IRLS588-010 Group Information Rights

Updated Mon, 08/24/2009 - 19:00

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS588-010 Group Information Rights

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor: Kay Mathiesen

COURSE DESCRIPTION:

It is typically assumed that individuals are the ones who possess knowledge and who have information rights such as privacy, intellectual freedom, and intellectual property. There are, however, serious limitations to this individualistic paradigm, especially with regard to members of marginalized social groups. In this course, we will explore the ways in which groups of persons may be knowers and what information rights this knowledge might give them. We will also consider knowledge within groups defined by their ethnic or cultural origin, e.g., indigenous peoples, ethnic and racial groups. In addition, we will consider groups such as corporations, scholarly communities, groups defined by gender and sexual orientation, age, and groups defined by shared disabilities (e.g., the deaf community).

Particular attention will be given to the ways in which libraries and other information services can be designed so as to foster the development and preservation of group knowledge and respect for group information rights. We will also consider the broader implications of group information rights for policy and law.

Topics Covered Will Include:

- The different forms of group knowledge including culturally based ways of knowing
- The role of information in defining, preserving, and advancing cultures
- The history and current practice of appropriation of indigenous people's culture.
- The rights of groups to control information by and about them
- The rights of groups to control the use of their names, images, stories, etc.
- The rights of groups for accessible and culturally relevant information
- The role of library and information professionals in respecting information rights of groups
- The role of library and information professionals in preserving culture
- Balancing the rights of groups and individuals in a libraries and other information services
- The rights of groups to have equitable access to information

Teaching/Learning Methods

This course will be delivered virtually through d2l. The course will include such assignments and activities as reading or listening to on-line lectures, engaging in on-line discussions, journaling, writing short summary pieces and longer papers,
and presenting research via virtual presentations.

**COURSE OBJECTIVES:**

By the end of this course you should:

- Understand the ways that groups can know and how library and information professionals can foster this knowledge
- Understand the role of knowledge and information in the creation, preservation, and growth of culture
- Be able to articulate the importance of group information rights
- Understand the possible conflicts around access to information within and among groups
- Know the history and current legacy of information appropriation
- To understand and evaluate the arguments for limiting certain group's access to information, e.g., children.

**REQUIRED COURSE MATERIALS:**

The readings for this course will be from various sources, book chapters, journal articles, and on-line lectures and guides. Some readings are on the web; other readings are available online from the UA Library; still other readings are available through d2l.

**COURSE REQUIREMENTS:**

**Graded Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Individual Project/Presentation</td>
<td>35%</td>
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<tr>
<td>Group Rights and Information Quality Presentation</td>
<td>15%</td>
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<tr>
<td>Short Writing Assignments</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>25%</td>
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**Group Rights and Information Quality Presentation:** Each student will design a poster presentation on a topic related to information quality and group information rights. The poster designs and abstract will be submitted for a grade. They may be related to the topic for the individual project (see below). Students may wish to submit the poster for inclusion in the Graduate Poster Session at the Conference on Disinformation and Misinformation which will be held at UA on April 3-4.

**Individual Project/Presentation:** Each student will pursue an individual project on a topic chosen in consultation with the professor. These projects will result in some written report. Students will present and lead a discussion of their project on-line.

**Short Assignments:** Short writing assignments will ask students to do such things as dissect the readings, apply theories to cases, and defend positions on issues.

**Participation:** Students will be evaluated on the basis of both the frequency and the quality of their participation in the on-line discussion.

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

**Academic Code of Integrity**

Students are expected to abide by The University of Arizona [Code of Academic Integrity](http://tech.sbs.arizona.edu/node/133). 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

**Accommodating Disabilities**

The University has a [Disability Resource Center](http://tech.sbs.arizona.edu/node/133). If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the
Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

- **How to submit your assignments**: Students should submit their assignments via the D2L drop box.
- **Assignment due dates**: All assignments and exams are due by the D2L drop box by midnight on the due date. (Due dates will be listed on the course schedule.) No late work will be accepted without a pre-approved excuse. You must contact me in advance to get approval to turn in work late. Even with permission to turn in work late, work may be docked as much as a third of a grade for every day it is late.
- **Writing style**: Student written work should be free of grammatical or spelling errors. All sources should be clearly documented. (Any documentation style is fine as long as it is used correctly and consistently.)

Incompletes

The current Catalog reads

The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the **I** grade will revert to a failing grade.

**GRADING:**

All assignments (except for individual short assignments) will be graded out of 100 points on a standard scale. Individual short assignments will be graded with a check (full credit), check-plus (extra credit), or check-minus (partial credit). The overall grade for the short assignments will be on a 100 point scale (someone who got a check for all assignments will have a 100 for the short assignments).

The final grades will be given as follows: (Note that grades will not be rounded up.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<tr>
<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

E-mail: kmathies at email dot arizona dot edu

Office hours: TBA and by appointment.

Office: SIRLS Room 6

<table>
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<tr>
<th>Attachment</th>
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<tbody>
<tr>
<td>Outline.html</td>
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Courses

- Syllabi
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  - Summer 2011
  - Spring 11
  - Fall 10
  - Summer 10
  - Winter 10-11
  - Spring 10
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  - Fall 09
  - Summer 09
  - Spring 09
    - IRLS506 Section 010
    - IRLS506 Section 011
    - IRLS515-001 Organization of Information
    - IRLS515-010/011 Organization of Information (Spring 2009 Virtual)
    - IRLS520-001 Ethics for Library and Information Professionals
    - IRLS520-010 Ethics for Library and Information Professionals
    - IRLS524 Information Resources and Services
    - IRLS525 010 Children in Public Libraries
    - IRLS530-010 Cataloging and Metadata Management
    - IRLS532-010 Online Searching
    - IRLS551 Equity of Access for Diverse Populations
    - IRLS554-001 Diverse Cultures, Communities & Libraries
    - IRLS562-010 Public Libraries Practice & Administration
    - IRLS571 Introduction to Information Technology Atkinson
    - IRLS571-010 Introduction to Information Technology (Smith)
    - IRLS585 Information Literacy Instruction
    - IRLS588-010 Group Information Rights
    - IRLS588-011 Issues in Information Resources: Small and Rural Library Administration and Practice
    - IRLS608 Planning and Evaluation of Libraries and Information Centers
    - IRLS696b-001 Seminar on "Misinformation and Disinformation"
  - Winter 08 09
  - Fall 08
  - Archive of Old Syllabi
- Schedules
  - Core Courses
  - Course Delivery Options
  - Course Descriptions
Distributed Electives
Individual Studies: Internships, Independent Studies & Practica
Registration
Required first course: IRLS504
Suggested Courses by Specialization
Suggested Out of Department Courses
Workload

Guided exploration

Click a term to initiate a search.

Audience
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  for Prospective Students (7)
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Topic
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  Knowledge River (16)
Related categories

Course: IRLS588
People: Faculty » Mathiesen
Semester: Spring 09

Guided keyword