

Library and Information Studies 450: Information Agencies and Their Environments

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University of Wisconsin, Madison,
4191F Helen C. White Hall
Fall 2012
Thursdays 5:30-8:30pm

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Course Description

LIS 450, Information Agencies and Their Environments, is intended to provide, in conjunction with LIS 451 (Foundations of Reference) and LIS 551 (Organization of Information), an introduction to major themes and topics in the field of library and information studies (LIS), as well as the language and literature of the field. At root, this course is about information in a broad context. We will look at many social, legal, political, historical, cultural, theoretical, and ethical issues surrounding information dissemination, use, control, and management. A key part of this course is students' critical engagement with the course material. You will be responsible for reading the material before class, having thoughts about that material when you arrive for class, and discussing the material during class. Class meetings will be a combination of lecture and discussion. Some components will be led by the instructor, others by guest lecturers, and some by students.

Course Objectives, Program Level Learning Outcomes, and Assignments

The course is designed to further a number of the program-level learning outcomes of the School of Library and Information Studies Master of Arts degree program. Several assignments will provide evidence of those outcomes, as per the following table.

Course Learning Objective	Official Program-Level Learning Outcomes(s)	Evidence of Learning Outcomes	Assessing Mastery of Learning Outcome
Students develop an understanding of theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS.	1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.	Op Ed	Students effectively incorporate some theoretical or historical concept(s) into thesis and argument.
Students acquire a strong and informed service ethic grounded in knowledge of local, national, and global information policies and processes, including scholarly processes.	2b. Students apply core ethical principles to professional practice.	Collection development exercise	Students explain relation between core profession ethical principles and selections.
Students develop core skills in providing information services, analyzing information resources, and analyzing information needs of diverse individuals and communities.	3b. Students search, select, and evaluate print and digital information resources.	Collection development exercise	Students clearly explain process of finding and evaluating resources and articulate reasons for final selections.
		Bibliography	Students find resources independent of institutional holdings.
	3c. Students analyze information needs of diverse individuals and communities.	Collection development exercise	Students explain why resources chosen are appropriate for meeting needs of target community.
		Grant application	Students provide justification for proposed project based on needs of community.

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Students develop critical thinking and writing abilities in order to become more reflective, creative, problem-solving leaders.	4a. Students participate effectively as team members to solve problems.	Grant application	Peer evaluations reflect commitment to shared work product, collegiality, and initiative.
		Grant assessment	Peer evaluations reflect commitment to shared work product, collegiality, and initiative.
	4b. Students demonstrate good oral and written communication skills.	All written assignments	Written assignments are clear, concise, well-articulated and well-reasoned.
		In class participation	Students articulate questions and criticisms of readings effectively and communicate results of in-class work clearly.

Grading Policy

A: 94 - 100

Outstanding achievement. Student performance demonstrates full command of course materials and evinces a high degree of originality and/or creativity that far surpasses course expectations.

AB: 88 – 93

Very good achievement. Student performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all course requirements in a superior manner.

B: 82 - 87

Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

BC: 77 - 81

Marginal work. Student performance demonstrates incomplete understanding of course materials.

C: 72-76

Unsatisfactory work and inadequate understanding of course materials. Course work at this level triggers probationary status unless balanced by an A earned in another course during the same semester.

Academic Integrity

Please see <http://students.wisc.edu/doso/acadintegrity.html> and <http://students.wisc.edu/doso/students.html> for the University's policies on academic integrity and misconduct, including plagiarism.

Accommodations

It is my intention to fully include persons with disabilities in this course. Please let me know immediately if you need any special accommodations to enable you to fully participate. I will try to maintain confidentiality of the information you share with me to the fullest extent possible, given that we may need to speak with your site supervisor. To request academic accommodations, you must register as soon as possible with McBurney Disability Resource Center (1305 Linden Drive; 263-2741; www.mcburney.wisc.edu.)

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Late Assignments

Assignments are due on the dates listed in the Schedule. In fairness to your classmates, assignments will be marked down if turned in late. Only catastrophic emergencies will be considered justifiable exceptions to this policy. Late work will incur a penalty of one percentage point a day, unless you contact me on or before the due date, to negotiate an alternative reduction.

Absence Policy

Class attendance is mandatory. Attendance is defined as being present for the entire class meeting. Anything substantially less than that, e.g., leaving at break, will be considered an absence. If illness or an emergency prevents you from attending class, please notify me, and any team members for group projects, by email or telephone before class begins. You should also make arrangements with another student to get her or his notes. An absence will be excused only if the absent student notifies me in advance of the class, or if the absent student can clearly demonstrate that such notification was not possible. If a student does not notify me of an absence prior to the start of class, students should assume that the absence will be considered unexcused.

Description of Assignments and Grading

Your final grade will be based on the following. I will provide a more complete description of each assignment and expectations at least two weeks before it is due.

Class Participation and Preparation: 10%

An important aspect of this course—as well as in SLIS and education generally—is your critical engagement with the course material and active participation in class. You will be responsible for reading the material before class, having thoughts about that material when you arrive for class, and discussing the material during class. Quality of participation is much more important than quantity.

In addition, you will be responsible, along with several classmates, for establishing one week's discussion questions and starting discussion that week with a 10-15 minute presentation. For your week you and your group will identify 3-4 major themes, issues, or controversies from the readings as a whole, identify important passages in the reading through which we might discuss these, and raise 3-4 critical questions regarding the readings. The week after your group presentation, you will submit a brief (1.5 pages) written summary of your presentation and the subsequent class discussion. **Due:** Rolling.

Collection Development Exercise, 20%

You will be given a budget and a topic and asked to build your library's collection. The end product will be a spreadsheet with the additions, and a short paper (5 pages or less) describing your approach the exercise and explaining your decisions. **Due:** October 18

Op Ed: 20%

You will write an Op Ed for a local or regional news site explaining a facet of the public library's importance and why that justifies additional tax revenues. **Due:** November 1

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Bibliography: 10%

You will be provided a bibliography and required to track down the sources without using some familiar resources. **Due:** November 15

Grant Proposal (20%) and Assessment Exercise (10%): 30% total

Each of you will be assigned to one of eight groups, and each group will draft a grant proposal based on this year's Big Read book. Later in the semester your group will design an assessment tool related to your grant proposal. **Due:** November 22 (proposal) and December 13 (assessment)

MA Portfolios

Each of the written assignments is an appropriate artifact for your MA portfolio. I encourage you to add one or more to your portfolio during the semester. It is likely that you will do even better work as you progress through the program, and you can replace anything you add later. It is, however, important to begin cultivating content for your portfolio early and often. Also, check out portfolio training in the SLIS library, and see portfolio.slis.wisc.edu.

Calendar

Week 1 - September 6: Introductions, introduction to the course, objectives and purposes.

- Headrick, Daniel R. 2000. *When Information Came of Age: Technologies of Knowledge in the Age of Reason and Revolution, 1700-1850*. Oxford ; New York: Oxford University Press. "Chapter 1: Information and Its History" and "Chapter 2: Organizing Information: The Language of Science"
- Pawley, Christine. 2001. "Libraries." *International Encyclopedia of the Social and Behavioral Sciences*. New York: Elsevier.
- Rusch-Feja, D.D. 2001. "Libraries: Digital, Electronic, and Hybrid." *International Encyclopedia of the Social and Behavioral Sciences*. New York: Elsevier.
- Johnson, Nathan R. "The Infrastructure of Disciplinarity: A Comparative History of Standardization Rhetoric" n.d. Working Draft.

Week 2, September 13: SLIS Library Orientation Session / Teaching and Evaluating Academic Library Users

Meet SLIS Librarian Anjali Bhasin in SLIS Library

- Amalia Monroe-Gulick and Julie Petr, "Incoming Graduate Students in the Social Sciences: How Much Do They Really Know About Library Research?" *portal: Libraries and the Academy*, Vol. 12, No. 3 (2012), pp. 315–335.
- Cheryl Gunselman Elizabeth Blakesley, "Enduring Visions of Instruction in Academic Libraries: A Review of a Spirited Early Twentieth-Century Discussion" *portal: Libraries and the Academy*, Vol. 12, No. 3 (2012), pp. 259–281.

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Week 3, September 20th: Professional Values: A Preliminary Gloss

- Fallis, Don. 2007. "Information Ethics for Twenty-first Century Library Professionals." *Library Hi Tech* 25 (1) (March 13): 23–36.
- Musmann, Klaus. 1998. "The Ugly Side of Librarianship: Segregation in Library Services from 1900-1950." In *Untold Stories: Civil Rights, Libraries, and Black Librarianship*, ed. John Mark Tucker, 78–92. Champaign, IL: Publications Office, Graduate School of Library and Information Science.
- American Library Association. "Library Bill of Rights." <http://www.ala.org/advocacy/intfreedom/librarybill/>.
- ———. "Code of Ethics of the American Library Association." <http://www.ala.org/advocacy/proethics/codeofethics/codeethics> .
- ———. "History of the ALA Code of Ethics." <http://www.ala.org/advocacy/proethics/history> .
- Ross, Catherine Sheldrick. 2006. "The Company of Readers." In *Reading Matters: What the Research Reveals About Reading, Libraries, and Community*, ed. Ross, Catherine Sheldrick, 1-62. Westport, Conn: Libraries Unlimited.

Week 4, September 27: Print/Digital/Public (or, Libraries Past and Future)

- Charles Peterson, "Lions in Winter" *n+1*, <http://nplusonemag.com/lions-in-winter>
- Caleb Crain, "Build More Deliberately" and "The Culture of the NYPL's Research Division," *Steamboats Are Ruining Everything*, <http://www.steamthing.com/2012/03/build-more-deliberately.html> and <http://www.steamthing.com/2012/04/the-culture-of-the-new-york-public-librarys-research-divisions.html>
- Robert Darnton, "In Defense of the New York Public Library" <http://www.nybooks.com/articles/archives/2012/jun/07/defense-new-york-public-library/>
- "In Defense of the New York Public Library: An Exchange" <http://www.nybooks.com/articles/archives/2012/jul/12/defense-new-york-public-library-exchange/>
- Robert Darnton, "Jefferson's Taper: A National Digital Library" *New York Review of Books*, <http://www.nybooks.com/articles/archives/2011/nov/24/jeffersons-taper-national-digital-library/>
- Zadie Smith, "The North West London Blues" *New York Review of Books*, <http://www.nybooks.com/blogs/nyrblog/2012/jun/02/north-west-london-blues/>

Week 5, October 4: Collection Development: What exactly are we doing when we build a collection?

(Guest Lecture: Anjali Bhasin, SLIS Librarian)

- Doyle, Tony. 2003. "Selection Versus Censorship in Libraries." *Collection Management* 27 (1): 15–25. doi:10.1300/J105v27n01_02.

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- Asheim, Lester. 1954. "Not Censorship, but Selection." In *Book Selection and Intellectual Freedom: Proceedings of the Second Conference on Intellectual Freedom*, 90–99. Whittier, CA: American Library Association.
- American Library Association, "Collection Management Section (CMS) | Assn. for Library Collections and Technical Services (ALCTS)." <http://www.ala.org/alcts/mgrps/cms>.
- ———. "Diversity in Collection Development." <http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8530>.
- Schomberg, Jessica, and Michelle Grace. 2005. "Expanding a collection to reflect diverse user populations." *Collection Building* 24 (4): 124–126

Week 6, October 8: Is It A Discovery? An Introduction to Archives: Perceptions of archives; archival organizations and activities; archives and power; archives, users, and disciplinary differences.

(Guest Lecture: Alea Henle, Visiting Assistant Professor, SLIS)

- Fischer, Suzanne. 2012. "Nota Bene: If You 'Discover' Something in an Archive, It's Not a Discovery." *The Atlantic*. <http://www.theatlantic.com/technology/archive/2012/06/nota-bene-if-you-discover-something-in-an-archive-its-not-a-discovery/258538/>
- Papaioannou, Helena Iles. 2012. "Actually, Yes, It *Is* a Discovery If You Find Something in an Archive That No One Knew Was There." *The Atlantic*. <http://www.theatlantic.com/technology/archive/12/06/actually-yes-it-is-a-discovery-if-you-find-something-in-an-archive-that-no-one-knew-was-there/258812/>
- Cook, Terry. 2011. "The Archive(s) Is a Foreign Country: Historians, Archivists, and the Changing Archival Landscape." *American Archivist* 74 (2) (September 1): 600–632.
- White, Sara. 2012. "Crippling the Archives: Negotiating Notions of Disability in Appraisal and Arrangement and Description." *American Archivist* 75 (1) (April 1): 109–124.

Recommended

- Blouin, Francis X. Jr., and William G. Rosenberg. 2011. *Processing the Past: Contesting Authority in History and the Archives*. 1st ed. Oxford University Press, USA.
- Panel papers on Blouin and Rosenberg (2011), from Archivesnext:
 - Archivist Kate Theimer, <http://www.archivesnext.com/?p=2448>
 - Historian Antoinette Burton, <http://www.archivesnext.com/?p=2453>
 - Historian and archivist Peter Wosh, <http://www.archivesnext.com/?p=2475>

Week 7, October 18: Access to Information: What, Why, and Who?

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Recommended: Attend Oct 15 SLIS Brownbag on Information Access by Lew Friedland

- Kinney, Bo. 2010. "The Internet, Public Libraries, and the Digital Divide." *Public Library Quarterly* 29 (2): 104–161.
- Friedland et al, "Review of the Literature Regarding Critical Information Needs of the American Public," Report to Federal Communications Commission. (Executive summary.) http://transition.fcc.gov/ocbo/Executive_Summary.pdf
- Friedland et al "Review of the Literature Regarding Critical Information Needs of the American Public," Report to Federal Communications Commission. (Full report.) **(Peruse only.)** http://transition.fcc.gov/bureaus/ocbo/Final_Literature_Review.pdf
- Friedland et al "Review of the Literature Regarding Critical Information Needs of the American Public," Report to Federal Communications Commission. (Annotated bibliography.) **(Peruse only.)** http://transition.fcc.gov/bureaus/ocbo/Final_Annotated_Bibliography.pdf
- de la tierra, tatiana. 2008. "Latina Lesbian Subject Headings: The Power of Naming" *Radical Cataloging: Essays from the Front* 94-102
- Lehmann, Vibeke. "Challenges and Accomplishments in U.S. Prison Libraries" *Library Trends* 59.3 (Winter 2011) 490-508.
- Westbrook, Lynne and Gonzalez, Maria. "Information Support for Survivors of Intimate Partner Violence: Public Librarianship's Role" *Public Library Quarterly* 30 (2011) 132-157.

Week 8, October 25: Go Big Read, Go Big Grant: Community Reading Programs Part 1

What are community reading programs? What do they do? Who are they for? What motivates them? Is it a celebration of a book and/or a moment for critical reflection? How do you get grants to support them?

- <http://www.neabigread.org/>
- *Reading at Risk: A Survey of Literary Reading in America*, National Endowment for the Arts, www.nea.gov/pup/readingatrisk.pdf
- "National Endowment for the Arts Announces \$1 Million in Grants for The Big Read" <http://arts.gov/news/news12/big-read-grants-2012-2013.html>
- Cornell New Student Reading Project 2012 Webpage <http://blogs.cornell.edu/reading2012/> and <http://www.news.cornell.edu/stories/Jan12/2012ReadingProject.html> and <http://blogs.cornell.edu/reading2012/cornell-context/>
- Eric Cheyfitz, "The Life of Diversity at Cornell: A Response to the Reading Project" <http://cornellsun.com/node/50318>
- "State Prison Inmates Taking Part in The Big Read Initiative" <http://times-news.com/local/x1029315075/State-prison-inmates-taking-part-in-The-Big-Read-initiative>

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- “The Big Read Comes to Maryland Division of Correction Libraries”
http://www.dpscs.state.md.us/publicinfo/features/big_read.shtml
- UW Go Big Read Information: <http://www.gobigread.wisc.edu/>
- Redniss, Lauren. 2011. *Radioactive: Marie & Pierre Curie, a Tale of Love & Fallout*. 1st ed. New York: !t Books.
- Staines, Gail M. 2010. *Go Get That Grant!: a Practical Guide for Libraries and Nonprofit Organizations*. Lanham, Md: Scarecrow Press. Chapter 6: “Select a Grant and Start Writing.”
- MacKellar, Pamela H. 2012. *Writing Successful Technology Grant Proposals: a LITA Guide*. LITA Guide #19. New York: Neal-Schuman Publishers, Inc. Chapter 8.
- Institute of Museum and Library Services (IMLS), and Indiana University Purdue University Indianapolis (IUPUI). “Shaping Outcomes: Making a Difference in Libraries and Museums.” <http://www.shapingoutcomes.org/index.htm>. (Peruse only: We will revisit Shaping Outcomes in Week 15.)
- Blum, Hester. “Application Advice” *Inside Higher Ed*
<http://www.insidehighered.com/advice/2012/04/30/essay-how-write-good-applications-jobs-or-grants>
- Ashton, Susanna. “Why Should a Library Invest in You? or, How to Succeed with Short-Term Library and Archival Fellowship Grants” *ADE Bulletin* 151 (2011) 48-55

Week 9, November 1: Information Overload, Past and Present

- Ralph Waldo Emerson, “Books,” <http://www.rwe.org/complete/complete-works/vii-society-and-solitude/chapter-viii-books.html>
- Ann Blair, “Introduction” and “Reference Genres and Their Finding Devices” from *Too Much to Know: Managing Scholarly Information Before the Modern Age*. (Yale, 2010) pp. 11-61, 117-172
- Cathy N. Davidson, “Introduction” and “Part One” from *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn*. (Viking, 2011) 1-58.

Week 10, November 8: The Future of Reference & Go Big Read Go Big Grant! Part 2

(Guest Lecture: Catherine Arnott Smith, Associate Professor, SLIS)

The first hour will be on reference with our guest lecturer and the remaining time will be following up on Big Read and Grants. We will return to the reading from Big Read session 1 and work on grant proposal projects.

- Galston, Colbe, Elizabeth Kelsen Huber, Katherine Johnson, and Amy Long. 2012. “Community Reference: Making Libraries Indispensable in a New Way.” *American Libraries* 43 (5/6) (June): 46–50.

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- Durrance, Joan C. 1995. "Factors That Influence Reference Success: What Makes Questioners Willing to Return?" *The Reference Librarian* 23 (49-50): 243–265. doi:10.1300/J120v23n49_18.
- Pew Internet & American Life Project, Lee Rainie, Leigh Estabrook, and Evans Witt. 2007. *Information Searches That Solve Problems*. <http://www.pewinternet.org/Reports/2007/Information-Searches-That-Solve-Problems.aspx>
- Hieronymi, Pamela. 2012. "Don't Confuse Technology With College Teaching." *The Chronicle of Higher Education*, August 13, sec. Commentary. <http://chronicle.com/article/Dont-Confuse-Technology-With/133551/>

Week 11, November 15: Intellectual Property and Licensing

(Guest Lecture: Alan Rubel, Assistant Professor, SLIS)

- Okerson, Ann. 2000. "Are we there yet? Online e-resources ten years after." *Library Trends* 48 (4): 671–693.
- Davis and Feather. 2008. "The Evolution of License Content." In *Electronic Resource Management in Libraries: Research and Practice*, eds. Holly Yu and Scott Breivold, 122-144. Hershey, PA: Information Science Reference.
- Harris, Lesley Ellen. 2009. *Licensing Digital Content: a Practical Guide for Librarians*. 2nd ed. Chicago: American Library Association. Chapter 4, "Key Digital License Clauses."
- Ashmore, Beth. 2012. *The Librarian's Guide to Negotiation: Winning Strategies for the Digital Age*. Medford, New Jersey: Information Today, Inc. Chapter 7, "Negotiating in the Era of Publisher Consolidation and the Big Deal."
- Zhang, Tian Xiao. 2012. "Pay-Per-View: a Promising Model of E-Articles Subscription for Middle/Small Sized Academic Libraries in the Digital Age." In *Proceedings of the 2012 Libraries in the Digital Age (LIDA) Conference*. Zadar, Croatia.

Recommended:

- Boyle, James. 1996. *Shamans, Software, and Spleens: Law and the Construction of the Information Society*. Cambridge, Mass: Harvard University Press. Chapter 5, "Intellectual Property and the Liberal State," and Chapter 6, "Copyright and the Invention of Authorship."
- Litman, Jessica. 2001. *Digital Copyright: Protecting Intellectual Property on the Internet*. Amherst, N.Y: Prometheus Books. Chapter 12, "Revising Copyright Law for the Information Age."

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Week 12, November 22: Freedom of Information Act **(No meeting for Thanksgiving Break.)**

We won't have a meeting this week, but please complete these short readings and watch a presentation given to the other on campus section of 450 by Bill Leuders (of the Wisconsin Center for Investigative Journalism) on the Freedom of Information Act (FOIA).

Jaeger, Paul T., and John Carlo Bertot. 2010. "Transparency and Technological Change: Ensuring Equal and Sustained Public Access to Government Information." *Government Information Quarterly* 27 (4) (October): 371–376.

Thompson, Dennis F. 1999. "Democratic Secrecy." *Political Science Quarterly* 114 (2) (July 1): 181–193.

Jacobs, James A., James R. Jacobs, and Shinjoung Yeo. 2005. "Government Information in the Digital Age: The Once and Future Federal Depository Library Program." *The Journal of Academic Librarianship* 31 (3) (May): 198–208.

Week 13, November 29: Information, Communication, and Institutional Cultures **(Guest Lecutre: Alea Henle, Visiting Assistant Professor, SLIS)**

Organizations, hierarchies, and organizational styles; library and inter-library stereotypes and divides; communication and co-ordination; privatization.

- Stephanie Walker, "Determining and Navigating Institutional Culture," *Bottom Line: Managing Library Finances* 24, no. 2 (2011), 113-117.
- Philip James Calvert, "Why do Staff of Joint-Use Libraries Sometimes Fail to Integrate? Investigating Cultures and Ethics in a Public-Tertiary Joint-Use Library," *Journal of Academic Librarianship* 36, no. 2 (2010), 133-140.
- Mary J. Stanley, "I Heard it Through the Grapevine: Communication in the Workplace," *Indiana Libraries* 27, no. 2 (2008), 86-91.
- Hana N. Rouse and Justin C. Worland, "Future of Harvard Libraries Uncertain: Library Workers Say Concerns Go Unheard," *Harvard Crimson* April 19, 2012, <http://www.thecrimson.com/article/2012/4/19/library-concerns-communication-fac/>
- Dean Dylan Hendrix and Michelle Wilde, "Astrology and Library Job Correlation," in *Revolting Librarians Redux: Radical Librarians Speak Out*, edited by Katia Roberto and Jessamyn West, (Jefferson, NC: McFarland & Co., Inc., 2003), 177-192.
- Paula Storm, Robert Kelly, and Susann deVries, "Office Politics," *Library Journal* 133, no. 18 (2008), 34-36.
- Heather Hill, "A Look at Public Management Outsourcing," *Public Libraries* 51, no. 3 (2012), 42-47.
- M. Jason Martin, "'That's the Way We Do Things Around Here': An Overview of Organizational Culture," *Electronic Journal of Academic and Special Librarianship* 7, no. 1 (2006), http://southernlibrarianship.icaap.org/content/v07n01/martin_m01.htm

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Week 14, December 6: Privacy and Intellectual Freedom

(Guest Lecture: Alan Rubel, Assistant Professor, SLIS)

- Klinefelter, Anne. 2007. "Privacy and Library Public Services: Or, I Know What You Read Last Summer." *Legal Reference Services Quarterly* 26 (December 20): 253–279. doi:10.1300/J113v26n01_13.
- Magi, Trina J. 2007. "The Gap Between Theory and Practice: A Study of the Prevalence and Strength of Patron Confidentiality Policies in Public and Academic Libraries." *Library & Information Science Research* 29 (4) (December): 455–470.
- ———. 2010. "A Content Analysis of Library Vendor Privacy Policies: Do They Meet Our Standards?" *College & Research Libraries* 71 (3) (May): 254–272.
- Rubel, Alan. N.D. "Electronic Resources, Privacy, and Positive Intellectual Freedom." Draft.
- American Library Association. "Privacy and Confidentiality." <http://www.ala.org/offices/oif/ifissues/privacyconfidentiality>

Week 15, December 13: Grants and Assessment, Course Conclusion

- Applegate, Rachel. 2006. "Student Learning Outcomes Assessment and LIS Program Presentations." *Journal of Education for Library and Information Science* 47 (4) (October 1): 324–336. doi:10.2307/40323824.
- United States Government Accountability Office. 2012. *Designing Evaluations*. <http://www.gao.gov/assets/590/588146.pdf>.
- Institute of Museum and Library Services (IMLS), and Indiana University Purdue University Indianapolis (IUPUI). "Shaping Outcomes: Making a Difference in Libraries and Museums." <http://www.shapingoutcomes.org/index.htm>. Module D. Peruse other parts.