Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 283 Social Justice and the Information Profession

Bulletin Description: [25 words maximum]
Through individual exploration and online group discussion, this online graduate seminar focuses on social justice trends in the information sciences and professions.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives:
Through readings, online discussions, and written assignments, the student completing this course will be able to articulate various conceptions of social justice and understand how these concepts can be applied to LIS practice and research.

Program Goals and Outcomes:
1A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.

1B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.

1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

2B. Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.

4A. Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professinalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.

5B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

5C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

Units of Instruction:

Unit	Topic
1	Introduction: Where do we get our ideas about social justice?
2	Individual rights vs. Rights of the community
3	"Progressive" Librarianship
4	Library Neutrality
5	Advocacy/Activism
6	Catholic Social Teaching: Religious and Secular Viewpoints
7	Article 19: 1948 UN Declaration of Human Rights
8	Independent Study Assignment
9	Why are Humans Worthy of Social Justice? Implications for LIS praxis and theory building
10	Political and Community Action
11	Student-led Seminar
12	Student-led Seminar
13	Student-led Seminar

Bibliography:

Friere, P. (1970). *Pedagogy of the oppressed.* New York: Continuum.

Leckie, G., Given, L., Buschman, J. (Eds.) (2010). *Critical theory for library and information science: Exploring the social from across the disciplines.* Santa Barbara, CA: Libraries Unlimited.

Lewis, A. (Ed.) ( ). *Questioning library neutrality: Essays from the Progressive Librarian.* Duluth, MN: Library Juice Press.

Mehra, B., Albright, K., & Rioux, K. (2006). A practical framework for social justice research in the information professions. *Proceedings of the 69th Annual Meeting of the American Society for Information Science & Technology: Information Realities: Shaping the Digital Future for all, 43*(1), 1-6.

Mehra, B., Rioux, K. & Albright, K. (2010). Social justice in library and information science. In Bates, M. & Maack, M. (Eds.) *Encyclopedia of Library and Information Science.*

Pope Leo XIII. (1891). Rerum novarum: On the condition of the working class. Retrieved August 26, 2009, from http://www.vatican.va/holy_father/ leo_xiii/encyclicals/documents/hf_l-xiii_enc_ 1 505 1 89 1 _rerum-novarum_en.html

Rawls, J. (1971). A theory of justice. Cambridge, MA: Harvard University Press.

Ross, M., & Miller, D. T. (Eds.). (2002). The justice motive in everyday life. Cambridge, UK: Cambridge University Press.

Samek, T. (2007). Librarianship and human rights: A twenty-first century guide. Oxford, UK: Chandos

Publishing.

Samek, T., & Rioux, K. (2008). Apologies, boycotts & law reform: Why and how library and information workers walk and talk human rights. International Conference on Libraries from a Human Rights Perspective (pp. 84-97). Ramallah, Palestine: Ramallah Center for Human Rights Studies.

New York State Education Department Requirements

1. Contact Hours – 30 hours
   Comprised of the following:
   - Periodic announcements/discussion posts by the instructor
   - Lecture (online or face to face)
   - Monitoring group discussions
   - Reviewing assignments
   - Advising on semester projects
   - Email interaction

2. Supplementary Hours – 120 hours
   Comprised of the following:
   - Assigned reading
   - Weekly assignments (individual and group)
   - Research for semester projects
   - Presentations (online or face to face)
   - Academic Service-Learning projects (where appropriate)