *A – Excellent:* Original and creative thinking, and strong writing. Goes above and beyond in effort and participation, and demonstrates mastery of the course content through application. Supplements required coursework with additional readings, reflections and observations.
- *B – Good:* Demonstrates understanding of the facts and concepts presented in class with few misapprehensions. Most writing is well done with well supported arguments.
- *C – Acceptable:* Meets most expectations. Some learning is shaky or ignored. Not fully present.
- *D – Poor:* Shows flawed understandings of course content. Little participation or effort.
- *F – Failing:* Deep misunderstandings, poor attention, very low participation.

I know this process is quite different from how we usually think about grades. If any of this causes more anxiety than it alleviates, contact me at any time to discuss your progress in the course. As the course goes on, you'll be able to track your progress in the My Grades section on Drexel Learn.

If you are worried about getting a good grade in this class, your best strategy should be to do the readings, dedicate yourself to learning the material, ask questions often, complete the assignments diligently and on time, and engage earnestly with all your classmates.

Policies

Academic integrity
You are expected to conduct yourself in a respectful manner as befitting the university environment. This includes academic integrity. In this course, as with any Drexel course, cheating will not be tolerated. This includes plagiarism (using others' intellectual work without reference) and cheating. All work you submit must be your own work, with sources properly cited. Any plagiarism or other academic dishonesty will result in a sanction that may extend to failing the course. I am obligated to report incidents of cheating (including plagiarism) to Drexel administration. A student who is found in violation twice (even if in two different courses) will be expelled from the university. For more information, please refer to the Provost academic integrity policy or to resources regarding Student Conduct and Community Standards.

Changes to the syllabus
I reserve the right to make changes to this course or its syllabus during the quarter if circumstances warrant such a change. Topics, readings and dates are subject to change, but only if necessary. Additional topics may be discussed as issues and ideas arise in the news and in discussion. All changes will be provided to students in writing as far in advance as possible.

Dropping the course
If you are considering whether to continue your enrollment in the course, please refer to the Course Add/Drop Policy and the Course Withdrawal Policy.

Student conduct
Drexel University adopted a student conduct policy requiring that all students have the responsibility to be aware of, and abide by, the University's policies, rules, regulations, and standards of conduct. The Student Conduct and Community Standards policy information is available in the Official Student Handbook.

Appropriate use of course materials

It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the Acceptable Use Policy. Briefly, this policy states that course materials, including recordings, provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the University's Code of Conduct.

Participating in course evaluations

Student evaluations are a required element of every course. Evaluation forms are completely anonymous. They are confidentially used to make improvements in our curriculum and teaching. They are also used by administration in evaluating faculty performance, and in decisions about promotion, tenure and retention. Please take part in course evaluations.

Time management

Drexel University assumes that each credit-unit requires four hours of work per week (i.e., a 3-unit course means a student will spend 12 hours per week on that course), including reading, participation and completing assignments. This is a three-credit course. Please plan accordingly.

Support and Recommendations

Getting started at Drexel

If this is your first term at Drexel, welcome! To complete this course, you will need to be able to access Blackboard and your Drexel email. A folder labeled Helpful Hints in the *Start Here* section of Blackboard has instructions for accessing various other resources the university offers.

As soon as the term begins, you should:

1. Make sure you can access the library databases. Spend as much time as you can exploring the Drexel Libraries resources at http://www.library.drexel.edu. Make a point of trying to use some of the databases right away to ensure your account works properly. Look for some of the biggest journals in our field: *Journal of the American Society for Information Science and Technology (JASIST), Library Quarterly, Library Trends, Library and Information Science Research, Journal of Academic Librarianship*, etc. The library staff is available to help you if you're having trouble (there's a live chat and other contact details on the library website).
2. Make sure that you can receive messages on your Drexel email account, or forward your Drexel mail to your preferred account.
3. If you aren't near Philadelphia, explore the reference resources in your locality. Do you have access to a large academic library? Large public library? Talk to the local librarians about their challenges and how their work has changed in the last ten years or more.
4. Consider joining professional organizations in your locality, such as the Pennsylvania Library Association or the Delaware Valley Archivists Group.

If you are experiencing anxiety, depression or other issues

Drexel offers free and confidential support for anxiety-related problems, depression, family concerns, relationship issues, adjustment issues, eating disorders, alcohol- and drug-related problems, and questions about gender and sexual identity, all through the Drexel Counseling Center. The

Counseling Center is located at Suite 201 in the Creese Student Center at 3210 Chestnut. The telephone number is (215) 895–1415. **For emergencies, or to reach an on-call counselor after regular business hours, please call (215) 416–3337.** Learn more <u>on the Counseling Center website</u>.

If you need technical support

Get 24/7 technical support for Blackboard Learn from the Instructional Technology group <u>online</u> or by calling (215) 895–1224. For any other technical support (email, logins, etc.), Drexel University IT is here for you. You can contact them through email at <u>consult@drexel.edu</u>, by phone at (215) 895–2020, or by submitting the online <u>Problem Report Form</u>.

Support for equality and diversity

Drexel University strives to promote an environment of equality of opportunity and compliance with university policies and federal, state and local laws prohibiting discrimination based upon race, color, religion, gender, marital status, pregnancy, national origin, age, disability and veteran status. If you have a question or complaint concerning discrimination, harassment, and/or retaliation, contact the Office of Equality and Diversity <u>online</u> or at (215) 895–1405.

Coaching, mentorship and tutoring

The <u>Center for Learning and Academic Success Services</u> (CLASS) serves as the organizing department for a variety of programs and services that promote coaching, peer mentoring and tutoring at Drexel. The Center is located on campus at the Creese Student Center (3210 Chestnut Street), Suite 050.

Campus activities and community

Find the Student Handbook, conduct and community standards, and the Counseling Center at <u>on the Student Life website</u>. Consult this site for information on campus activities and student programs.

English help

The <u>English Language Center</u> offers English language instruction and support services to students, especially those who speak English as a second language. They are located at 229 N. 33rd Street. The telephone number is (215) 895-2022.

If you have a disability or are facing other challenges

Students <u>requesting accommodations</u> due to a disability at Drexel University need to request a current Accommodations Verification Letter (AVL) in the <u>ClockWork database</u> before accommodations can be made. These requests are received by Disability Resources (DR), who then issues the AVL to the appropriate contacts. For additional information, <u>visit the DR website</u>, reach them by phone at (215) 895–1401, or by email them at <u>disability@drexel.edu</u>.

Free health services

The <u>Student Health Center</u> is located at 3401 Market St, Ste 105. You can call them at (215) 220–4700.

Career counseling

<u>CCI Career Services</u> offers help with job placement, job postings and credentialing. Outside our college, the <u>Steinbright Career Development Center</u> (SDLC) offers individualized career counseling, career fairs, career programs and resume workshops. The office is located at 3201 Arch Street, Suite 250. The telephone number is (215) 895–2185.

Course Schedule

In this course, the weeks run Monday to Sunday. Remember, assignments are always due on Sunday at the end of the given week by 9:00 p.m. Eastern. (After 9 o'clock you can do something fun or turn in for a good night's sleep.) You can find an at-a-glance table of the course schedule on the last page of this syllabus. Here you can find a detailed list of the topics and readings to be explored each week.

Week 1 (Mar 29–Apr 4)
Information Professionals: Context

Readings

American Library Association. (n.d.). Library careers. http://www.ala.org/educationcareers/libcareers

Babich, N. (2017). What does a UX designer actually do? https://theblog.adobe.com/what-does-a-ux-designer-actually-do/

Hirsh, S. (2018). The transformative information landscapes: What it means to be an information professional today. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 3–13). Rowman & Littlefield.

O'Brien, H., & Greyson, D. (2018). Diverse information needs. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 40–51). Rowman & Littlefield.

Pearce-Moses, R. (2006). Identity and diversity: what is an archivist? *Archival Outlook*.

Putnam, C., & Kolko, B. (2012). HCI professions: Differences & definitions. In *CHI '12 Extended Abstracts on Human Factors in Computing Systems* (CHI EA '12). ACM.

Sokanu Interactive Inc. (n.d.). Jobs for people who are interested in information technology. https://www.sokanu.com/careers/collections/careers-for-people-who-are-interested-in-information-technology/

Wager, S. (2005). Digital asset management, media asset management, and content management: From confusion to clarity. *Journal of Digital Asset Management 1*(1), 40–45.

Week 2 (Apr 5–11)
Professional Associations

Readings

Abram, S. (2018). Librarianship: A continuously evolving profession. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 26-39). Rowman & Littlefield.

Bates, M.J. (2015). The information professions: knowledge, memory, heritage. *Information Research, 20*(1), paper 655. http://InformationR.net/ir/20-1/paper655.html

Sass, S. (November, 1956). Everyone is a (bad) librarian. *Special Libraries, 49*(7), 406–408.

Browse two of these national professional association websites

American Library Association: http://www.ala.org/

Society of American Archivists: https://www2.archivists.org/

Association for Information Science and Technology: https://www.asist.org/

Association for Intelligent Information Management: https://www.aiim.org/

Association of Computing Machinery (ACM)'s Special Interest Group: Computer-Human Interaction (SIGCHI): https://sigchi.org/

Dataversity: https://www.dataversity.net/

Knowledge Management World: http://www.kmworld.com/

Special Libraries Association: https://www.sla.org/

Week 3 (Apr 12–18)
Ethics and the Information Professions

Readings

Bynum, T. (2015). Computer and Information Ethics. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy.* https://plato.stanford.edu/entries/ethics-computer/

Garner, M. (2018). Information ethics. In S. Hirsh, (Ed.), *Information services today: An introduction* (pp. 366–377). Rowman & Littlefield.

Read three of these codes of ethics

American Library Association. Code of ethics of the American Library Association. http://www.ala.org/advocacy/proethics/codeofethics/codeethics

American Society for Information Science and Technology (ASIST). ASIST Professional Guidelines. www.asis.org/AboutASIS/professional-guidelines.html

Association for Computing Machinery (ACM). ACM Code of Ethics and Professional Conduct. http://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct

Association of Independent Information Professionals (AIIP). https://www.aiip.org/About/Professional-Standards

CyberJournalist.net. A Bloggers' Code of Ethics. https://fromtheleft.wordpress.com/bloggers-code-of-ethics/

Society of American Archivists (SAA). Code of Ethics for Archivists. http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics

Society of Professional Journalists (SPJ). Code of Ethics. http://www.spj.org/ethicscode.asp

Strategic and Competitive Intelligence Professionals (SCIP) Code of Ethics http://www.scip.org/?page=CodeofEthics

Week 4 (Apr 19–25)
Information Policy, Governance and Advocacy

Assignments

Information organization visit report

Readings

Dourish, P. (2010). HCI and environmental sustainability: The politics of design and the design of politics. In *Proceedings of the 8th ACM Conference on Designing Interactive Systems* (DIS '10). ACM.

Marek, K. (2018). Information policy. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 357–365). Rowman & Littlefield.

Week 5 (Apr 26–May 2)
Justice and Information Access

Assignments

Midterm Self-Reflection

Readings

Americans with Disabilities Act: Questions and Answers. https://www.ada.gov/doe_doj_eff_comm/doe_doj_eff_comm_faqs.htm

ASCLA. "Library Accessibility – "What You Need to Know" tip sheets. http://www.ala.org/ala/mgrps/divs/ascla/asclaprotools/accessibilitytipsheets/index.cfm.

Campbell, B. (2005). "In" versus "with" the community: Using a community approach to public library services. *Feliciter, 51*(6), 271–273.

National Library Service for the Blind and Physically Handicapped. http://www.loc.gov/nls/

Overall, P. M. (2009). Cultural competence: A conceptual framework for library and information science professionals. *The Library Quarterly, 79*(2), 175–204.

Wong, P., Figueroa, M., and Cardenas-Dow, M. (2018). Diversity, cultures, and equity of access. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 52–68). Rowman & Littlefield.

Week 6 (May 3–9)
Intellectual Freedom

Readings

Ansary, T. (2004, November/December). The muddle machine: Confessions of a textbook editor. *Edutopia*, 31–35.

Asheim, L. (1953, September). Not censorship but selection. *Wilson Library Bulletin*, 63–76.

LaRue, J. (2018). Intellectual freedom. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 434-449). Rowman & Littlefield.

Review the following statements from the ALA

Freedom to Read Statement. http://www.ala.org/advocacy/intfreedom/freedomreadstatement

Freedom to View Statement. http://www.ala.org/rt/vrt/professionalresources/vrtresources/freedomtoview

Library Bill of Rights. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm

Week 7 (May 10–16)
Intellectual Property and Licensing

Readings

Feather, C., Lair, S., and Grogg, J. (2018). Information licensing. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 397–407). Rowman & Littlefield.

Fiesler, C., and Bruckman, A.S. (2014). Remixers' understandings of fair use online. *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing*. ACM.

Minow, M. & Hamilton, L. (2018). Copyright and creative commons. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 378–396). Rowman & Littlefield.

Browse the following pages

ALA Issues & Advocacy—Copyright. http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm

Association of Research Libraries—Copyright & Intellectual Property Policies. http://www.arl.org/focus-areas/copyright-ip

CLOCKSS: A trusted community-governed archive. http://www.clockss.org/

Cornell Copyright Information Center. Available at: http://copyright.cornell.edu/

Creative Commons: Look carefully at the Creative Commons website to learn about its history, purpose and some of its activities. Also, look carefully at the various licensing options. http://creativecommons.org/about/

U.S. Copyright Office. http://www.copyright.gov/

Week 8 (May 17–23)
Privacy

Readings

American Library Association (2019). Privacy: An interpretation of the library bill of rights. http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy

Givens, C. (2018). Information privacy and cybersecurity. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 419-433). Rowman & Littlefield.

Starr, J. (2004, December). Libraries and national security: An historical review. *First Monday, 9*(12). https://firstmonday.org/article/view/1198/1118

Browse the following websites

Privacy Rights Clearinghouse. Browse this website and read at least two of the Fact Sheets available on the site. http://www.privacyrights.org

Electronic Privacy Information Center: http://www.epic.org/. Read the "Top News" headlines.

The Center for Democracy and Technology (pages related to privacy). http://www.cdt.org/

Week 9 (May 24–30)
Big Data

Readings

Boyd, d., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society 15*(5), 662–679.

Burrell, J. (2016). How the machine 'thinks': Understanding opacity in machine learning algorithms. *Big Data & Society, 3*(1), 1–12.

Week 10 (May 31–Jun 6)
The Future of the Information Professions

Assignments

Research paper
Final self-reflection (due next week)

Readings

Dority, K. (2018). Career management strategies for lifelong success. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 453–464). Rowman & Littlefield.

Albright, K. (2018). Leadership skills for today's global information landscape. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 465–476). Rowman & Littlefield.

Course Schedule at a Glance

In this course, the weeks run Monday to Sunday. Assignments are due on Sunday at the end of the given week by 9:00 p.m. Eastern. (After 9 o'clock you can do something fun or turn in for a good night's sleep.) Exception: The final assignment (Midterm Self-Reflection) is due by the Wednesday of exam week at 9.

Wk	Dates (M–Su)	Meeting	Topic	Assignment
1	Mar 29–Apr 4	Mar 29	Information Professionals: Context	—
2	Apr 5–11	Apr 5	Professional Associations	—
3	Apr 12–18	Apr 12	Ethics and the Information Professions	—
4	Apr 19–25	Apr 19	Policy, Governance and Advocacy	Information Org. Visit Report
5	Apr 26–May 2	Apr 26	Justice and Information Access	Midterm Self-Reflection
6	May 3–9	May 3	Intellectual Freedom	Research Paper Topic
7	May 10–16	May 10	Intellectual Property and Licensing	—
8	May 17–23	May 17	Privacy	—
9	May 24–30	May 24	Big Data	—
10	May 31–Jun 6	May 31	Future of the Information Professions	Research Paper
Ex	Wed, Jun 9	—	—	Final Reflection