

Valdosta State University
Master of Library and Information Science
MLIS 7130 Humanities Information Services
Syllabus—Fall 2011
Three Credit Hours

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Description

Examination of processes and resources used to provide reference services in the humanities disciplines. The fields of literature and language, music, philosophy, religion, and the visual and performing arts will be considered. Prerequisite: MLIS 7100 or consent of the instructor.

Learning Outcomes (LO)

Upon successful completion of the course, students will be prepared to

- LO1 Explain humanities information-seeking behavior
- LO2 Utilize major print and electronic resources in the humanities
- LO3 Identify key characteristics of literature and information in the humanities
- LO4 Prepare resource guides intended for humanities researchers
- LO5 Discuss trends in the humanities such as funding, digitization, and employment

Required Materials

Textbook

Blazek, Ron & Aversa, Elizabeth. (2000). *The Humanities: A Selective Guide to Information Sources*, 5th ed. Libraries Unlimited. ISBN: 1-56308-602-6 (paperback)

Electronic

ipl2: Arts & Humanities.

<http://www.ipl.org/IPLBrowse/GetSubject?vid=13&tid=6925&parent=0>

Odum Library Subject and Course Research Guides

<http://www.valdosta.edu/library/learn/guides/index.shtml>

Hardware



Headphones with microphone for use with Live Classroom software.

Graded Assignments

- | | | |
|-------------------------|-----|------------|
| • Essay | 15% | Due Sep 29 |
| • Resource Guide | 60% | Due Nov 17 |
| • Ready Reference Final | 25% | Due Dec 5 |

Assignment Synopses

- **Essay:** An expository paper about humanities information-seeking behavior
- **Resource Guide:** A group project that updates a section of the textbook
- **Ready Reference Final:** A list of questions requiring the identification of specific humanities sources for answers

Additional Assignment Information

- Details about each assignment will be provided in a handout on BlazeView
- Questions about assignments should be emailed to the professor
- Assignments receive a numerical score but a letter grade is used to calculate the course grade
- Except for the resource guide, assignments are individual. The grade for the resource guide is the one for all group members, except in circumstances where the group leader makes clear that a member(s) did not fulfill responsibilities
- Unless an extension is provided, assignments submitted late automatically will lose 10 points for every 24-hour period: an assignment submitted 5 minutes late will be lowered by 10 points, one submitted 25 hours later will be reduced another 20 points, and so on
- Requests for an extension are to be handled in a phone call to the instructor
- Assignments are to be completed in Microsoft Word, use Times New Roman or Georgia 12 point, saved as a doc or docx file, and submitted in the assignment tool
- All assignments are to be completed in order to pass the course

Grade Scales

General Grade Scale

- A = excellent work, among the best work seen at the graduate level
- B = satisfactory work, better than average work at the graduate level
- C = honest attempt, needs moderate to major revisions to be satisfactory
- D = unacceptable, perfunctory or missing work

Points Grade Scale

- A = 93-100
- B = 85-92
- C = 77-84
- D = 69-76
- F = 68 and below

Final Grade Scale

- A = always satisfactory, often excellent
- B = mostly satisfactory, occasionally excellent
- C = sometimes satisfactory, often needs revisions

D = rarely satisfactory, often perfunctory, late or missing
F = lacking even an attempt to learn or do, dishonesty, plagiarism

Communicating with the Professor

See “Communicating with the Professor” on the course homepage in BlazeView.

Academic Honesty

Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the Student Handbook, Student Code of Ethics.

Equal Opportunity Statement

VSU is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Accommodations Statement

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). The Access Office for Students with Disabilities (Access Office) serves students who have documented disabilities, have met the Valdosta State University (VSU) admission criteria, and are otherwise qualified. Students requesting accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229/245-2498 (V/VP) and 229/219-1348 (TTY).

Student Agreement

Per the VSU Vice President for Academic Affairs: By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. See SafeAssign at VSU: [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml\)](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

Student Conduct

Student behavior, which includes all communications to class members and the instructor as well as postings to the discussion board in BlazeVIEW, is to be respectful and professional. Guidelines are specified in the VSU Student Code of Ethics. http://www.valdosta.edu/studentaffairs/documents/SAF_Student_Handbook2009-050809.pdf

***Note:** The instructor may adapt or change this syllabus and assignments according to circumstances that might arise during the semester.*

Syllabus
Week 1
Aug 15-21

Humanities I: < L hūmānitās. See human, -ity.

Readings

Blazek & Aversa. (2000). Pp. 1-23.

Couch, Nena and Allen, Nancy. (1993). Introduction. *The Humanities and the Library*, xi-xvii. Chicago: American Library Association. Course Reserves (CR).

O'Donnell, James J. (2009). Engaging the humanities: The digital humanities. *Daedalus* 138.1: 99-104. Pdf.

Skorton, David J. (2011, Feb 11). Cornell's Skorton: Don't cut humanities. College Inc. *The Washington Post*.

http://voices.washingtonpost.com/college-inc/2011/02/cornells_skorton_dont_cut_huma.html

What are the humanities?

<http://en.wikipedia.org/wiki/Humanities>

<http://www.virginiafoundation.org/NEHVideo/index.html>

<http://www.neh.gov/whoweare/overview.html>

http://www.masshumanities.org/?p=the_humanities

NEH Grants Awarded in 2011

<http://broadwayworld.com/article/National-Endowment-for-the-Humanities-Announces-2011-Grant-Recipients-20110803>

Week 2
Aug 22-28

Humanities II: Why Econ Tops Lit as a Major

Readings

Blazek & Aversa. Pp. 27-39, 65-73, 147-156, 249-258, 391-396.

Conn, Peter. (2010, April 4). We need to acknowledge the realities of employment in the humanities. *The Chronicle of Higher Education*. <http://chronicle.com/article/We-Need-to-Acknowledge-the/64885/>

Pannapacker, William. (2011, July 27). Overeducated, underemployed: How to fix humanities grad school. Slate.com.

<http://www.slate.com/id/2300107/>

Week 3
Aug 29-Sep 4

Humanities III: Is Knowledge of Hamlet's Dilemma Relevant?

Readings

Berkowitz, Peter. (2010, May 15). Why liberal education matters: The true aim of the humanities is to prepare citizens for exercising their freedom responsibly. *The Wall Street Journal* (Online), p. A15. Galileo. ABI/INFORM Global. Document ID: 2033488851.

Cohen, Patricia. (2009, February 25). In tough times, humanities must justify their worth. *The New York Times*, C1, C5. CR

Janik, Allan. (2010, March). A future for the humanities? *Innovation: The European Journal of Social Science Research*. 23. 1: 1-12. Pdf

Nussbaum, Martha C. (2010). Citizens of the world. In Nussbaum, Martha C., Not for profit: Why democracy needs the humanities (pp. 79-94). Princeton: Princeton University Press. CR

Week 4
Sep 5-11

Humanities III: I Seek, Therefore I Am Different

Labor Day Sep 5

Readings

Bates, Marcia J. (2010). Information behavior. In *Encyclopedia of Library and Information Sciences*, 3rd Ed. Marcia J. Bates and Mary Niles Maack, Eds. New York: CRC Press, vol. 3, pp. 2381-2391. <http://gseis.ucla.edu/faculty/bates/articles/information-behavior.html>

Grafton, Anthony. (2009). Apocalypse in the stacks: The research library in the age of Google. *Daedalus* 138.1: 87-98. Pdf

Harvey, Diane. (2007, Jan 1). Why study users? An environmental scan of use and users of digital resources in humanities and social sciences undergraduate education. *First Monday* 12.1: n. p. <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1423/1341>

Head, Alison J. (2008). Information literacy from the trenches: How do humanities and social science majors conduct academic research? *College & Research Libraries* 69.5: 427-445. Pdf. <http://crl.acrl.org/content/69/5/427.full.pdf>

Larkin, Catherine. (2010). Looking to the future while learning from the past: Information seeking in the visual arts. *Art Documentation*, 29.1, 49-60. Pdf

Levine-Clark, Michael. (2008). Electronic books and the humanities: A survey at the University of Denver. *Collection Building* 27.4: 176. Pdf

Nicholas, David. (2010.) The behaviour of the researcher of the future (the 'Google generation'). *Art Libraries Journal* 35.1: 19-21. pdf

Rimmer, Jon, et al. (2007). An examination of the physical and the digital qualities of humanities research. *Information Processing and Management* 44: 1374-1392. Pdf

Rowlands, Ian. (2008). The Google generation: The information behaviour of the researcher of the future. *Aslib Proceedings: New Information Perspectives* 60.4: 290-310. Pdf

Stone, Sue. (1982, December). Humanities scholars: Information needs and uses. *Journal of Documentation* 38.4: 282-312. CR

Sukovic, Suzana. (2008). Convergent flows: Humanities scholars and their interactions with electronics texts. *The Library Quarterly* 28.3: 263-84. Pdf

Weiler, Angela. (2005). Information-seeking behavior in Generation Y students: Motivation, critical thinking, and learning theory. *Journal of Academic Librarianship* 31.1: 46-53. Pdf

Weintraub, Karl J. (1980). The humanist scholar and the library. *Library Quarterly* 50 (1): 22-39. CR

Wiberley, Stephen E. & Jones, William G. (1989). Patterns of information seeking in the humanities. *College and Research Libraries* 50: 638-645. CR

Williams, Peter, et al. (2009). The role and future of the monograph in arts and humanities research. *Aslib Proceedings: New Information Perspectives* 61.1: 67-82. Pdf

Tanselle, G. Thomas. (1998). Statement on the role of books and manuscripts in the electronic age. In Tanselle, G. Thomas, *Literature and Artifacts* (pp. 331-334). Charlottesville: The Bibliographical Society of the University of Virginia. CR

Weeks 5-7
Sep 12-Oct 2

Work on Paper
Paper Due Tuesday Sep 27

Weeks 8-14
Oct 3-Nov 20

Resource Guide
Fall Break Oct 24-25
Resource Guide Due Thursday Nov 17

Weeks 16-17
Nov 21-Dec 4

Ready Reference Final
Final Distributed Nov 20
Thanksgiving Holiday Nov 24-27

Week 18
Dec 5

Finals Week
Last day of classes
Ready Reference Due