CIS 668: Social Justice and Inclusion Advocacy: Fall 2023
School of Library and Information Studies, College of Communication and Information Sciences, University of Alabama

COURSE SECTIONS: 910 (49619), 920 (49620)

Meeting Time and Place:
Mondays [6:00-8:30pm CST] Online [Zoom]
[Note: The class is planned as a synchronous distance education class delivered in online format. The class counts for credit for doctoral and master's programs].

Instructor: Dr. Bharat Mehra, EBSCO Endowed Chair in Social Justice and Professor, School of Library and Information Studies, University of Alabama.

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Course Description (3.000 Graduate Credit hours)
Theoretical and research perspectives in action-oriented social justice and advocacy in communication information sciences and related disciplines. This course explores communication and information infrastructures, contexts, technologies, institutions, and policies as sites of power that shape inequalities. In a chosen area of research, students will draw on a broad array of scholarly literature and popular sources to explore what socially just outcomes and interventions might look like for disenfranchised communities, organizations, and individuals.

Prerequisites: UA Course Catalog: None

Value Proposition

Social justice and inclusion advocacy through an information lens of analysis and communication action can promote fairness, justice, and equality/equity for all people, including those on the margins of society. In this seminar, we critically investigate the role of information and communication agencies/organizations (e.g., libraries, museums, archives, schools, universities, government, businesses, news media, health institutions, non-profits, activist

groups, etc.) in social justice scholarship (research, engagement, and inclusion advocacy) via theoretical and action-oriented discourse surrounding information, communication, and emerging technologies. This course is for passionate movers-and-shakers wanting to make the world a better place for all via information/communication-related scholarship actions across disciplines in your organization/community setting of choice.

We will study prominent philosophical and pedagogical concepts related to social justice and inclusion advocacy from interdisciplinary approaches (e.g., critical theory, feminist and cross-cultural studies, postcolonial literature, race and gender research, etc.). The course will also revisit the conceptual foundations of the information and communication professions to scrutinize current practice and identify how we can better develop equitable, democratic, and meaningful information services for traditionally underserved populations. Students will have an opportunity to advance social justice scholarship in the context of selected information environment and/or community setting.

For an agency/organization/community setting of choice, students will develop social justice action plans and translate their collaborations with external stakeholders in an individually tailored social justice project into a web-based electronic portfolio (SJ-eP). They will integrate theories and methods of social justice and inclusion advocacy to address historically imbalanced social, cultural, political, and economic inequities in our global networked information society. Based on student inclination, their work can easily form the basis for further research/practice, thesis/dissertation research development (pilot), and/or a publishable quality manuscript proposal.

Course Objectives
This course serves as an introduction to interdisciplinary approaches to study and apply social justice and inclusion advocacy in diverse information and communication settings. In the context of a selected information-communication context and/or organization of choice (selection based on student's area of interest), when you complete this course, you should be able to:

- Learn "how to" create, develop, design, apply, and contribute to social justice scholarship in an information/communication setting(s)/organization(s) of choice. You will develop and implement your own social justice inquiries documented on a website for possible development of manuscripts of publishable quality in peer-reviewed journals.
- Discuss interdisciplinary, philosophical, and practical aspects of social justice and inclusion advocacy in information/communication-related organizational, institutional, and/or community-based settings. The course will focus on capacity-building approaches in social justice scholarship.
- Develop cultural competencies in social justice scholarship to address contextual and situational needs related to information/communication gaps and apply inclusion advocacy in the professional/academic/community work environments.
- Explore methods and methodologies to address existing challenges to social justice in local and regional contexts and discuss concrete strategies integrating development of relevant and appropriate solutions.
- Identify a responsive strategic action plan to address gaps in social justice and inclusion advocacy in your information/communication setting of choice.

Student Learning Outcomes

This course is designed to prepare future information and communication professionals (educators, scholars, academics, practitioners, activists, journalists, managers, directors, administrators, etc.) to design and/or develop action-oriented strategies to extend inclusive services to underrepresented populations based on race, ethnicity, color, national origins, gender, sex, gender identity, sexual orientation, physical or mental ability, veteran status, education, income, age, geography, religion, amongst other variables. Students create and analyze existing information and/or communication responses in an organization and propose a range of responsive strategies that further social justice, inclusion advocacy, cultural competence, and/or effective leadership in the diverse workforce and/or community-based environment. The instructor will assist students to develop their project website and manuscripts on these topics for publication review.

We will explore the role of information and communication services in social action. Students choose a particular information-communication context/organization of choice to propose and apply strategic actions to further social justice and inclusion advocacy in that setting. This setting/organization/agency can be their place of work, an environment they are familiar with, or a completely new context (onsite and/or online). Students critically evaluate a variety of existing information/communication responses (e.g., mediacampaigns, digital resources, collections, services, programs, policies, best practices, etc.) to ensure equality/equity of representation, inclusiveness, access, and information use of diverse stakeholders in a community-centered organizational setting of choice. Students also develop a strategic diversity action plan for their information/communication context/organization (broadly defined) to identify future directions of progressive growth and professional practice.

Required Texts

Readings for Diversity and Social Justice. 2018. (4th Edition). Edited by Maurianne Adams, Warren J. Blumenfeld, D. Chase J. Catalano, Keri "Safire" DeJong, Heather W. Hackman, Larissa E. Hopkins, Barbara J. Love, Madeline L. Peters, Davey Shlasko, and Ximena Zuniga. New York: Routledge.

- Follow American Psychological Association's Standards to cite and referenceyour work. https://owl.english.purdue.edu/owl/resource/560/01/.

- Other Course Materials: There are some required readings that are available on the Blackboard site as pdfs.

- See past students' web development work for similar classes at:
  bmehra.people.ua.edu.
  1) CIS 668 (Social Justice and Inclusion Advocacy, University of Alabama)
  Course website with syllabus and student community-based projects for
  Fall 2021 available at
  URL https://cis668socialjusticef21.ua.edu.
  2) CIS 650 (Applying Diversity Leadership Theories and Praxis), University of
  Alabama). Course website with syllabus and student community-engaged course
  projects for Summer 2023 available at URL:
  https://bmehra.people.ua.edu/CIS650Div-Summer2023.html.

- Course website with syllabus and student community-engaged course projects for Spring 2022 available at URL: http://cis650diversityleadership.ua.edu; password: burfi.

Required Technology Equipment & Online Classroom
- Students must have access to a webcam and computer microphone.
- Access to the online classroom is available via Zoom.
- Important, hence shared multiple times] See past student's web development work at (https://bmehra.people.ua.edu). Scroll to the bottom of the page to explore the entire list.

Selected Resources
- Public Library Association "Equity, Diversity, Inclusion, and Social Justice" website. https://www.ala.org/pla/initiatives/edi.
- "ALA adopts new Code of Ethics principle on racial and social justice" (07/28/2021): American Library Association, Member News. https://www.ala.org/news/member-news/2021/07/ala-adopts-new-code-ethics-principle-racial-and-social-justice.
- Society of American Archivists: Social Justice Resources. https://www2.archivists.org/advocacy/diversity-and-inclusion-toolkits/social-justice.
- Society of American Archivists: SAA Sampler Series: Social Justice Sampler. https://www2.archivists.org/publications/sampler-series.
- "Librarians' Social Justice Reading Recommendations for Kids and Families." https://ilovelibraries.org/article/librarians-social-justice-reading-recommendations-for-kids-and-families/.
- Association for Library Service to Children (ALSC) Library Service to Special Population Children and their Caregivers: A Toolkit for Librarians and Library Workers. https://alair.ala.org/handle/11213/17559.
- International Federation of Library Associations and Institutions. (02/21/2023). "A Freedom and a Right: Libraries, Information and Social Justice." https://www.ifla.org/news/a-freedom-and-a-right-libraries-information-and-social-justice/.
- Training for Change: https://www.trainingforchange.org/.

Learning Environment
Various aspects of social justice, diversity, and inclusion advocacy influence and shape our lives in significant and unique ways. As a graduate course this class provides a 'safespace' to reflect, describe, analyze, and possibly understand diverse viewpoints on different topics and the nature and reality of our own life experiences and those of others. The course will help inform us to possibly understand varied viewpoints and experiences that extend our own as different they might be within specific socio-cultural, political, and economic contexts. The course brings together different learning of experiences to further bridging theory, practice, and contextually embedded community-based realities. The course will help us better understand these in individualized community-based projects that students develop for themselves.

Interactive teaching, active learning, and critical and creative thinking are significant ingredients to the success of this course. Communication, participation, and sharing are key tomaximizing how much all of us gain from each other's contributions in this course. It is therefore up to individual students how much you get from class interactions and make the experience

interesting and meaningful to you in the process.

The design of the course helps nurture individual passion, interests, and strengths towards making the entire course worthwhile for us all. The sessions of the course consist of discussions, lectures, demonstrations, and the production of a social justice inclusion advocacy web-based research project possibly translated into a publishable quality manuscript. It is but expected that students will have to show commitment and involvement in our discussions and social justice projects during class and beyond. I am always available to help and assist in any manner that works for you. Feel free to ask questions or share ideas, drop by (or phone/zoom),or make an appointment at a time that is convenient. E-mail is always a reliable way to contact me and I check mine most regularly [bmehra@ua.edu].

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Issues of policy caninvolve strongly held beliefs and current political controversies. Remember, your classmates may have different perspectives on issues than you, but they still deserve yourrespect. Also, you might encounter some challenges and resistance to issues of social justice and inclusion advocacy in your information/communication setting and community owing to political, cultural, and historical limitations. The class environment in a "safe space" to bring these matters up as and when you might encounter them in the community-embedded workplace or other settings.

NOTE: Identify an information/community-based context where there is a need to address specific challenges and gaps from a social justice and inclusion advocacy imperative. This can very well be the place of your work. If you can establish contact and communication with stakeholders in that setting all the better. This context/organization/community will serve as the environment during the semester for analyzing their information/communication-related responses and propose strategic actions for them to adopt in the future. So, the stronger ties you have developed within this environment, the better access you will have to contextual information, strategic plans and policies, authoritative sources, people, realities, and diverse perspectives/experiences in that setting. These aspects will be used to articulate your descriptions and decision-making in your project; support your choices and analysis; and substantiate your claims in the course assignments.

COVID-19 Syllabus Statement
All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. In the interest of your health and safety and that of all UA students, faculty and staff, the University reserves the right to change the mode of instruction or schedule of instruction at any time, based upon prevailing public health and other guidance. While the method of delivery may change, educational instruction and opportunities will continue. As such, the University will not provide a refund of tuition, in whole or in-part, based on any such changes. Detailed information on changes in format or schedule can be found at studentaccounts.ua.edu and financialaid.ua.edu.

UA students, faculty and staff are required to comply with University Spring 2022 Operations (https://healthinfo.ua.edu/news/university-spring-2022-operations/) guidance regarding face

coverings and other measures.

Getting vaccinated is the best way to Protect Our Herd. COVID-19 vaccines are being administered by the University Medical Center, the Student Health Center and various businesses and healthcare providers.

Statement on Disability Accommodations

Americans with Disabilities Act - Student Assistance. If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285, visit 1000 Houser Hall to register for services, or visit their website http://ods.ua.edu/. Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

Severe Weather Protocol

Please see the latest Severe Weather Guidelines in the Online Catalog.

Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the UAct website.

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines.

UAct Statement:

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, hate or bias incidents, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

Statement on Academic Misconduct: Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog.

Academic Responsibility: You agreed by enrollment at UA to strictly adhere to the academic responsibility code as described by the Capstone Creed (available at: https://sa.ua.edu/about/the-capstone-creed/), and the Academic Misconduct Disciplinary Policy (available at: https://provost.ua.edu/academicmisconduct-disciplinary-policy/). All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitutes

academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs.

Statement of Equity, Diversity, & Inclusion:
The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement. Microaggressions will be addressed head-on. Racist behavior will not be tolerated.

THE CAPSTONE CREED:

As a member of the University of Alabama community, I will pursue knowledge; act with fairness, honesty, and respect; foster individual and civic responsibility; and strive for excellence.

Syllabus Contract & Changes Statement: This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the "announcements" section of Blackboard.

MLIS Programmatic Portfolio: A portfolio comprised of course assignments reflecting mastery of program learning outcomes is required of all students in the MLIS program. Students are encouraged to consider how assignments from this course might fit into the portfolio as examples.

Intellectual Curiosity:
Do not hesitate to ask questions. Knowledge would not exist without the opportunity to seek answers to our questions and remain open to learning new things about others and our environment. The classroom community is a safe environment where we can learn from each other as well as share our experiences, stories, and insights. Therefore, do not hesitate to seek assistance in intellectual pursuits – but keep in mind that diversity of perspective and experience may change your orientation to an idea. Seek assistance proactively so you have an opportunity to influence learning and the outcome rather than after being evaluated. Concepts and content presented may be new to you so you may be pushed to think differently. Please ask questions in class or come to me to seek assistance if something is unclear.

Course Requirements, Assessments, and Evaluations:
Creating a Social Justice ePortfolio (SJ-eP):
The purpose of these assignments is for you to develop and deliver a social justice inspired,
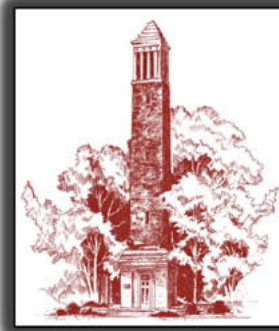
contextually responsive, community-embedded, action-oriented project from initial conceptualization, and selective planning, design, development, implementation, and operationalization in various degrees of intensities based on individual circumstances.

All the assignments should be completed by students individually. All assignments are geared towards each student developing their SJ-eP. Here is a brief description of the project.

The course homepage is available at <mark>URL: https://bmehra.people.ua.edu/CIS668-Fall2023.html.</mark>

This course homepage integrates pre-determined URLs created for each student (based on their net IDs). Each student will create their homepage (with many webpages) following the directions made available on Blackboard under "Course Materials." Students will use their net identification, UA email, and password credentials to facilitate this process and make their website available on the Internet. Students can password protect their website (sharing the password with the instructor and/or the class) if they choose. All student websites will be linked to and accessible via the course homepage. Students will use the myportfolio.com Adobe content management system freely available to the University of Alabama students. Each student will develop the following web pages (or modification thereof) as part of their SJ-eP:

- *Welcome/Positionality*
- *SJ Project: Scope & Plan*
- *Context of Need*
- *Promising Practices*
  - *Readings & Resources*
- *SJ Scholarship: Critical Lens*
    - *(Inter)Disciplinary Perspective (Theoretical/Conceptual)*
    - *SJ Research Paradigms/Methods*
- *Critical Lens of SJ Analysis*
    - *my SJ + SDG via IAB*
    - *SJ Research Assessment (Progress)*
- *Social Justice Presentations*
    - *Discussion Leadership*
    - *Insights*
- *Home (CIS 668)*

The following is a description of the assignments that will be completed to create the SJ-eP webpages. Students will work on their webpages for adding corresponding content and the webpages will be evaluated for final grade ONLY after the final work is completed by the end of the semester (12/15/2023). Deadlines inserted in the schedule below is for evaluation of Pass/Fail as a checkmark to ensure students are making adequate progress. These Pass/Fail deadlines will be modified with a letter grade only at the end of the semester. However, their insertion during the semester on weekly check-ins is to keep students on track in making significant progress throughout the semester as compared to rushing only at the end to complete the work. A template and guidelines are provided in helping students create their webpages and lessen the workload. <mark>These are at URL: bmehra-cis668-Fall23.myportfolio.com.</mark>

Following the times indicated below on the "Schedule" each student should make their best efforts to meet these self-imposed deadlines (the website work is ongoing and will not be evaluated for final grade at this time during the semester). An initial assessment will be made based on what is completed at this stage for a Pass/Fail grade for each student to continue improving by the end of the semester. It will be smart if the students utilize these scheduled deadlines for the individual assignments created by the instructor during the semester, otherwise the work will get cumbersome and difficult to manage by the end of the term. By the end of the semester students will complete changes on their website based on the feedback provided by the instructor throughout the semester and wrap-up their SJ-eP. The final Assignment grade will be determined based on what is submitted and uploaded on the website by the end of the term. Please schedule individual appointments with the instructor to ensure adequate guidance, improvements to make, and creation of a high quality product showcasing your talents to further social justice scholarship.

Assignment 0 (SJ-eP) WELCOME/POSITIONALITY [0% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 09/11/23: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

Welcome: [NOTE: Tailor this to YOU and paste on your webpage. This is just a template]
I am a doctoral student in the College of Communication and Information Sciences (or Master's student in the School of Library and Information Studies, OR add as relevant) at the University of Alabama. I have created this Social Justice ePortfolio (SJ-eP) as part of my work for CIS 668 (Social Justice and Inclusion Advocacy) course during fall 2023. In my SJ-eP I propose social justice actions based on analysis of existing communication and information [add other as relevant] responses to ___ (or for) [Add: name of population, topic, subject, context of need etc.] in the [Add name of organization] located in [Add name of city/town, state].

I also propose and implement very select responsive strategies and actions plan (ass relevant) to further community needs, expectations, and representation in the specific setting and workforce environment of the communication agency or information organization to identify future directions of progressive growth and professional practice. The SJ-eP provides a glimpse of social justice actions proposed and/or taken through application of select systematic methods. It documents this process upon reflection of the limited experience to gather insights that can get operationalized in greater depth during future initiatives.

Who Am I? My Role & Interest
In addition (to the above), identify your interest (educational and/or professional background and experience) and your role related to your social justice project. Describe who you are at personal and/or professional levels and what social justice scholarship means to you and why it is important connecting to constructs in your discipline of work. As a communication or information professional (or other as relevant), why and how do you see integration of social justice scholarship in your career path and professional journey? You can include unique diverse aspects about yourself, why you think social justice scholarship is important in today's world, challenges and opportunities, your response to the contemporary cultural climate in the 21st

century, etc. [at least 80-100 words narrative with at least one authoritative source to support your descriptions and reflections].

Assignment 1 (SJ-eP) SOCIAL JUSTICE PROJECT: SCOPE & PLAN [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 09/18/23: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

Describe the social justice project that you are planning for the semester. Provide it's scope and identify your plan of work. Your analysis should include at least a 80-100 words narrative for EACH of the following section headings (Provide total of THREE or more authoritative sources to support your descriptions and analysis).
   o *What Do I Plan To do?*
   o *Why Is It Important?*
   o *How Do I Plan to Do It?*
   o *Potential Collaborators and Partners @ the Setting*
   o *What Results & Outcomes Do I Plan to Achieve?*

Assignment 2 (SJ-eP) CONTEXT OF NEED ["Problem Statement": What Is Missing? [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 10/02/23: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

This consists of three parts:
2.1. Social Justice Context: Environment and Setting
Describe the geographic/cultural/disciplinary environment (e.g., city, town, or locality) in which your information/communication setting(s)/organization(s)/agency of choice is embedded with relation to the gaps/problems in the cultural setting and specific aspects of social justice that are missing (i.e., limitations from the point of view of justice, fairness, equity/equality, change agency, empowerment, etc. for specific-or-all populations) (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).

2.2. Social Justice Agency/Organization Profile: Who + What?
Select an academic, public, school, or special library, information center, archive, or museum serving your chosen community. This can be the place of your work. Identify and characterize your social justice agency and its parent organization (e.g., a university is the parent organization of an academic library; city governing body is the parent organization of a public library and community archive, etc.) (as relevant) from a constructive and deficit point of view (i.e., strengths and weaknesses) especially in relation to the social justice aspects that are missing (i.e., limitations from the point of view of justice, fairness, equity/equality, change agency, empowerment, etc.) for the specific-population of focus or-all populations of choice (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).

2.3. Social Justice Agency/Organization Profile: Existing How?
In addition (to the above), summarize the following communication or information agency's strategic directions in terms how they include/exclude social justice attributes generally and/or in

relation to the underserved population(s) relevant to your project and/or all populations (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis):

- *Mission and Vision*
- *Values, Aims*
- *Goals and Objectives*
- *Strategic Plan*
- *How Does the Agency/Organization Measure Success?*

Provide illustrative evidence/excerpts of the above (as relevant). Do not use direct quotations in the word count expectations.

Assignment 3 (SJ-eP) PROMISING PRACTICES I: Readings & Resources [15% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. ==DUE 10/16/23: Pass/Fail deadline: (11.59pm).== Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

This consists of THREE parts:
3.1 Readings
You will produce a systematic bibliography of at least TWO works in the area of the social justice project you are focusing on and appropriate communication and information services for the population of interest with attention to the narrower subject area therein. List the works in the bibliography following APA standards. The goal of this assignment is to provide you and your social justice agency/organization an increased understanding of the literature. Your tasks should include:

1. Conduct a literature search utilizing the major periodical indexes of library and information studies (LIS) or relevant discipline. Focus mainly on the academic journal literature in LIS or relevant discipline; sources from across the social sciences may be included if appropriate.
2. Provide 50-100 words or more annotations for each work in your bibliography (excluding the citation itself). Be certain to focus on contemporary publications (within the past five years). Your annotations should comprise of scholarly articles (book chapters are acceptable). Do not include the readings from the syllabus.

3.2 Resources
You will describe and evaluate at least TWO web resources representing issues related to your social justice project. Include in your description and analysis of each resource, some of the following (with brief 50-100 words or more annotations for each web resource):

- Identify the informational content of the website and its components (text, images, sound) related to your focused aspect in the social justice project. Analyze those in relation to the function of the website and the primary user community that the web site attempts to target.
- Describe how your focused aspect in the social justice project is represented/treated on that website.
- Analyze how the treatment and information related to your focused aspect relates to the overall purpose and impact of the website.

The objective of this assignment is to explore the varied resources available online related to your social justice project and the representation and usefulness of information (i.e., accuracy,

authority, utility, currency, etc.). How unique is the information found? In your selection, identify at least ONE <u>local</u> resource.

3.3 Environmental Scan
The purpose of this assignment is to identify promising practices at TWO other case stud(ies) similar to your social justice agency/organization related to a variety of existing information, communication, or other responses (e.g., collections, services, programs, resources, policies, best practices, etc.). You should do an environmental scan and identify aspirational or peer institutions, similar in scale size, constituency serviced, etc. Provide the name of the organization, name of the offering(s), and URL with the available information (as relevant) FOR EACH. The goal is to identify other agencies that pursue social justice work to ensure equality/equity of representation, inclusiveness, access, and communication/information use related to your social justice project [100-150 words for more for EACH of the two case studies].

Assignment 4 (SJ-eP) (INTER)DISCIPLINARY PERSPECTIVE (Theoretical/Conceptual) [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. ==DUE 10/30/23: Pass/Fail deadline: (11.59pm).== Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

Provide a critical and reflective description and analysis of your conceptual vision (i.e., perspective) as a researcher/practitioner that informs the nature of your social justice project. This understanding allows you to take ownership of one (or more) (inter)disciplinary theory/concept/framework/model/approach as related to your area of study.

The following are two components of this perspective. (200 words or more for each of the sections-excluding references- with use of TWO or more authoritative sources for each section to support your descriptions and analysis).

- (Inter)Disciplinary lens: As a researcher position your work within (or outside) a disciplinary lens of analysis. You can also bring an interdisciplinary or multidisciplinary perspective, as needed. How is your social justice project "inside" and/or "outside" your discipline's sphere of boundaries, content, scope, and impact?

- Theoretical/conceptual lens: What theoretical and/or conceptual lens of analysis are you using to explore and examine your interactions of work with your social justice context/agency/organization? Describe and analyze the particular (inter)disciplinary theory, framework, concept, model, and/or approach(es). What is the significance of your work in this context? Why is it important?

If you are not planning to use any theoretical and/or conceptual lens explain and justify the reasons for not doing so. If you plan to use multiple theoretical and/or conceptual lenses provide an explanation for the approach and strategy.

Each of the above sections should reflect on the chosen constructs in relation to your chosen area of social justice scrutiny of interest and/or population of focus. Be in conversation with the text (literature) as relevant.

Additional checklist to include (optional):
- Summarize the theory and bring the theory up-to-date since the text was written.
- Search widely to see who has used this theory in their articles or dissertations from 2005 onwards and integrate that work (if relevant) in your analysis.
- Use citation searching in Web of Science, Scopus, and Google Scholar to see who has cited the main proponents of the theory from 2005 onwards.
- If there has been little work in the past years, summarize and integrate the older literature.

Assignment 5 (SJ-eP) RESEARCH PARADIGMS/METHODS (Approaches, Methodologies) [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 11/13/23: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

This assignment allows you to take ownership of a methodological perspective. What type of methods and methodologies do you plan to apply in your social justice project? Why? Why not others? Provide a convincing argument(s) in support of your choices.

Provide a critical reflection of use of YOUR research methods/methodologies to EXPLORE and maybe address existing challenges to social justice scholarship in your chosen area of study (i.e., local and regional context of study). Your essay should include (not limited to):
- Description (as relevant) of broader paradigm/approaches related to your context. What paradigm(s) do you plan to integrate in this work?
- Description and/or comparative analysis of research method(s)/methodologies of interest.
- Literature review and case studies to illustrate the strengths and weaknesses of the research method(s)/methodologies.
- Meta-level design principles and discussion of how you might apply some of the concrete research strategies in relation to your chosen area of social justice context/area of scrutiny and interest.
- Relevance of your research method(s)/methodologies in development of integrating relevant and appropriate solutions in the context of your study.

Address the above in relation to how they will assist you (maybe used some in the past, during this semester, in the future) in relation to data collection, data analysis, and documentation in your social justice project. This should be tied to your agency/organization's underserved communities and user stakeholders that you are focusing on. You can use the above to gather feedback related to:
- Interactions/engagement with the diverse underserved customers stakeholders in your social justice project (actual, potential).
- Description/analysis of your social justice agency/community's demographics/trends. [Organization's communities/segmentation and/or market profiles (actual/potential)].

In Assignment 7, you will report the findings gathered in your application of the paradigms, methods, and approaches discussed in this assignment. Here, propose methods and strategies you will use in your project in this assignment (or in the future) while you will report the application and results of those strategies in Assignment 7. Feel free to share any ways of providing quantitative, qualitative, participatory research observations or other modes of data regarding of your organization's (or research setting's) communities. Relate these to your project (500 words or more excluding references: use FIVE or more authoritative sources to support your descriptions and analysis).

Assignment 6 (SJ-eP) SOCIAL JUSTICE + SUSTAINABLE DEVELOPMENT GOAL(S) (via My Information Action Briefs) [15% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 11/27/23: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

You are provided a uniquely tailored Canva Template to create/design/create your Information Action Brief (IAB) for the CIS 668 class. You can link to this document through your SJ-eP. Follow the outline with instructions of how to shape content in your IAB [Read the pdf for instructions under "Course Materials" on Blackboard to help you use this resource].

The Canva template is designed to help draft your social justice project in an IAB. The IAB is a resource guide (marketing flier) to conceptualize and implement transformational actions using information to advance the United Nations' Sustainable Development Goals (SDGs). It addresses: What is our goal? Why should we care? How is this related to information? What can I (or the profession) do?, and includes an infographic to offer a visual representation of that SDG. The IAB is designed to inspire and mobilize the library/archive and information community to act locally or globally, personally or collectively, with a focus on your specific social justice agenda.

Author(s), Institution(s), Email(s):
1. What is the goal? [Please write one clear and succinct phrase of the SDG goal within an information context and your specific social justice agenda. Maybe include a particular population group(s) and region of focus].

2. Why should we care? [Describe the issue/background (evidence, examples, etc.) in terms of what is creating the challenges/social injustices related to the goal/issue in the environmental/cultural setting]. Develop at least 80-130 words narrative with at least one authoritative source to support your claims and analysis.

3. How is it related to information? [Write select THREE illustrative examples of how information is used/relevant to address the challenges/ social injustices related to the goal/issue in this (or other) environmental/cultural setting]. Develop at least 300-350 words narrative with at least three authoritative sources to support your claims and analysis.

4. What can I (and my information agency and the profession) do? [Summary of strategic action items that the individual and/or groups can undertake. Identify at least 10 actions

(at least three at individual, agency, and profession's levels) that can then be grouped with relevant text into categories of practice, service/engagement (civic, professional, community, institutional), education, research, etc. to reach/address the goal]. Develop at least 150-200 words narrative with at least five authoritative source to support your claims and analysis.

5. Summary. Develop at least 50-70 words narrative summarizing your social justice agenda described in your IAB.

6. Endnotes (List of references following APA standards).

7. Infographics (Identify TWO graphics to create an infographic that will be created as the 4th page and can stand on its own).

Assignment 7 (SJ-eP) SOCIAL JUSTICE RESEARCH ASSESSMENT [15% of total grade]. [Points: A = 9; B = 8; C = 7; D = 6; E = 5 or less]. <mark>DUE 12/11/23: Pass/Fail deadline: (11.59pm).</mark> Uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A. (at least 200 words or more for each of the four sections excluding references; with at least ONE authoritative source per section to support your descriptions, analysis, and reflections).

This assignment will help you to articulate the "bringing together" of some of the components you have developed and participated in during the semester. Students will report the conducting of a "test- bed" pilot study and assess the effectiveness of their social justice research design sharing experiences in this assignment. This assignment provides you an opportunity to collect people-centered feedback (or other) regarding the information/communication/other context and social justice and inclusion advocacy related to the specific aspects you are focusing on for this course. It might also include feedback from:1) system-centric people (e.g., organization staff, administrators, managers, volunteers, etc.); 2) user-centric people (e.g., actual and/or potential people impacted); 3) participant-researcher/observations; 4) social-media content analysis, etc. Systematically develop and apply data collection and data analysis strategies to collect appropriate information (e.g., participant demographics; qualitative and/or quantitative feedback) (if relevant).

Implement what you have proposed throughout the semester regarding your social justice project. This assignment allows you to:
- Document what you did to further social justice concerns in addressing the initial need;
- Assess and evaluate your findings and results;
- Highlight matters (e.g., themes, categories of thought, etc.) for discussion;
- Identify strategic plans moving forward.

Part 1: EXPLAIN THE SOCIAL JUSTICE PROJECT [Existing Actions to Address the Need] Describe *what* you did (or planned) in your social justice research design project integrating critical information theories, interdisciplinary conceptual frameworks, and applying select information methods in your context of study (and/or in your information community of choice).

Identify the who-what-why-when-where-how dimensions of your efforts. *What* existing strategic actions did you pursue in your social justice project? *How* did it address the initial context of need that you had identified in the beginning of the semester?

Part 2: ASSESS/EVALUATE THE SOCIAL JUSTICE PROJECT
Describe the results, outcomes, impacts, and findings of what you described above. Provide an assessment of the these as specific information/communication/other contexts of research in terms of their strengths and weaknesses [i.e., what worked and what did not work].
  • What were some of the actual and potential challenges (i.e., threats), opportunities, desired outcomes, and possible impacts that you generated in your designed research project?

Part 3: DISCUSS THEMATIC CATEGORIZATION
Analyze and discuss significant themes that emerged during the semester categorized on the basis of your experiences in your social justice project. These can be related to the potential and actual impacts and outcomes of your work during the social justice project. What difference did it make to address the needs initially identified for your community agency/organization, its stakeholders, and for you?

Part 4: THE "SO WHAT" OF THE SOCIAL JUSTICE PROJECT [Proposed Actions Moving Forward] This consists of two parts:
1. Strategic Action Plan
Develop a strategic action plan for the communication/information/other organization to identify future directions of progressive growth and professional practice. The plan can include a revised mission/vision, goals, objectives, activities, resources, timeline, etc. (as relevant) in relation to your focused aspect of social justice and specific stakeholders (if relevant). Propose a strategic action plan if an existing one does not exist and integrate the needs/wants/expectations of the specific population in relation to some of its elements (e.g., mission, vision, etc.). How might appropriate actions into the future help your organization be more successful towards the specific diverse population?

2. Projections
What do you project with regard to your focused aspect and external stakeholders at your communication or information organization? What recommendations do you have for the organization based on your experiences throughout the semester?

Assignment 8 (SJ-eP) SOCIAL JUSTICE PRESENTATIONS (SJ Leadership + Insights: Participation in class required). DUE 12/15/23: Pass/Fail deadline: (11.59pm). Class participation and uploading content on the webpage meeting the requirements below by the end of the semester deadline will entail an "A."

Assignment 8A (SJ-eP) Discussion Leadership: [10% of total grade].]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. Each student will lead discussion for 30 minutes (including Q + A) that addresses a content area demarcated on the syllabus schedule (see below, on dates: 09/25/23; 10/02/23; 10/09/23; 10/30/23; 11/06/23; 11/13/23; 11/27/23).

Please identify the day and section from the various days on the Blackboard discussion board by 08/28/23. Do not select a section that is selected by another student. The "MemoTemplate_ArticleCritique" on Blackboard (under "Course Materials") will be helpful to you to focus your thoughts during the presentation time.

For each day, there will be multiple students leading the specific sections for half an hour each [30 minutes]. You should focus and discuss the readings identified for your section on that day. You can provide background and context to the readings from the syllabus for those dates and contextualize them as well as be ready to promote critical discussion by having probes for the class. Provide a handout as needed. You should use a PowerPoint presentation togenerate maximum impact.

Keep in mind that there is a lot of material allocated for each person and you have only 30 minutes each to present and discuss the materials. Hence, remember that you DO NOT have to cover each and every aspect in the readings. You can present the overview and key aspects while focusing on two or three portions of the assigned sections.

Discussion leaders have three responsibilities on their designated lead day:
1) Offer a brief summary of the assigned readings SELECTIVELY, pointing out any overlaps and distinctions between the readings, and providing any background or context about the authors, work,and/or topic that may help elucidate our class discussion);
2) Incorporate a theoretical and/or analytical framing of THEME for the reading that will help ground the discussion; and
3) Initiate discussion with 2-5 prepared discussion questions.

For Your Presentation: In PowerPoint format, prepare an "executive summary" of your presentation points about the different readings and resources selectively. These can include topics like: reading citation, descriptive summary, strengths, weaknesses, relevance to your area of study, etc.

Creating Your Presentation: You will likely begin your presentation by introducing yourself, focused aspect of social justice area of interest, and then discuss the research literature selectively, elaborating on your findings and your own interpretations, and concluding witha discussion of the practical implications of your research (i.e. how is this going to help us serve these communities better from a social justice perspective).

If you think it will make for a more interesting presentation, you might also organize it thematically by introducing relevant questions and findings and elaborating on how they are manifest in the scholarly literature and your research. Be creative about your delivery of the content so your presentation is interesting and stimulating.

Submitting as Part of Your SJ-eP: Upload/link your power point presentation on the SJ-eP by the end of the semester. Share your insights of conducting the presentation, student responses, etc. Students may choose to integrate the audio+video recording of their presentation on their SJ-eP. What did you learn with regard to your social justice project during your presentation?

All students are expected to participate in the class discussion around the various issues your colleagues address related to the selected readings.

Assignment 8B (SJ-eP) Insights: [5% of total grade].]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. On December 4 [ten students] and December 11 [rest of the class], 2023, each student will present their SJ-eP during class (10 minutes each). Identify your choice of day by 08/28/23 on Blackboard. Students may choose to integrate any audio+video recording of their presentation, link to the powerpoint slides of their presentation, etc. What did you learn with regard to your focused aspect of social justice scholarship during your presentation? What were the challenges and aspects meaningful to you in the course? Other aspects you want to share. Provide 100 words or more assessment on your SJ-eP by the end of the semester.

GRADES
Overview of Assignments [see details above]. The total class project is equal to 100 points. All parts of this assignment will be graded using the guidelines noted in the syllabus.

Each part will be graded separately. Assignment 0 is equal to 0% of the total grade even though it is required. Assignment 1, Assignment 2, Assignment 4, and Assignment 5 are each equal to 10% of the total grade; Assignment 3, Assignment 6, and Assignment 7, and Assignment 8 (both 8A and 8B) are equal to 15% of the total grade.

0. Welcome/Positionality	=	0% of total grade [zero points]
1. Social Justice: Scope & Plan	=	10% of total grade [10 points]
2. Context of Need	=	10% of total grade [10 points]
3. Promising Practices:		
Readings & Resources	=	15% of total grade [15 points]
4. (Inter)Disciplinary Perspective	=	10% of total grade [10 points]
5. SJ Research Paradigms/Methods	=	10% of total grade [10 points]
6. my SJ + SDG via IAB	=	15% of total grade [15 points]
7. Social Justice Research Assessment	=	15% of total grade [15 points]
8. Social Justice Presentations		
8A. Discussion Leadership	=	10% of total grade [10 points]
8B. Insights	=	5% of total grade [5 points]
TOTAL	=	100% of total grade [100 points]

All your assignments must be completed by an individual. Your assignments will be evaluated based on the following criteria:

- Evidence to support your claims, descriptions, and analysis.
- Use of authoritative sources to cite and reference the evidence collected following APA standards.
- Following directions to complete the assignments identified in the syllabus and discussed in class.
- The quality and amount of critical thought exhibited in the writing

including reflection, analysis, and interpretation.
- [Stated again because this is important in case you missed it the first time!]. The use of appropriate cited authoritative source materials to support your analysis.

Each assignment will be given a letter grade. Your final grade will be assigned letter grades based on a standard 90/80/70/60 scale as thresholds for A/B/C/D respectively.

Grading Policy
All assignments will be graded. The following point/percentage values are possible for the assignments and for participation:

A (90-100). Excellent work. Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far surpasses course expectations. The assignment exceeds all expectations.

B (80-89). Good work. Student performance meets designated course expectations, demonstrates understanding of course materials, and performs at an acceptable level.

C (70-79). Unsatisfactory work. Student demonstrates incomplete and inadequate understanding of course materials.

D (60-69). Poor work. Student demonstrates sloppy and poor commitment to producehigh quality work acceptable of graduate students.

E (<60). Unacceptable work.

A grade of I (Incomplete) is reserved for emergencies that occur at the end of the semester or that unexpectedly preclude the student from completing the course on time.The instructor will not prearrange grades of Incomplete for convenience. *It is not fair for you to ignore an assignment and get an "A" for the class while someone else completes all of the assignments and gets the same "A."*

HOW TO COMPUTE YOUR GRADE
All assignments will receive a number and letter grade ranging from A to E. The number of points you can earn on a particular assignment can be calculated by multiplying the number ofpoints (as above) for a particular grade by the weighting for the assignment. For example, if you receive a "B" on Assignment 2 (Social Justice Context of Need), you have earned 10 points (80 X .10 = 8 points). Here's how it works for the course grade: to earn an "A" you mustearn at least 90 points; for a "B" you need at least 80 points; for a "C" you need at least 70 points, and for a "D" you must have at least 60 points. You will receive an "E" if you have less than 60 points.

LATE SUBMISSION POLICY
For anything oral (lead discussion, insights) there will be no late assessment and a zero will be assigned for that part of your grade. DISCLAIMER Any of the above may change.

Changes will be announced in class and/or via email.

Notification of Changes: The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Make Up Policies and Procedures: All work must be turned in on time and cannot be "made up" after the semester! The only exception is in the case of documented medical emergencies, deathrelated absences, university sanctioned travel or other special circumstances beyond the control of the student (NOTE: Taking a vacation or scheduling an appointment or interview during class DOES NOT constitute an excused absence. Being called in for jury duty, however, does.) Please provide evidence related to your class absence, extensions, etc. Under these special circumstances it is the responsibility of the student to make arrangements to submit any missed work and provide appropriate documentation upon their return to class.

Classroom Environment:
As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Issues of policy can involve strongly held beliefs and current political controversies. Remember, your classmates may have different perspectives on issues than you, but they still deserve your respect.

Also, you might encounter some challenges and resistance to issues of diversity and inclusion and outreach in your information agency and community owing to political, cultural, and historical limitations. The class environment in a "safe space" to bring these matters up as and when you might encounter them in the community-embedded workplace.

Structure of Class Time [Coverage]
Introduction [1 session]
Conceptualization + Core Constructs [2 sessions]
- What is social justice? Telling Your Story (in relation to UN SDGs]
- Related interdisciplinary topics and subjects.

Interdisciplinary Perspectives [7 sessions] [Each student selects ONE to lead. There will be approximately FOUR students per session)
- Racism (Critical Race Theory) [4 students lead]
- Feminism and Women's Studies, Gender Research (Sexism, Heterosexism, Trans Oppression) [4 students lead]
- Queer Theory and Modern LGBTQ+ Studies [4 students lead]
- Postcolonialism, Cross-Cultural Research (Multiculturalism, Religious Oppression) [4 students lead]
- Ableism (Abilities, (Dis)abilities); Ageism (Youth Oppression and Elder Oppression) [4 students lead]
- Classism (Income); Geography (Rural/Tribal) [4 students lead]

Paradigms/Approaches/Methods/Methodologies [2 sessions]
- Positivist/Post-Positivist
- Interpretive: Constructivist
- Community-Based Community Informatics: Asset Management
- Humanistic + Critical (Diversity and Inclusion Advocacy/Activism/Action Research)

Student Research Presentations [2 sessions]

Tentative Schedule of Topics, Readings and Assignments
Assignments are due on the dates listed in the course syllabus. *** Please Note for Reading Assignments: Example R4D+SJ Section 2 means textbook.

Week	Dates	Topics and Readings/Activities/Assignments
1	08/28	*Course Introduction* Course overview and requirements; Students/instructor introductions; Course Syllabus; Blackboard Class Website. Readings [On Blackboard]: From *Teaching for Social Justice* (1998), eds. W. Ayers, J. A. Hunt, & T. Quinn. New York: The New Press. (1) *Foreword*: Popular Education—Teaching for Social Justice (William Ayers) (pp. xvii-xxv). (2) *Introduction* Teaching for Social Justice (Maxine Greene) (pp.xxvii-xlvi). Question: What aspects need to be considered towards creating awareness and bringing change for social justice in information-communication professions? Students select days to "Lead Discussion": [Week 4-5-6-9-10-11-12]. Students select "Insights" day [12/04/23 or 12/11/23] In-class discussion: SJ-eP website setup…students start Assignment 0 (Welcome/Positionality) (SJ-eP).
	09/04	LABOR DAY HOLIDAY
2	09/11	*Conceptualization + Core Constructs I* What is social justice? Readings: (1) R4D+SJ Section 1 (pp. 1-64). [On BB]: (1) Schmidt, V. H. (2001). "Social Justice" entry. In *International Encyclopedia of the Social & Behavioral Sciences* (pp. 14338-14341). (2) Mikula, G. (2001). "Justice: Social Psychological Perspectives" entry. In *International Encyclopediaof the Social & Behavioral Sciences* (pp. 8063-8067). (3) Pogge, T. (2001). "Justice: Philosophical Aspects." In *International Encyclopedia of the Social & Behavioral Sciences* (pp. 8055- 8061). (4) Montada, L. (2001). Justice and Its Many Faces: Cultural Concerns. In *International Encyclopedia of the Social &Behavioral Sciences* (pp. 8037-8042). (5) Visser, M. (2019). Pragmatism, Critical Theory, and Business Ethics: Converging Lines. *Journal of Business Ethics, 156*(1), 45-57. Activity: Scenario-building of justice and social justice in your disciplinary setting. Actions that

			can/should be taken to addressthose gaps. Telling Your Story/Bigger Picture [SKIM] (1) United Nations' Sustainable Development Goals and Information Action Briefs [Bigger Picture] UN SDGs (https://www.unodc.org/roseap/en/sustainable-development-goals.html). (2) Libraries for Sustainable Development (LSD) (https://sdglibact.web.illinois.edu). (3) Libraries for Peace (http://librariesforpeace.org/). (4) Information Action Briefs (https://sdglibact.web.illinois.edu/?page_id=156#). [READ] (1) Albright, K. S., Chu, C. M., Du, T. T., and Mehra, B. (2022). Inspiring Information Communities to Advance the UN Sustainable Development Goals: Information Action Briefs for Social Transformation. In B. Mehra (ed.), Social Justice Design and Implementation in Library and Information Science (pp. 270-282). Abingdon, United Kingdom: Routledge. ==DUE Assignment 0 (SJ-eP: Welcome/Who Am I?).==
3	09/18		*Conceptualization + Core Constructs II* Related interdisciplinary topics and subjects [Readings on BB] Oppression: Freire, P. (2017) (first published in 1970). Chapter 1:The justification for a pedagogy of the oppressed… In *Pedagogy of the Oppressed* (pp. 17-43). London, England: Penguin Classics. Privilege (male/white, heteronormality, ableism, ageism): McIntosh, P. (2000). "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." URL: https://www.collegeart.org/pdf/diversity/white-privilege-and- male-privilege.pdf. Power + Hegemony: Daldal, Asli. (2014). Power and Ideology in Michel Foucault and Antonio Gramsci: A Comparative Analysis. *Review of History and Political Science June*, 2(2), 149-167. Intersectionality: Collins, Patricia Hill, and Bilge, Sirma. (2016). *Intersectionality.* Chicester, United Kingdom: Polity. Chapter 1: What is Intersectionality? (pp. 12- 27). Chapter 2: Intersectionality as Critical Inquiry and Praxis (pp.28-43). Chapter 7: Intersectionality and Critical Education (pp. 97-113). Chapter 8: Intersectionality Revisited (pp. 114-120). Empowerment + Change Agency: Klugman, J., Twigg, S., and Hanmer, L. (2014). Overview. In: *Voice and Agency: EmpoweringWomen and Girls for Shared Propensity.* Washington DC: World Bank Publications. ==DUE: Assignment 1 (SJ-eP: Social Justice Project: Scope & Plan) [by11.59pm].==

4	09/25	*Interdisciplinary Perspectives [4 students]* Racism (Critical Theory; Critical Race Theory) **Student 1**: Readings: R4D+SJ Section 2 (pp. 65-110). **Student 2:** Readings: R4D+SJ Section 2 (pp. 111-161) **Student 3**: Readings: [On BB] Capers, I. B.(2019). Afrofuturism, Critical Race Theory, & Policing in theYear 2044. *New York Univ. Law Review, 94*(1), 1-60. **Student 4:** Readings • [On BB]: Gibson, A., Hughes-Hassell, S. and Threats, M. (2018), "Critical Race Theory in the LIS Curriculum", Percell, J., Sarin, L.C., Jaeger, P.T. and Bertot, J.C. (Ed.) *Re-envisioning the MLS: Perspectives on the Future of Library and Information Science Education* (*Advances in Librarianship, Vol. 44B*), Emerald Publishing Limited, Bingley, pp. 49-70. • [On BB] Nataraj, L., Hampton, H., Matlin, T. & Meulemans, Y. (2020). "Nice White Meetings": Unpacking Absurd Library Bureaucracy through a Critical Race Theory Lens. *Canadian Journal of Academic Librarianship,* 6, 1–15.
5	10/02	*Interdisciplinary Perspectives [4 students]* Feminism + Women's Studies, Gender Research **Student 1**: Readings: R4D+SJ Section 5 (pp. 341-399). **Student 2:** Readings: R4D+SJ Section 5 (pp. 400-443). **Student 3:** Readings: R4D+SJ Section 5 (pp. 444-466). **Student 4:** Readings • [On BB] Hildenbrand, S. (2000). Library Feminism and Library Women's History: Activism and Scholarship, Equity and Culture. *Libraries & Culture*, Winter, 2000, Vol. 35, No. 1, 51-65. • [On BB] Hathcock, A. M., and Vinopal, J. (2017). Feminist Praxis in Library Leadership, 147-171. Lawton, S. (2018). Reflections on Gender Oppression and Libraries. *Public Libraries Online,* January-February. http://publiclibrariesonline.org/2018/03/reflections-on-gender-oppression-and-libraries/. <mark>DUE: Assignment 2 (SJ-eP): Context of Need "Prob. Statement" [by 11.59pm].</mark>
6	10/09	*Interdisciplinary Perspectives [4 students]* Queer Theory and Modern LGBTQ+ Studies **Student 1**: Readings • [On BB]: Mehra, B. (2019). What is "LGBTQ+" Information? Interdisciplinary Connections. In B. Mehra (ed.). *LGBTQ+ Librarianship in the 21st Century: Emerging Directionsof Advocacy and Community Engagement in Diverse InformationEnvironments* (Advances in Librarianship Series) (pp. 15-47). Bingley, United Kingdom: Emerald Group Publishing. • Poole, A. H. (2020).'Tearing the Shroud of Invisibility': Communities of Protest Information Practices and the Fight for LGBTQ Rights in US

		Librarianship. *Library Quarterly* 90(4): 530-562. **Student 2:** Readings • [On BB]: Hall, K. Q. (2005). Queerness, Disability, and The Vagina Monologues. *Hypathia: A Journal of Feminist Philosophy, 20*(1), 99-119. • [On BB]: Mehra, B., and Braquet, D. (2007). Library and Information Science Professionals as Community Action Researchers in an Academic Setting: Top Ten Directions to Further Institutional Change for People of Diverse Sexual Orientations and Gender Identities, *Library Trends,*56(2), Fall 2007, 542-565. **Student 3:** Readings • [On BB]: Hicks, S., and Jeyasingham, D. (2016). Social Work, Queer Theory and After: A Genealogy of Sexuality Theory in Neo-Liberal Times. *British Journal of Social Work* (2016) 46, 2357–2373. • [On BB]: (1) Dhaenens, F. (2013). Teenage Queerness: Negotiating Heteronormativity in the Representation of Gay Teenagers in Glee. *Journal of Youth Studies, 16*(3), 304-317. **Student 4:** Readings • [On BB]: Drabinski, E. (2013). Queering the Catalog: Queer Theory and the Politics of Correction. *Library Quarterly 83*(2), 94-111. • [On BB]: Chevrette, R. (2013). Outing Heteronormativity in Interpersonal and Family Communication: Feminist Interpersonal and Family Communication: Feminist Applications of Queer Theory "Beyond the Sexy Streets." *Communication Theory 23* (2), 170-190.
7	10/16	*Paradigms/Approaches/Methods/Methodologies I* Traditional Positivist, Post-positivist, Interpretive, Constructivist. Readings [On BB]: <u>Paradigms + Perspectives:</u> (1) Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (eds.), *Handbook of Qualitative Research.* (pp. 105-117). Thousand Oaks, CA: Sage. (2) SKIM the following from Bangura, A. K., Obando, J. A., Munene, I. I., and Shisanya, C. (eds.). (2019). *Conducting Researchand Mentoring Students in Africa.* Dakar: Council for DevelopmentSocial Science Research in Africa: • Shisanya, C. "Epistemological Paradigms in SocialResearch (pp. 39-58). • Munene, I. I., Shisanya, C., Obando, J. A., and Doctoral Scholars. "Brief Descriptions of Qualitative Research Methods" (pp. 59-116). • Munene, I. I., Shisanya, C., Obando, J. A., and Doctoral Scholars. "Brief Descriptions of Quantitative Research Methods" (pp. 117-146). • Bangura, A. K., and Doctoral Scholars. "Brief Descriptionsof Emergent Research Methods" (pp. 147-178). • Bangura, A. K., and Doctoral Scholars "Brief Descriptions o

		Comparative Research Methods" (pp. 179-196). <mark>DUE: Assignment 3 (SJ-eP: Promising Practices[by 11.59pm].</mark>
8	10/23	*Paradigms/Approaches/Methods/Methodologies II* Humanistic + Critical (Diversity and Inclusion Advocacy & Activism/Action Research). Readings [On BB]: (1) Bartels, K. P. R., and Wittmayer, J. M. (2018). Action Research in Policy Analysis and Transition Research. In: Koen P. R. Bartels and Julia M. Wittmayer (eds.), *Action Research Policy Analysis: Critical and Relational Approaches toSustainability Transitions* (Routledge Advances in Research Methods) (pp. 1-17). New York: Routledge. (2) Al-Ramahi, Raed Awead, and Rashid, Radzuwan Ab. (2019). Theorizing Critical Populist Discourse Analysis: A New Plausible Paradigm. *Journal of Nusantara Studies,* 4(1) 422-444. (3) <u>Community-Based Community</u> Informatics: Gurstein, Michael. (2000). Introduction: Community Informatics: Enabling Community Uses of Information and Communication Technology. In Michael Gurstein (ed.), *CommunityInformatics: Enabling Communities with Information and Communication Technologies.* Hershey, PA: Idea Group Publishing. (4) Mehra, B., Bishop, A. P., Bazzell, I., and Smith, C. (2002). Scenarios in the Afya Project as a Participatory Action Research (PAR) Tool for Studying Information Seeking and Use Across the "Digital Divide," *Journal of the American Society of Information Science and Technology*, 53(14), 1259-1266. (5) [SKIM] Denzin, N. K., and Lincoln, Y. S. (2005). *The SAGE Handbook of Qualitative Research.* (Third Edition). Thousand OaksCA: Sage. (URL: https://books.google.com/books?id=X85J8ipMpZEC&printsec=fron ver&source=gbs_ViewAPI#v=onepage&q&f=false).
9	10/30	*Interdisciplinary Perspectives [4 students]* Cross-Cultural Research (Religious Oppression, Multiculturalism), Postcolonialism, Diasporic Identity. **Student 1:** Readings R4D+SJ Section 4 (pp. 247-311). **Student 2**: Readings [On BB] (1) R4D+SJ Section 4 (pp. 312-340). **Student 3:** Readings • [On BB] Prasad, A. (2009). Contesting Hegemony through Genealogy: Foucault and Cross Cultural Management. *International Journal of Cross Cultural Management,* 9(3), 359-369. • [On BB]: Strongman, L. (2014).Postcolonialism and International Development Studies: A Dialectical Exchange? *Third World Quarterly, 35*(8), 1343-1354. • [On BB]: Veresiu, E., and Giesler, M (2018). Beyond Acculturation: Multiculturalism and the Institutional Shaping of an Ethnic Consumer Subject. *Journal of Consumer Research, 45*(3), 553-570. **Student 4**: Readings • [On BB]: Sanyu, A. M. New Media, Diasporic Identity and Social Exclusion: A Study of Everyday Practices of Identity Negotiation Among Second-Generation Ghanaian Women in Hamburg. *Crossings, 9*(1), 29-43. • [On BB]: Smith, P. (2018). Postcolonial Theory and Humanism: A

		Framework for International Work in the Counseling Profession. *Journal of Humanistic Counseling, 57*(2), 138-152. • [On BB]: Picco, M. A. P. (2008). Multicultural Libraries' Services and Social Integration: The Case of Public Libraries in Montreal Canada. *Public Library Quarterly 27*(1), 41-56. <mark>DUE: Assignment 4 (SJ-eP): (Inter)Disciplinary Perspectives [by 11.59pm].</mark>
10	11/06	*Interdisciplinary Perspectives [4 students]* Ableism (Abilities, (Dis)abilities) **Student 1:** Readings: R4D+SJ Section 6 (pp. 467-503). **Student 2:** Readings: R4D+SJ Section 6 (pp. 504-544). **Student 3:** Readings: • [On BB] Mulliken, A. (2017). There is Nothing Inherently Mysterious about Assistive Technology. A Qualitative Study about Blind User Experiences in US Academic Libraries. *Reference & User Services Quarterly 57* (2), 115-126. • [On BB] Schomberg, J. Disability at Work: Libraries, Built to Exclude. In The Politics and Theory of Critical Librarianship, ed. Karen P. Nicholson and Maura Seale. Sacramento (pp. 111-123), CA: Library Juice Press, 2018. • [On BB] (1) Barry Trentham, Sandra Sokoloff, Amie Tsang & Sheila Neysmith (2015). Social media and senior citizen advocacy: an inclusive tool to resist ageism? *Politics, Groups, and Identities 3*(3), 558-571. Ageism (Youth Oppression and Elder Oppression) **Student 4:** Readings: R4D+SJ Section 7 (pp. 545-576). • [On BB]: Walsh, B. (2018). Public Library and Private Space: Homeless Queer Youth Navigating Information Access and Identity in Toronto. Conference of the International Federation of Library Associations and Institutions 2018 (pp. 1-11), Kuala Lumpur, Malaysia.
11	11/13	*Interdisciplinary Perspectives [4 students]* Ageism (Youth Oppression and Elder Oppression) **Student 1:** Readings: R4D+SJ Section 7 (pp. 577-598). • [On BB] (1) Lenstra, N. (2017). Agency and Ageism in the Community-Based Technology Support Services Used by Older Adults." *First Monday 22*(7-8). https://journals.uic.edu/ojs/index.php/fm/article/view/7559/6518. (2) Classism (Income) **Student 2:** Readings: R4D+SJ Section 3 (pp. 163-207). **Student 3:** Readings: (1) R4D+SJ Section 3 (pp. 208-246). **Student 4:** Readings • [On BB] Shen, L. (2013). Out of Information Poverty: Library Services for Urban Marginalized Immigrants. *Urban Library Journal* (Special Issue: Libraries, Information, and the Right to the City). 19(1), 1-12. • [On BB] Barrows, P. K. (2014). Serving the Needs of Homeless Library Patrons: Legal Issues, Ethical Concerns, and Practical Approaches. *School of Information Student Research Journal 4*(2): Article 3, 1-14. • [On BB]: Austin, J. (2020). Restorative Justice as a Tool to Address the Role of Policing and Incarceration in the Lives of Youth in the United States.

		Journal of Librarianship and Information Science 52(1), 106–120. <mark>DUE: Assignment 5 (SJ-eP: Research Paradigms/Methods) [by 11.59pm].</mark>
	11/20	THANKSGIVING WEEK HOLIDAY
12	11/27	*Interdisciplinary Perspectives [4 students]* Geography (Tribal/Rural) **Student 1:** Readings • [on BB]: Jenkins, J. L., Quiroga, G., Quiballo, K., Peterson, H. A., and Sorrell, R. (2018). Rural and Small Libraries: The Tribal Experience. In B. Real (ed.) *Rural and Small Public Libraries: Challenges and Opportunities* (*Advances in Librarianship, Vol. 43*), Emerald Publishing Limited, Bingley, pp. 203-218. • [On BB] Chen, H.M. and Ducheneaux, T. (2017), How are we doing in tribal libraries? A case study of Oglala Lakota College Library using information visualization, *Library Management* 38 (1), 20-44. **Student 2:** Readings • [On BB]: Thorpe, K. (2021). The Dangers of Libraries and Archives for Indigenous Australian Workers: Investigating the Question of Indigenous Cultural Safety. International Federation of Library Associations and Institutions, pp. 1-10. • [On BB] Mehra, B. (2019). Information ACTism in "Trumping" the Contemporary Fake News Phenomenon in Rural Libraries. *Open Information Science* (Special Issue: Fake News in Library and Information Science, edited by Renate L. Chancellor and Shari A. Lee), 3(1), 181-196. https://www.degruyter.com/view/journals/opis/3/1/article-p181.xml. • [On BB] Mehra, B., Sikes, E. S., and Singh, V. (2020). Scenarios of Technology Use to Promote Community Engagement: Overcoming Marginalization and Bridging Digital Divides in the Southern and Central Appalachian Rural Libraries. Information Processing & Management (Special Issue: Marginalized Communities, Emerging Technologies, and Social Innovation in the Digital Age. Edited by Jia Tina Du, Iris Xie, and Jenny Waycott), 57, (May 2020) (3). Article 102129. https://doi.org/10.1016/j.ipm.2019.102129. **Student 3:** Readings • [on BB] Perryman, C. L., and Jeng, L. H. (2020). Changing Models of Library Education to Benefit Rural Communities. *Public Library Quarterly 39*(2), 102-114. • Mehra, B., Sikes, E. S., and Singh, V. (2019). Scenarios of Health Engagement Experiences and Health Justice in Rural Libraries. International Journal of Information, Diversity, & Inclusion (Special Issue: Health Justice Part I. Edited by Beth St. Jean, Gagan Jindal, Yuting Liao, and Paul T. Jaeger), 3(3), 56-87. https://jps.library.utoronto.ca/index.php/ijidi/article/view/32963/25305. **Student 4:** Readings • [on BB]: Petri, C. (2017), "Rural Libraries and the Human Right to Internet

		Access", <u>Real, B.</u> (ed.) *Rural and Small Public Libraries: Challenges and Opportunities* (*Advances in Librarianship, Vol. 43*), Emerald Publishing Limited, Bingley, pp. 13-35. • Mehra, B., Bishop, B. W., and Partee II, R. P. (2018). A Case Methodology of Action Research to Promote Economic Development: Implications for LIS Education. Journal of Education for Library and Information Science, 59(1-2), 48-65. ==DUE: Assignment 6 (SJ-eP: mySJ + SDG) [by 11.59pm].==
13	12/04	==Student Presentations of their SJ-eP== Discussion: What Did We Cover & What Did We Miss? Wrap-Up: Moving Forward Course Evaluations
14	12/11	==FINAL EXAM WEEK== ==Student Presentations of their SJ-eP== ==DUE: Assignment 7 (SJ-eP: Assessment + Moving Forward) [by 11.59pm].==
	12/15	==DUE: Completed SJ-eP Website [by 11.59pm].==