UNIVERSITY OF MARYLAND, COLLEGE PARK

INST888: Doctoral Seminar
2:00-4:45 Mondays (3 cr)
HBK 4115

Spring 2015 Syllabus

A. Instructor, Office Hours, & Contact Information
Paul T. Jaeger, Ph.D., J.D.
Associate Professor and Diversity Officer, College of Information Studies
Office hours: Wednesdays and Thursdays 12-2 pm, HBK 4121D
Via phone (301-405-1741) or email (pjaeger@umd.edu).

Please allow for email responses within 24-hours Mon-Fri and 48 hours on weekends and holidays.

B. Description of Course
This integrative course is the first of a two-semester sequence of INST 888. Serving as your introduction to the field of Information Studies (aka, Library and Information Studies, Information Science, the iField, and several other things, depending on who you ask) and research about information, both semesters of the course will present an overview of intellectual foundations, key areas of research, methods, and theories used in the study of information. While it is impossible to capture the breadth of an entire academic field in the course of two semesters, this course will provide you with a foundation by which you can begin to understand the breadth and depth of this interdisciplinary and multidisciplinary field.

Building on the first semester focus on foundations, users, technologies, and systems related to information and information research, this second semester of INST 888 will focus on two key perspectives by which to examine and conduct research about information. First, it will discuss the different types of contexts that information research can be used to study, from access to ethics and values and from education to public policy. Second, the spring semester will focus research about the institutions that are central to providing information access in society, ranging from the venerable public library to the omnipresent Internet. Most weeks address interrelated comments and institutions, and each week's readings will introduce research, methods, and theories relevant to the topic. By the end of this semester, students will have a sense of the scope of the field to ensure that they have a solid foundation on which to build their own research as they progress through the doctoral program.

C. Goals of Course
By the end of the fall semester of the course, students will be able to:
- Demonstrate familiarity with many areas integral to the field of Information Studies;
- Describe broad themes and patterns across these different areas of research;
- Reflect on the implications of information research on their own interests;

- Articulate individual areas of scholarly interest; and
- Integrate related strands of research, method, and theory.

D. Course Approach & Expectations of Student Participation
This course meets once a week on Mondays from 2:00-4:45 in room HBK 4115. The course will be conducted as a seminar. It is essential that every student participates in the discussions of course materials. Participation means active involvement in class discussions. Students are expected to have read the assigned readings for each week PRIOR TO THAT WEEK. Students are expected to question, challenge, argue, and discuss issues and topics related to that session's readings. Students are invited to bring in additional resources, literature, and experiences that can further shape the class discussions. Failure to participate in the course will result in a letter grade of F for this component.

E. Classroom Environment
As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Human rights issues can involve strongly held beliefs and current controversies. Remember, your classmates may have different perspectives on issues than you, but they still deserve your respect. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop or mobile device in the classroom, limit the usage to course-related purposes (i.e., taking notes).

F. Students with Disabilities
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers **at the beginning** of the semester.

G. Extensions
Timeliness is an essential component of graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper will result in a deduction of 10% for each day the paper is late.

H. Academic Honesty
Work submitted in this course will be individual and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged. Please visit http://www.studenthonorcouncil.umd.edu/code.html for more information on the University's Code of Academic Integrity.

I. Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.

J. CourseEvalUM

Participation in the evaluation of courses through CourseEvalUM is a responsibility that students hold as members of our academic community. Student feedback is confidential and important to the improvement of teaching and learning at the University. Please use http://www.courseevalum.umd.edu to complete course evaluations that the end of the semester.

K. Course Materials

There is no required textbook for the course. All readings will be available to students online or in another accessible format.

L. Assignments & Grading

Your grade in this course will be based on four items:
1. Class participation (30%)
2. Weekly Reflection Journal, final submission (20%)
3. Research Paper Presentation (15%)
4. Research Paper (35%)

Guidelines for written materials for the course include:
- Full name and paper title at the top of the paper
- Double-spaced
- 12-point Arial or Calibri font
- 1-inch margins
- In-text citations and references section in APA style (http://owl.english.purdue.edu/owl/resource/560/01/).
- Numbered pages
- Consistent formatting
- Free of grammatical errors and erroneous typos

All papers are due via electronic submission to inst888umd@gmail.com by midnight on the due date.

1. Classroom participation (30% of final grade)
DUE: WEEKLY DURING CLASS SESSIONS
This seminar is a discussion-based course. Students are expected to complete all readings, to think through the issues raised in the readings, and to articulate thoughts on the materials in class. Clearly, you need to attend class to participate in the discussions. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. *In order to receive an excused absence, you must notify the instructors in advance of the class meeting.*

Assessment: Your classroom participation will be graded based on the insightfulness of your comments; your careful consideration of other students' comments; and your ability to draw on

the course readings, external resources, and personal experiences to justify and support your claims.

2. Weekly Reflection Journal, final submission (20% of final grade)
DUE: April 20 by Midnight
After each class meeting, students are to chronicle their reactions to the discussions, the relationships of the issues to their professional and scholarly development, and how they plan to prepare to deal with these issues throughout their doctoral education. The amount of words expected will vary each week by your individual interaction with that particular topic. This submission of the Reflection Journal will include an entry for each week from Week 8 to Week 13.

Assessment: Regardless of the length of the engagement, each week's reflection must demonstrate thoughtful consideration of the topics read and discussed. You are not regurgitating what you read, you are reflecting upon it.

3. Research Paper (35% of final grade)
DUE: May 4 by Midnight
Your research paper should be a continuation of your written assignments from the first semester of the class. Building from your outline and other pieces, the research paper should be 20-25 double-spaced pages (including references and tables, figures, etc.), written as if it were an article being submitted for review by a refereed outlet. As such, your paper should be prepared according to the guidelines of a publication venue that is appropriate for the topic, and that venue should be clearly identified at the beginning of the paper.

While the style and content will be shaped by the venue chosen, the paper should include: title, abstract, background and literature review, importance of topic, contribution of topic, questions being answered, methods, theoretical/conceptual frame, discussion of findings, implications, conclusions, and references.

Assessment: Your paper will be graded on the completeness of your submission; the timeliness of your submission; and the clarity and precision of your writing. Papers will be evaluated for compliance with the guidelines of the venue identified. Writing should be succinct yet explanatory, free of erroneous typos and grammar issues, and should cite works appropriately.

4. Research Paper Presentation (15% of final grade)
DUE: Presentations will occur on May 4 and 11

The Research Paper Presentation will be a 15-minute timed presentation of the key ideas and findings from the Research Paper. This should be treated as a professional presentation, as if at an academic conference or professional meeting. The presentation should incorporate appropriate tools and technology to convey the content to the audience.

Assessment: Your presentation will be graded on professionalism and style, the clarity and precision of the presentation, engagement of the audience, and preparation and timeliness.

M. Letter Grades:

A+ 97-100	C+ 77-79
A 93-96	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
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N. Course Schedule & Readings

January 26: Information Access
Readings:
- Burnett, G., Jaeger, P. T., & Thompson, K. M. (2008). The social aspects of information access: The viewpoint of normative theory of information behavior. *Library & Information Science Research, 30*, 56-66.
- Lievrouw, L., & Farb, S. (2003). Information and equity. *Annual Review of Information Science and Technology, 37*, 499-540.
- Mathiesen, K. (2014). Facets of access: A conceptual and standard threats analysis. *iConference 2014 Proceeedings*, 605-614.
- Star, S. L. (1999). The ethnography of infrastructure. *American Behavioral Scientist*, *43*(3), 377–391.

February 2: Information Behavior
Readings:
- Bateman, P. J., Pike, J. C., & Butler, B. S. (2011). To disclose or not: Publicness in social networking sites. *Information Technology & People, 24*(1), 78-100.
- Kuhlthau, C. C. (1991). Inside the search process: information seeking from the user's perspective. *Journal of the American Society for Information Sicence, 42*, 361-371.
- Taylor, R. S. (1968). Question negotiation and information seeking in libraries. *College & Research Libraries, 29*(3), 178-194.
- Wilson, T. D. (2000). Human information behavior. *Information Science 3*(2), 49-56.

February 9: Information Management
Guest speaker: Brian Butler
Readings:
- Markus, M. Lynne. (1983). Power, politics, and MIS implementation. *Communications of the ACM,* 26(6), 430-444.
- Mithas, Sunil, Narayan Ramasubbu, and Vailabh Sambamurthy. (2011). How Information Management Capability Influences Firm Performance. *MIS Quarterly,* 35(1), 237-256.
- Peng, Yi, et al. (2011). An incident information management framework based on data integration, data mining, and multi-criteria decision making. *Decision Support Systems,* 51(2), 316-327.
- Yates, Dave, and Scott Paquette. (2011). Emergency knowledge management and social media technologies: A case study of the 2010 Haitian earthquake. *International Journal of Information Management,* 31(1), 6-13.

February 16: Information and Organizations
Guest speaker: Susan Winter
Readings:

- Cho, C. W. (1996). The knowing organization: How organizations use information to construct meaning, create knowledge and make decisions. *International Journal of Information Management, 16*, 329-340.
- Feldman, M. S., & March, J. G. (1981). Information in organizations as signal and symbol. *Administrative Science Quarterly, 26*(2), 171-186.
- Voida, Amy, Ellie Harmon, and Ban Al-Ani. (2011). Homebrew databases: Complexities of everyday information management in nonprofit organizations. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems.*
- Wang, P. (2010). Chasing the hottest IT: Effects of information technology fashion on organizations. *MIS Quarterly, 34*(1), 63-85.

February 23: Law and Policy
Guest speaker: Ursula Gorham
Readings:
- Bertot, J. C., Gorham, U., Jaeger, P. T., Sarin, L. C., & Choi, H. (2014). Big data, open government, and e-government: Issues, policies, and recommendations. *Information Polity, 19*(1-2), 5-16.
- Braman, S. (2004). Where has media policy gone?: Defining the field in the 21st century. *Communication Law & Policy, 9*(2), 153-182.
- Jaeger, P. T., Bertot, J. C., & Gorham, U. (2013). Wake up the nation: Public libraries, policy-making, and political discourse. *Library Quarterly, 83*, 61-72.
- McIver, W. J., Birdsall, W. F., & Rasmussen, M. (2003). The Internet and the right to communicate. *First Monday, 8*(2). Available: http://www.firstmonday.org/issues/issue8_12/mciver/

March 2: Values and Ethics
Guest speaker: Katie Shilton
Readings:
- Koepfler, J., Mascaro, C., & Jaeger, P. T. (2014). Homelessness, wirelessness, and (in)visibility. *First Monday, 19*(3). Available: http://firstmonday.org/ojs/fm/article/view/4748/3729
- Shilton, K., & Srivivasan, R. (2007). Participatory appraisal and arrangement for multicultural archival collections. *Archivaria*, Spring, 87-101.
- Verbeek, P.-P. (2006). Materializing morality. *Science, Technology & Human Values*, *31*(3), 361–380.
- Winner, L. (1980). Do artifacts have politics? *Daedalus*, *109*(1), 121–136.

March 9: Literacy and Inclusion
Guest speaker: Natalie Taylor
Readings:
- Jaeger, P. T., Bertot, J. C., Thompson, K. M., Katz, S. M., & DeCoster, E. J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly, 31*, 1-20.
- Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review 7*, 3-14.

- Sturges, P., & Gastinger, A. (2010). Information literacy as a human right. *Libri, 60*, 195-202.
- Thompson, K. M. (2007). Furthering understanding of information literacy through the social study of information poverty. *Canadian Journal of Information and Library Science*, *31*, 87-115.

March 16: Spring Break

March 23: Health and Wellness
Guest speaker: Beth St. Jean
Readings:
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215.
- Clark, J. (2005). Constructing expertise: Inequality and the consequences of information-seeking by breast cancer patients. *Illness, Crisis & Loss, 13*(2), 169-185.
- Koh, Hian Chye, and Gerald Tan. (2011). Data mining applications in healthcare. *Journal of Healthcare Information Management,* 19(2), 65.
- Xie, B., & Bugg, J. M. (2009). Public library computer training for older adults to access high-quality Internet health information. *Library & Information Science Research, 31*, 155-162.

March 30: Archives and Digital Curation
Guest speaker: Richard Marciano
Readings:
- Conway, P., & Punzalan, R. L. (Spring 2011). Fields of vision: Toward a new theory of visual literacy for digitized archival photographs. *Archivaria, 71,* 63-97.
- Cook, T. (2013). Evidence, memory, identity, and community: Four shifting archival paradigm. *Archival Science, 13,* 95-120.
- Jacobsen, T, Punzalan, R. L., & Hedstrom, M. (2013). Invoking 'collective memory': Mapping the emergence of a concept in archival science. *Archival Science, 13,* 217-251.
- White, K. L., & Gilliland, A. J. (2010). Promoting reflexivity and inclusivity in archival education, research, and practice. *Library Quarterly, 80*, 231-248.

April 6: Education and Education Libraries
Guest speaker: Mega Subramaniam
Readings:
- Lemke, J. L. (2001). Articulating Communities: Sociocultural Perspectives on Science Education. *Journal of Research in Science Teaching, 38*(3), 296-316.
- Penuel, W. R., Fishman, B. J., Cheng, B. H., & Sabelli, N. (2011). Organizing research and development at the intersection of learning, implementation, and design. *Educational Researcher, 40*, 331-337.
- Roschelle et al. (2010). Integration of technology, curriculum, and professional development for advancing middle school mathematics: Three large-scale studies. *American Educational Research Journal, 47*, 833-878.

- Subramaniam, M., Ahn, J., Fleischmann, K. & Druin, A. (2012). Reimaging the role of school libraries in STEM education: Creating hybrid spaces for exploration. *Library Quarterly, 82*(2), 161-182

April 13: Public Libraries and Community Needs
Guest speaker: John Bertot
Readings:
- Audunson, R., Essmat, S., & Aabo, S. (2011). Public libraries: A meeting place for immigrant women? *Library & Information Science Research, 33*, 220-227.
- Bertot, J. C., Gorham, U., Jaeger, P. T., & Taylor, N. G. (2012). Public libraries and the Internet 2012: Key findings, recent trends, and future challenges. *Public Library Quarterly, 31,* 303-325.
- Bertot, J. C., Jaeger, P. T., Gorham, U., Taylor, N. G., & Lincoln, R. (2013). Delivering e-government services and transforming communities through innovative partnerships: Public libraries, government agencies, and community organizations. *Information Polity, 18*, 127-138.
- Johnson, C. A. (2010). Do public libraries contribute to social capital? A preliminary investigation into the relationship. *Library & Information Science Research, 32*, 147-155.

April 20: Human Rights and Social Justice
- **Reflection Journal due**

Readings:
- Brophy, P., & Halpin, E. F. (1999). Through the Net to freedom: Information, the Internet, and human rights. *Journal of Information Science, 25*, 351-354.
- Caswell, M. (2014). Toward a survivor-centered approach to records documenting human rights abuses: Lessons from community archives. *Archival Science, 14*, 307-322.
- Jaeger, P. T. (2013). Internet justice: Reconceptualizing the legal rights of persons with disabilities to promote equal access in the age of rapid technological change. *Review of Disability Studies, 9*(1), 39-59.
- Mathiesen, K. (2014). Human rights for the digital age. *Journal of Mass Media Ethics, 29*, 2-18.

April 27: Presentations

May 4: Yet More Presentations
- **Research Paper due**

May 11: Course Wrap-up