INFS 201: ETHICS, DIVERSITY, AND CHANGE IN INFORMATION PROFESSIONS

Spring 2014

Syllabus
March 31, 2014

Course information

Number:	INFS 201
Title:	Ethics, Diversity, and Change in Information Professions
ID:	628-007-200
Quarter:	spring 2014
Location:	Room 111, GSE&IS Building
Time:	Monday, 9:00am–12:30pm

Instructor information

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Catalog description

"*201. Ethics, Diversity, and Change in Information Professions.* Lecture, two hours; discussion, two hours. Service learning course that serves as forum to discuss, learn, and understand ethical challenges of multicultural information society that shape societal, professional community, and individual views and impact professional practice, decision making, and public policy. Letter grading."

Objectives

The aim of this course is to provide an introduction to the field of **information ethics**, and thus to prepare students for ethical practice in the information professions. The aim of the course will be met through achievement of the following objectives:

1. to introduce students to the concept of **ethics**, and what it means to be ethical, from multiple perspectives (societal, professional, and personal);

2. to familiarize students with **codes** of ethics relating to various information professions, and with the processes by which they and related policies are developed; and to encourage students to contribute critically to their conceptualization;
3. to promote **reflexivity** in students' current and future professional practice and interactions;
4. to introduce students to the concepts of **diversity**, **human rights**, and **social justice**, and identify ways in which each presents opportunities and challenges for the different information professions and the communities they serve;
5. to provide students with the opportunity, through public engagement via service-learning, to identify, address, and reflect upon information needs and practices of **underserved** or **marginalized** groups;
6. to familiarize students with the ways in which rapid technological development, globalization, political and economic developments, and shifting demographics **change** the information landscape; and to identify ways in which information professionals can identify and address such changes;
7. to use service-learning to help students understand the importance of **public engagement** and **volunteerism** through community partnerships, advocacy, and outreach by information students and professionals in order to achieve equitable, sustainable, culturally-aware, and community-empowering information resources, services, and accessibility;
8. to examine critically the role of professional **activism** within different information fields.

Outcomes

Upon satisfactory completion of this course, you will:

- be familiar with various ethical frameworks;
- have developed a personal, culturally-aware approach to being an ethical information professional;
- have developed your understanding of issues of diversity, human rights, and social justice relating to information creation, preservation, access, and use, in underserved, and/or marginalized communities;
- have developed a critical perspective on the roles of advocacy and activism in information practice;
- be familiar with strategies for identifying, managing, exploiting, and effecting change, in various information settings.

Methods

Each week the instructor will give a lecture and lead a discussion, supported by PowerPoint presentations, handouts, in-class exercises, and online demonstrations. The sets of slides and handouts will be available from the course website, accessible through UCLA's **Common Collaboration and Learning Environment** (CCLE).

To access the course website, go to https://ccle.ucla.edu/, click on "LOGIN," click on "Login," enter your UCLA Logon ID (i.e., your Bruin Online ID, *not* your GSE&IS ID) and Password, click on "Sign In >," choose "Spring 2014" from the "Term" drop-down list, and click on "INF STD 201, LEC 1 (Spring 2014): Ethics, Diversity, and Change in Information Professions."

Although this course does involve both reading and writing, your most important activities, in class or online, at your service learning site, and in your written assignments, will be **reflective engagement**, through observing, listening, sharing, engaging, and collaborating, constructively and sensitively. Students are expected to attend every class and actively engage in both class and CCLE site discussions. Student participation is vital not only to the learning process and to the exchange of ideas, but also to encouraging reflexivity, and creating an environment where class participants can share freely.

Readings

No textbook is required for this course. However, several readings are set for each week. These are listed in the "Class schedule," below (pp. 10–11), and full references are provided in the "List of required readings" (pp. 12–13). It's important that everyone comes to class well prepared, ready to discuss the week's readings. Most of the required readings will be available from the course website, accessible through CCLE. Copies of any required readings that aren't available online will be put on reserve in the MIT Lab (GSE&IS Building, 1st floor).

Meanwhile, the following books and encyclopedia entries are recommended for background reading. Those marked with an asterisk are especially highly recommended.

Service-learning

- Roy, Loriene, Kelly Jensen, and Alex Hershey Myers, eds. *Service learning: Linking library education and practice*. Chicago, IL: American Library Association, 2009.
- * Cress, Christine M., Peter J. Collier, Vicki L. Reitenauer, and associates. *Learning through serving: A student guidebook for service-learning across the disciplines*. Sterling, VA: Stylus, 2005.

Ethics: Theories, values, concepts, methods

- Crisp, Roger. "Ethics." In *Routledge encyclopedia of philosophy*, edited by Edward Craig. London: Routledge, 1998; revised 2011. http://www.rep.routledge.com/article/L132.
- Rachels, James, and Stuart Rachels. *The elements of moral philosophy*, 7th ed. New York, NY: McGraw-Hill, 2011.
- * Shafer-Landau, Russ. *The fundamentals of ethics*. New York, NY: Oxford University Press, 2010.
- Baggini, Julian, and Peter S. Fosl. *The ethics toolkit: A compendium of ethical concepts and methods*. Malden, MA: Blackwell, 2007.
- Chadwick, Ruth. "Professional ethics." In *Routledge encyclopedia of philosophy*, edited by Edward Craig. London: Routledge, 1998. http://www.rep.routledge.com/article/L077.
- Thomas, Alan. "Values." In *Routledge encyclopedia of philosophy*, edited by Edward Craig. London: Routledge, 1998. http://www.rep.routledge/article/L110.
- Callahan, Joan C., ed. *Ethical issues in professional life*. New York, NY: Oxford University Press, 1988.

Diversity, multiculturalism, and demographic change

- Kimmel, Michael S., and Abby L. Ferber, eds. *Privilege: A reader*, 3rd ed. Boulder, CO: Westview Press, 2013.
- Nadal, Kevin L. *That's so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community*. Washington, DC: American Psychological Association, 2013.
- Sue, Derald Wing. *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley, 2010.
- * Adams, Maurianne, Warren J. Blumenfeld, Carmelita (Rosie) Castañeda, Heather W. Hackman, Madeline L. Peters, and Ximena Zúñiga, eds. *Readings for diversity and social justice*. New York, NY: Routledge, 2010.
- Song, Sarah. "Multiculturalism." In *Stanford encyclopedia of philosophy*, edited by Edward N. Zalta. Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 2010. http://plato.stanford.edu/entries/multiculturalism/.
- Adams, Maurianne, Lee Anne Bell, and Pat Griffin, eds. *Teaching for diversity and social justice*, 2nd ed. New York, NY: Routledge, 2007.
- Page, Scott E. *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton, NJ: Princeton University Press, 2007.
- Page, Scott E. *Diversity and complexity*. Princeton, NJ: Princeton University Press, 2007.

- Shweder, Richard, Martha Minow, and Hazel Rose Markus, eds. *Engaging cultural differences: The multicultural challenge in liberal democracies*. New York, NY: Russell Sage Foundation, 2002.

Human rights

- * Nickel, James. "Human rights." In *Stanford encyclopedia of philosophy*, edited by Edward N. Zalta. Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 2010. http://plato.stanford.edu/entries/rights-human/
- Mahoney, Jack. *The challenge of human rights: Origin, development, and significance*. Malden, MA: Blackwell, 2007.
- Edmundson, William A. *An introduction to rights*. Cambridge: Cambridge University Press, 2004.
- Ishay, Micheline R. *The history of human rights: From ancient times to the globalization era*. Berkeley, CA: University of California Press, 2004.

Social justice

- * Sandel, Michael J. *Justice: What's the right thing to do?* New York: Farrar, Straus and Giroux, 2009.
- Lamont, Julian, and Christi Favor. "Distributive justice." In *Stanford encyclopedia of philosophy*, edited by Edward N. Zalta. Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 1996; revised 2007. http://plato.stanford.edu/entries/justice-distributive/
- Clayton, Matthew, and Andrew Williams, eds. *Social justice*. Malden, MA: Blackwell, 2004.
- Miller, David. *Principles of social justice*. Cambridge, MA: Harvard University Press, 1999.

Ethics for libraries, archives, and museums

- * Marstine, Janet, ed. *The Routledge companion to museum ethics: Redefining ethics for the twenty-first-century museum*. New York: Routledge, 2011.
- * Office for Intellectual Freedom of the American Library Association, comp. *Intellectual freedom manual*, 8th ed. Chicago, IL: American Library Association, 2010.
- * Danielson, Elena S. *The ethical archivist*. Chicago, IL: Society of American Archivists, 2010.
- Rubin, Richard, and Thomas J. Froehlich. "Ethical aspects of library and information science." In *Encyclopedia of library and information sciences*, 3rd ed., edited by Marcia J. Bates and Mary Niles Maack, 1743–1757. Boca Raton, FL: CRC Press, 2010.
- Mehra, Bharat, Kevin S. Rioux, and Kendra S. Albright. "Social justice in library and information science." In *Encyclopedia of library and information sciences*, 3rd ed., edited by Marcia J. Bates and Mary Niles Maack, 4820–4836. Boca Raton, FL: CRC Press, 2010.
- Hodson, Sara S. "Ethical and legal aspects of archival services." In *Encyclopedia of library and information sciences*, 3rd ed., edited by Marcia J. Bates and Mary Niles Maack, 1737–1742. Boca Raton, FL: CRC Press, 2010.
- Tythacott, Louise. "Politics of representation in museums." In *Encyclopedia of library and information sciences*, 3rd ed., edited by Marcia J. Bates and Mary Niles Maack, 4230–4241. Boca Raton, FL: CRC Press, 2010.
- Buchanan, Elizabeth A., and Kathrine A. Henderson. *Case studies in library and information science ethics*. Jefferson, NC: McFarland, 2009.
- Preer, Jean L. *Library ethics*. Westport, CT: Libraries Unlimited, 2008.
- McMenemy, David, Alan Poulter, and Paul F. Burton. *A handbook of ethical practice: A practical guide to dealing with ethical issues in information and library work*. Oxford: Chandos, 2007.
- Benedict, Karen. *Ethics and the archival profession: Introduction and case studies*. Chicago, IL: Society of American Archivists, 2003.
- Hauptman, Robert. *Ethics and librarianship*. Jefferson, NC: McFarland, 2002.
- Gorman, Michael. *Our enduring values: Librarianship in the 21st century*. Chicago, IL: American Library Association, 2000.

Libraries, archives, and the law

- Behrnd-Klodt, Menzi L. *Navigating legal issues in archives*. Chicago, IL: Society of American Archivists, 2008.
- Minow, Mary, and Tomas A. Lipinski. *The library's legal answer book*. Chicago, IL: American Library Association, 2003.

Library and archival services for underserved communities

- Craig, Angela, and Chantell L. McDowell. *Serving at-risk teens: Proven strategies and programs for bridging the gap*. Chicago, IL: Neal-Schuman, 2013.
- Smallwood, Carol, and Kim Becnel, eds. *Library services for multicultural patrons: Strategies to encourage library use*. Lanham, MD: Scarecrow Press, 2013.
- Hanna, Kathleen A., Mindy M. Cooper, and Robin A. Crumrin. *Diversity programming and outreach for academic libraries*. Oxford: Chandos, 2011.
- Greenblatt, Ellen, ed. *Serving LGBTIQ library and archives users: Essays on outreach, service, collections and access*. Jefferson, NC: McFarland, 2010.
- * Mestre, Lori. *Librarians serving diverse populations: Challenges and opportunities*. ACRL publications in librarianship, no. 62. Chicago, IL: Association of College and Research Libraries, 2010.
- Bastian, Jeannette A., and Ben Alexander, eds. *Community archives: The shaping of memory*. London: Facet, 2009.
- Montiel-Overall, Patricia, and Donald C. Adcock, eds. *School library services in a multicultural society*. Chicago, IL: American Association of School Librarians, 2008.
- Alire, Camila, and Jacqueline Ayala. *Serving Latino communities: A how-to-do-it manual for librarians*, 2nd ed. New York, NY: Neal-Schuman, 2007.
- Dewey, Barbara I., and Loretta Parham, eds. *Achieving diversity: A how-to-do-it manual for librarians*. New York, NY: Neal-Schuman, 2006.
- Wheeler, Maurice B., ed. *Unfinished business: Race, equity and diversity in library and information science education*. Lanham, MD: Scarecrow Press, 2005.
- Jones, Plummer Alston. *Still struggling for equality: American public library services with minorities*. Westport, CT: Libraries Unlimited, 2004.
- Reese, Gregory L., and Ernestine L. Hawkins. *Stop talking, start doing! Attracting people of color to the library profession*. Chicago, IL: American Library Association, 1999.

Information and computer ethics

- Reynolds, George W. *Ethics in information technology*, 5th ed. Boston, MA: Cengage Learning, 2014.
- Floridi, Luciano. *The ethics of information*. Oxford: Oxford University Press, 2013.
- * Tavani, Herman T. "Search engines and ethics." In *Stanford encyclopedia of philosophy*, edited by Edward N. Zalta. Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 2012. http://plato.stanford.edu/entries/ethics-search/.
- Vallor, Shannon. "Social networking and ethics." In *Stanford encyclopedia of philosophy*, edited by Edward N. Zalta. Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 2012. http://plato.stanford.edu/entries/ethics-social-networking/.
- Floridi, Luciano, ed. *The Cambridge handbook of information and computer ethics*. Cambridge: Cambridge University Press, 2010.
- * Himma, Kenneth Einar, and Herman T. Tavani, eds. *Handbook of information and computer ethics*. New York, NY: Wiley, 2008.
- Van den Hoven, Jeroen, and John Weckert, eds. *Information technology and moral philosophy*. Cambridge: Cambridge University Press, 2008.
- Moore, Adam D., ed. *Information ethics: Privacy, property, and power*. Seattle, WA: University of Washington Press, 2005.

Codes of ethics

These are some of the codes of professional ethics, and related statements, that are in current use in the information professions:

- **American Association of Law Libraries (AALL)**:
  - o *AALL ethical principles* (1999): http://www.aallnet.org/main-menu/Leadership-Governance/policies/PublicPolicies/policy-ethics.html
- **American Alliance of Museums (AAM)**:
  - o *Code of ethics for museums* (1991; amended 2000): http://www.aam-us.org/resources/ethics-standards-and-best-practices/code-of-ethics-for-museums
- **American Institute for Conservation of Historic and Artistic Works (AIC)**:
  - o *Code of ethics* (1968; amended 1985; revised 1994): http://www.conservation-us.org/about-us/core-documents/code-of-ethics
- **American Library Association (ALA)**:
  - o *Code of ethics of the American Library Association* (1939; amended 1981, 1995, 2008): http://www.ala.org/advocacy/proethics/codeofethics/codeethics
  - o *Library bill of rights* (1939; amended 1944, 1948, 1961, 1967, 1980; reaffirmed 1996): http://www.ala.org/advocacy/intfreedom/librarybill
  - o *The freedom to read statement* (1953; amended 1972, 1991, 2000, 2004): http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement
  - o *Libraries: An American value* (1999): http://www.ala.org/advocacy/intfreedom/statementspols/librariesamerican
  - o *Core values of librarianship* (2004): http://www.ala.org/advocacy/intfreedom/statementspols/corevalues
- **American Society for Information Science and Technology (ASIS&T)**:
  - o *ASIS&T professional guidelines* (1992): http://www.asis.org/professionalguidelines.html
- **Association for Library Collections & Technical Services (ALCTS)**:
  - o *Guidelines for ALCTS members to supplement the American Library Association code of ethics* (1994): http://www.ala.org/alcts/resources/alaethics
- **Rare Books and Manuscripts Section (RBMS), Association of College and Research Libraries (ACRL)**:
  - o *ACRL code of ethics for special collections librarians* (1987; revised 1993, 2003): http://www.rbms.info/standards/code_of_ethics.shtml
- **Association for Computing Machinery (ACM)**:
  - o *ACM code of ethics and professional conduct* (1992): http://www.acm.org/about/code-of-ethics
- **Association of Moving Image Archivists (AMIA)**:
  - o *AMIA code of ethics* (2010): http://www.amianet.org/about/code-of-ethics
- **ARMA International** (formerly Association of Records Managers and Administrators):
  - o *Code of professional responsibility*: http://www.arma.org/r2/who-we-are/code-of-professional-responsibility
- **Computer Professionals for Social Responsibility (CPSR)**:
  - o *Mission*: http://cpsr.org/about/mission/
- **International Council of Museums (ICOM)**:
  - o *Code of ethics* (1986; revised 2004): http://icom.museum/the-vision/code-of-ethics/
- **International Council on Archives (ICA)**:
  - o *Code of ethics* (1996): http://www.ica.org/?lid=5555&bid=225
  - o *Universal declaration on archives* (2011): http://www.ica.org/13343/universal-declaration-on-archives/universal-declaration-on-archives.html

- **International Federation of Film Archives (FIAF)**:
    - *Code of ethics* (1997): http://www.fiafnet.org/uk/members/ethics.html
- **International Federation of Library Associations and Institutions (IFLA)**:
    - *IFLA code of ethics for librarians and other information workers* (2012): http://www.ifla.org/news/ifla-code-of-ethics-for-librarians-and-other-information-workers-full-version
- **Medical Library Association (MLA)**:
    - *Code of ethics for health sciences librarianship* (1994; revised 2010): http://www.mlanet.org/about/ethics.html
- **Society of American Archivists (SAA)**:
    - *Code of ethics for archivists* (2005; revised 2012): http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics#code_of_ethics
    - *Core values of archivists* (2011): http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics
- **Special Libraries Association (SLA)**:
    - *SLA professional ethics guidelines* (2010): http://www.sla.org/about-sla/competencies/sla-professional-ethics-guidelines/

Assignments

There are three assignments for this class:

1. two service-learning journal entries (**15%** each; the first due in week **5**—**Monday, April 28, 9am**; the second due in week **10—Monday, June 2, 9am**);
2. a group project in which you collaborate with your group members on a critique of an existing code of professional ethics (**20%**; to be presented in class in week **10—Monday, June 2**); and
3. an individual term paper on an issue in professional ethics (**40%**; due in week **11**—**Monday, June 9, 9am**).

Full details of these assignments are provided below. The final **10%** of your final grade will be awarded on the basis of the quality (not the quantity) of your participation in class and on the CCLE site.

Assignment #1: Service-learning journal entries

Goal

Your goal with this assignment will be to reflect upon the service-learning experience, and upon the ways in which, and extent to which, it informs (a) your personal awareness of issues relating to ethics, diversity, and change, and (b) the development of a professional commitment to public engagement.

Task

You will be expected to complete two journal entries during the course of your service-learning experience. These need not be long—about two pages each—but they should be reflective (rather than descriptive) of what you are observing, experiencing, and feeling while working at your service-learning site. Some examples of the kinds of topics you might cover are:

- your role as an information expert in a community or non-traditional setting;
- public engagement as part of the professional ethos;
- professional or personal ethical, cultural, or other challenges you encounter, and how these might be addressed;

- the impact or implications of change; and
- how this service-learning experience has informed your approach to professional practice in the future or has resulted in any personal transformation or change.

Please indicate on each journal entry the site at which you are working, and include with the reflection a signed timesheet with the hours you have worked and the tasks you have undertaken. The timesheet can be downloaded from the CCLE site. Your supervisor at the service-learning site will have been given a copy of the expectations that this course has for both students and sites, and will also be asked to provide an evaluation of the service-learning experience from his/her perspective at the end of the quarter. If you or your supervisor encounter any professional or personal issues in the course of your service-learning experience, either or both of you can contact the course instructor for further guidance.

Submission

Your first submission should consist of your first two-page journal entry (double-spaced; single-sided; Times Roman; pages numbered), plus a signed timesheet, to be handed in to the special reader no later than **Monday, April 28 (week 5)**.

Your second submission should consist of your second two-page journal entry (double-spaced; single-sided; Times Roman; pages numbered), plus a signed timesheet, to be handed in to the special reader no later than **Monday, June 2 (week 10)**.

Grading criteria

A letter grade will be assigned to each journal entry on the basis of a combination of the following criteria:

- quality of reflection;
- level of critical insight;
- your ability to relate what you are reflecting upon to what you have discussed in or read for class; and
- the written quality of the journal entry.

Assignment #2: Group project

Goal

Your goal with this assignment will be to analyze and critique an existing code of professional ethics.

Task

For this assignment, you will work collaboratively in a small group. Together with the other members of your group, you will select one of the organizations listed in the section on "Codes of ethics," above, and prepare a 15-minute presentation in which you analyze and critique your chosen organization's code.

You may work in a group of 4 people or more. Bear in mind that a larger group requires that the presentation reflect the effort of the number of people in your group.

Your presentation should be a critical analysis of the history, development, and current content of an existing professional code of ethics, in light of concerns about diversity, social justice, and human rights that are raised in class. These issues are often raised in the course of reflection on commitments to providing open, fair, and equitable access to information, or to serving communities that previously have been underserved. In your presentation, you should take into account the following aspects:

- the lineage of the code (e.g., how it has changed during any revisions; which individuals, representing which constituencies, were involved in drafting versions; which institutional and community worldviews are represented);
- assumptions that are built into the code (e.g., assumptions about the value of professional neutrality, or of equity of access);
- the discursive and rhetorical practices and language used in the code, and their resonance within different communities;
- how specific issues are handled in this code compared to other codes to which an individual might also subscribe (e.g., RBMS, ALA, and SAA; SAA and ICA); and
- any related statements (e.g., mission statements; statements of core values) issued by the organization.

In particular, you should provide commentary on how well each component of the code addresses issues relating to diversity, human rights, and social justice; and you should suggest modifications or additions to the code, as you deem appropriate. You should provide a full justification for every suggested change.

Bear in mind that codes of ethics differ from each other for understandable reasons that relate to the different missions and responsibilities of individual professional communities, so you should not expect that each presentation generated by this class will contain similar kinds of critiques or recommendations.

Please let me know (i) the names of the members of your group, and (ii) the title of the code you will be analyzing, by **9am, Monday, May 19 (week 8)**.

Submission

No written submission is required for this assignment. Your group's 15-minute presentation should be ready for the class session on **Monday, June 2 (week 10)**, which will be devoted to group presentations. If you use PowerPoint or similar presentation software, please email me a copy of your presentation at least 12 hours in advance, so I can load the file onto the network. Your presentation should include citations, where appropriate, to the literature on your code of ethics. Please make sure to cite all the materials that you use; please use a standard citation and reference format such as the Chicago (Turabian) or MLA style; and please make sure all references, including those to electronic resources, are complete.

Grading criteria

A letter grade will be assigned on the basis of a combination of the following criteria:

- originality and creativity;
- level of critical insight;
- soundness and validity of arguments;
- demonstrated usage of relevant literature;
- accuracy of factual information;
- organizational structure; and
- clarity of expression.

The same letter grade will be assigned to every member of your group.

Assignment #3: Individual term paper

Goal

Your goal with this assignment will be to write a high-quality paper that contributes to the professional dialog on ethics by proposing action or providing a fresh perspective on a topic of your choice.

Task

For this assignment, you will write a 15-page paper on an issue in professional ethics. The topic of your paper should be some ethical issue or research question that is currently attracting interest in the information fields and/or professions. In your paper, you should specify the issue or research question, provide historical background to show how that issue has arisen, conduct a review of the studies that have been undertaken to improve our understanding of the specified area of interest, assess the significance and success of this research, and speculate on likely future directions. Your argument should be supported by references to the existing literature, but evidence of your own critical thinking will be held in especially high regard.

Please let me have a written proposal of a topic for your paper by **9am, Tuesday, May 27 (week 9)**. This proposal should consist of a title, a one-paragraph abstract, and three relevant references. If you don't hear back from me within 48 hours of submission, you should assume that your topic is acceptable. If you'd like to talk about your choice, please email me to make an appointment during my office hours.

Submission

Your final submission should consist of your 15-page paper (double-spaced; single-sided; Times Roman; pages numbered), to be handed in to the special reader no later than **9am, Monday, June 9 (week 11)**. Your paper should include citations, where appropriate, to the literature on professional ethics. Please make sure to cite all the materials that you use; please use a standard citation and reference format such as the Chicago (Turabian) or MLA style; and please make sure all references, including those to electronic resources, are complete.

Grading criteria

A letter grade will be assigned on the basis of a combination of the following criteria:

- originality and creativity;
- level of critical insight;
- soundness and validity of arguments;
- demonstrated usage of relevant literature;
- accuracy of factual information;
- organizational structure;
- readability; and
- relevance to the subject matter of the class.

Class schedule

Please note that class will meet seven times only during the quarter, in order to provide students with additional time to complete their service-learning requirement. Class will meet in weeks 1, 2, 4, 5, 7, 8, and 10. Class will *not* meet in weeks 3, 6, 9, and 11.

Week	Date	Topic	Required readings
1	Mon, Mar 31	Cultural competence in the LIS workplace.	Mehra (2004). Montiel-Overall (2009). Plaut (2010). Renteln (1985).
2	Mon, Apr 7	Ethical dilemmas.	Andreescu (2013). O'Neil (2012). Visser (2014). Appiah (2011).

3	Mon, Apr 14	**NO CLASS.**	–
4	Mon, Apr 21	Ethical values and theories.	Gorman (2000). Fallis (2007). Rioux (2010). Jimerson (2007).
5	Mon, Apr 28 **First journal entry due at 9am.**	Ethics of resource selection.	Quinn (2012). Reiman & Greenblatt (2010). Devlin (2010). Cox (2013).
6	Mon, May 5	**NO CLASS.**	–
7	Mon, May 12	Ethics of resource description and discovery.	Olson (2001). Drabinski (2013). Manders-Huits (2011). Bozdag (2013).
8	Mon, May 19 **Presentation proposals due at 9am.**	Ethics of resource access.	Mathiesen (2013). Hodgetts et al. (2008). Krebs (2012). Danielson (2013).
9	Mon, May 26 **Paper proposals due at 9am on Tue, May 27.**	**Memorial Day—NO CLASS.**	–
10	Mon, Jun 2 **Second journal entry due at 9am.**	**Group presentations.**	Gelmon et al. (2005).
11	Mon, Jun 9 **Term paper due at 9am.**	**Finals week—NO CLASS.**	–

List of required readings

Week 1: Cultural competence in the LIS workplace

Mehra, Bharat. "Service learning in library and information science (LIS) education: Connecting research and practice to community." *InterActions: UCLA Journal of Education and Information Studies* 1, no. 1 (2004): article 3. http://escholarship.org/uc/item/6hz625sv.

Montiel-Overall, Patricia. "Cultural competence: A conceptual framework for library and information science professionals." *The Library Quarterly* 79, no. 2 (2009): 175–204.

Plaut, Victoria C. "Diversity science: Why and how difference makes a difference." *Psychological Inquiry* 21, no. 2 (2010): 77–99.

Renteln, Alison Dundas. "The unanswered challenge of relativism and the consequences for human rights." *Human Rights Quarterly* 7, no. 4 (1985): 514–540.

Week 2: Ethical dilemmas

Andreescu, Liviu. "Self-plagiarism in academic publishing: The anatomy of a misnomer." *Science and Engineering Ethics* 19, no. 3 (2013): 775–797.

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Week 3: NO CLASS

Week 4: Ethical values and theories

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Week 5: Ethics of resource selection

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Week 7: Ethics of resource description and discovery

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Week 8: Ethics of resource access

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Week 9: NO CLASS

Week 10: Group presentations

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