LBSCI 715: Information Sources and Services: Social Sciences
Queens College, Graduate School of Library and Information Studies
Fall 2017 / Syllabus
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Class: Online, Asynchronous.
Office Hours: By appointment.

A. COURSE DESCRIPTION

This course will focus on the study and application of social science information sources and services to primary user groups. Reference and bibliographic sources will be identified, examined, and evaluated from the major disciplines in the Social Sciences: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology. Other social science disciplines or sub-disciplines may also be touched upon.

Skills and concepts to be developed include the ability to evaluate reference material, to understand techniques for learning information seeking behavior, and to develop services to meet the information needs of clients, such as developing appropriate collections and preparing for disciplinary research awareness and information literacy.

The priority will be given to the in-depth learning of electronically available resources and to assignments in finding, searching, and evaluating those resources. Electronic databases and reference sources available primarily through the Queens College Library website will be utilized.

This is an online course that will be conducted asynchronously. Lecture notes, guided discussions, and written assignments will comprise most of the learning experiences, and the emphasis throughout will be on independent learning. Our online communication will be facilitated by using the course management system Blackboard (BB).

Online participation is required. Students must login to BB regularly and participate in the online discussions by the scheduled deadlines. Given the online format of the course, the teaching and learning process will require close reading and intelligible writing by students.

Communication

You will need to check your BB email and BB itself on a regular basis to stay updated on the course progress and announcements. I will check my email and BB regularly to provide timely responses.

You can post in the Q & A forum of the Discussion Board any questions or concerns you think apply to all students. Any questions that are more relevant to your individual work should be addressed to my email directly.

B. COURSE LEARNING GOALS & GSLIS PROGRAM OBJECTIVES

Student Learning Outcomes	Assignments	A	B	C	D	E	F	G	H
To establish familiarity with the various disciplines in the social sciences, their interrelationship, and their relationships with other areas of knowledge	E-Reference Works Review Printed Ref Wks Review Soc Sci Library Analysis Social Scientist Profile	X		X	X				
To demonstrate the ability to examine, compare, and evaluate reference sources	E-Reference Works Review Printed Ref Wks Review Soc Sci Library Analysis	X		X	X		X		
To become familiar with the content and search techniques of various reference tools in the social sciences: printed and electronic books, licensed electronic databases, and some "free" online resources	E-Reference Works Review Printed Ref Wks Review Soc Sci Library Analysis	X		X	X		X		
To develop an ability to analyze the research and information needs of social science clients and determine the level of information and kind of service needed to satisfy clients	Soc Sci Library Analysis Social Scientist Profile	X	X	X	X	X	X	X	
To be prepared for practical aspects of reference activities	E-Reference Works Review Printed Ref Wks Review Soc Sci Library Analysis	X	X	X	X			X	
To develop the skills to prepare for disciplinary research awareness and information literacy	E-Reference Works Review Soc Sci Library Analysis Social Scientist Profile	X	X	X	X		X	X	

Legend GSLIS Program Objectives

A. Facilitate access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, evaluation, interpretation, dissemination, synthesis, preservation and use

B. Demonstrate the importance of the philosophy, principles, values, and ethics of the library and information professions, including the value of teaching, research and service to the advancement of the field

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

D. Communicate the importance of research to the field's knowledge base, as well as the importance of contributions of Library and Information Science to other disciplines, and of other disciplines to librarianship and information studies

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups--through exemplary Library and Information Science practice and research

F. Nurture, promote, and teach the many literacies (print, computer, visual, information) needed for participating in a rapidly changing society

G. Engage library and information services stakeholders in program development and innovation

H. Articulate and promote the importance of lifelong learning and professional development in enabling growth, leadership, and innovation in the LIS field

C. REQUIRED READING (Available in BB)

Social Sciences, Data, Information Sources, Information Seeking

Dechman, M. K., & Syms, L. R. (2014). Working together to maximize the utilization of open data across social science and professional disciplines. *Behavioral & Social Sciences Librarian, 33*(4), 188-207.

Ellis, D. (2010). Social science literatures and their users. In M. J. Bates & M. N. Maack (Ed.), *Encyclopedia of Library and Information Sciences* (3rd ed., pp.4848-4856). New York: Taylor & Francis.

Kerr, K. (2008). Social science. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed., Vol. 7, pp. 614-618). Detroit: Macmillan Reference USA.

King, G. (2011, February 11). Ensuring the data-rich future of the social sciences. *Science, 331*(6018), 719-721.

Klenbort, D. (2005). Social Sciences. In W. H. McNeill, J. H. Bentley, & D. Christian (Eds.), *Berkshire Encyclopedia of World History* (Vol. 4, pp. 1733-1737). Great Barrington, MA: Berkshire Publishing.

Line, M. B. (1999). Social science information - the poor relation. *Inspel*,*33*(3), 131-136. *Reprinted:* (2000). *IFLA Journal*, *26*(3), 177-179.

Robson, A., & Robinson, L. (2013). Building on models of information behaviour: Linking information seeking and communication. *Journal of Documentation*, 69(2), 169-193.

Tenopir, C., Sandusky, R. J., Allard, S., & Birch, B. (2013). Academic librarians and research data services: Preparation and attitudes. *IFLA Journal, 39*(1), 70-78.

Sociology

Caravello, P. S., Kain, E. L., Kuchi, T., Macicak, S., & Weiss, G. L. (2008). Information literacy: The partnership of sociology faculty and social science librarians. *Teaching Sociology*, *36*(1), 8-16.

Deflem, M. (2013). The structural transformation of sociology. *Society*, *50*(2), 156-166.

Hess, A. N. (2014). Online and face-to-face library instruction: Assessing the impact on upper-level sociology undergraduates. *Behavioral & Social Sciences Librarian, 33*(3), 132-147.

Kuipers, K., & Sell, J. (2008). Sociology. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed., Vol. 7, pp. 660-664). Detroit: Macmillan Reference USA.

Psychology
Doorey, M. (2014). Psychology. In K. L. Lerner & B. W. Lerner (Eds.), *The Gale Encyclopedia of Science* (5th ed., Vol. 6, pp. 3570-3572). Farmington Hills, MI: Gale.

Larkin, J. E., & Pines, H. A. (2005). Developing information literacy and research skills in introductory psychology: A case study. *Journal of Academic Librarianship*, *31*(1), 40-45.

Stanger, K. (2012). Whose hands ply the strands? Survey of Eastern Michigan University psychology faculty regarding faculty and librarian roles in nurturing psychology information literacy. *Behavioral & Social Sciences Librarian, 31*(2), 112-127.

Teo, T. (2008). Psychology. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed., Vol. 6, pp. 582-586). Detroit: Macmillan Reference USA.

Anthropology
Bachand, B. R. (2013). Anthropology libraries and anthropological research today. *Behavioral & Social Sciences Librarian, 32*(3), 176-193.

Miller, B. D. (2008). Anthropology. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed., Vol. 1, pp. 116-125). Detroit: Macmillan Reference USA.

Robinson, W. C., & Posten, P. E. (2005). Literature use of scholars publishing in leading anthropology periodicals. *Behavioral & Social Sciences Librarian, 23*(2), 1-17.

Wood, B. (2013). Four-Field anthropology: A perfect union or a failed state?. *Society*, *50*(2), 152-155.

Geography
Benneworth, P. (2008). Geography. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed., Vol. 3, pp. 303-306). Detroit: Macmillan Reference USA.

Lerner, A. W. (2014). Human Geography. In K. L. Lerner & B. W. Lerner (Eds.), *The Gale Encyclopedia of Science* (5th ed., Vol. 4, pp. 2233-2235). Farmington Hills, MI: Gale.

Parrish, A. (2006). Improving GIS consultations: A case study at Yale University Library. *Library Trends, 55*(2), 327-339.

Robinson, W. C., & Poston, P. E. (2006). Literature use by geography scholars. *Behavioral & Social Sciences Librarian, 25*(1), 13-31.

Economics

Conley, J. P., & Wooders, M. (2009). But what have you done for me lately? Commercial
publishing, scholarly communication, and open-access. *Economic Analysis and Policy*, *39*(1),
71-87.

Guthrie, K., & Housewright, R. (2008). Attitudes and behaviors in the field of economics: Anomaly or
leading indicator. *Journal of Library Administration, 48*(2), 173-193.

Luft, R. L. (2014). Economics. In *Encyclopedia of Business and Finance* (3rd ed., Vol. 1, pp. 239-243).
Farmington Hills, MI: Macmillan Reference USA.

Samuels, W. J. (2008) Economics. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social
Sciences* (2nd ed., Vol. 2, pp. 496-499). Detroit: Macmillan Reference USA.

Political Science

Atchison, A., & Bull, J. (2015). Will open access get me cited? An analysis of the efficacy of open
access publishing in political science. *PS: Political Science & Politics*, *48*(1), 129-137.

Barrow, C. (2008). Political Science. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the
Social Sciences* (2nd ed., Vol. 6, pp. 310-315). Detroit: Macmillan Reference USA.

Calise, M., De Rosa, R., & Marín, X. F. (2010). Electronic publishing, knowledge sharing and open
access: A new environment for political science. *European Political Science*, *9*(1), S50-S60.

DiSalvo, D. (2013). The politics of studying politics: Political science since the 1960s. *Society*, *50*(2),
132-139.

Style Manual

American Psychological Association. (2009). *Publication manual of the American Psychological
Association* (6th ed.). Washington, D.C.: American Psychological Association.
(This is the department-adopted style manual required for all courses).

D. SCHEDULE

DATE DUE	REQUIRED READINGS	DISCUSSION BOARD DUE	DATABASES TO KNOW	ASSIGNMENT DUE
Week 1 **Aug 28 -** **Sept 3** Social Sciences	**Social Sciences:** Dechman (2014) Ellis (2010) Kerr (2008) King (2011) Klenbort (2005) Line (1999) Robson (2013) Tenopir (2013)		**General:** *Annual Reviews* *Gale Virtual Ref Library* *Google Scholar* *JSTOR* *Social Sciences Cit Index*	
Week 2 *Sept 4:* *No Class* **Sept 5-7** Tues-Wed **Sept 8-9** Thurs-Fri		**Soc Sci, etc:** Post Reply		
Week 3 **Sept 11-17** Soci & Psych	**Sociology:** Caravello (2008) Deflem (2013) Hess (2014) Kuipers (2008) **Psychology:** Doorey (2014) Larkin (2005) Stanger (2012) Teo (2008)		**Sociology** *Social Services Abstracts* *Sociological Abstracts* **Psychology:** *PILOTS* *PsycINFO*	
Week 4 **Sept 18-24** *Sept 20-22:* *No Class*			**General:** *Book Review Digest Plus* *Books in Print* *Choice Reviews* *Library & Inf Sci Source* *LISA* *Resources for College Libs*	Be working on Printed Reference Review

DATE DUE	REQUIRED READINGS	DISCUSSION BOARD DUE	DATABASES TO KNOW	ASSIGNMENT DUE
Week 5 **Sept 25-27** Mon-Wed **Sept 28, 31** Thurs & Sun *Sept 29-30:* *No Class*		**Soc &Psych** Post Reply		Be working on Printed Reference Review
Week 6 **Oct 2-8** Anth & Geog	**Anthropology:** Bachand (2013) Miller (2008) Robinson (2005) Wood (2013) **Geography:** Benneworth(2008) Lerner (2014) Parrish (2006) Robinson (2006)		**Anthropology & Geography** *Abstracts in Anthropology* *Anthropological Index* *General Science Full-Text* *HAPI Online* *Science Direct*	**Due Oct 2, Mon:** ***Printed Reference Review***
Week 7 *Oct 9:* *No Class* **Oct 10-11** Tues-Wed **Oct 12-13** Thurs & Fri		**Anth & Geog** Post Reply		Be working on E-Reference Review
Week 8 **Oct 16-22**				Be working on E-Reference Review
Week 9 **Oct 23-29** Economics & Political Science	**Economics:** Conley (2009) Guthrie (2008) Luft (2014) Samuels (2008) **Political Science:** Atchison (2015) Barrow (2008) Calise (2010) DiSalvo (2013)		**Economics:** *ABI INFORM Global* *Business Source Complete* *EconLit with Full Text* **Political Science:** *SocINDEX with Full Text* *Social Sciences Full Text*	**Due Oct 23, Mon:** ***E-Reference Review***
Week 10 **Oct 30-Nov1** Mon-Wed **Nov 2-3** Thurs-Fri		**Eco & Pol Sci** Post Reply		

DATE DUE	REQUIRED READINGS	DISCUSSION BOARD DUE	DATABASES TO KNOW	ASSIGNMENT DUE
Week 11 **Nov 6-12**				Be working on Social Science Library Analysis
Week 12 **Nov 13-19**				**Due Nov 13, Mon** *Social Science Library Analysis*
Week 13 **Nov 20-26** *Nov 23-24:* *No Class*				Be working on Social Scientist Profile
Week 14 **Nov 27-29** Mon-Wed **Nov 30-Dec1** Thurs-Fri		**Soc Sci Lib:** Post Reply		Be working on Social Scientist Profile
Week 15 **Dec 4**				**Due Dec 4, Mon:** *Social Scientist Profile*

E. GRADING PLAN

Discussion Board   20%
Printed Reference Works Review   20%
E-Reference Works Review   20%
Social Science Library Analysis   20%
Social Scientist Profile   20%
TOTAL   100%

F. ASSIGNMENTS
Writing assignments are due on the Monday due date by 11:59pm (midnight) and must be submitted through Blackboard (BB). Assignment files are submitted as PDFs in the Assignments section in BB. PDFs provide the most consistent format for grading, so that student work appears in BB exactly as saved. Files submitted in other formats receive a 1/3 grade penalty. Instruction sheets will be provided.

Discussion Board 20%
Posts and replies on the lecture notes, readings, resources, databases for a given subject.

Printed Reference Works Review 20%
Write a review of five printed reference works (i.e. books) in ONE social science discipline, based only on book reviews, bibliographic information, and publisher notices.
Length: Title page, 3 pages of text, Reference List

E-Reference Works Review 20%
Write a comparative review of TWO e-reference works, from a provided list, both from the same social science discipline. Use standard criteria.
Length: Title page, 3 pages of text

Social Science Library Analysis 20%
Write an analysis of ONE social science library (subject-based library, e.g Geography library), from a provided list, based upon the information provided on its website, and on published written documentation if available.
Length: Title page, 3 pages of text

Social Scientist Profile: Practice, Research, and Information Needs 20%
Use a social scientist's personal narrative, from a provided list, to create a profile of the social scientist to understand his or her learning, teaching, and researching experiences in the discipline. Consult supporting sources, and report how this social scientist informs your understanding of the information needs of the discipline, and what that means for libraries and social science librarians.
Length: Title page, 3 pages of text, Reference List

Guidelines for Participation in the BB Discussion Board

By participation in the Discussion Board forums on BB students demonstrate:
1. their familiarity with the various social sciences, their interrelationships, and their relationships with other areas of knowledge.
2. their ability to evaluate social science information sources, services, and information seeking.

There will be 5 forums opened during the course, each worth 20 points. The instructor will initiate the forums by posting questions based upon database use, resources, lecture notes, and readings. Students must write an initial post (create a thread) in reply to the instructor's question and then must also reply to at least one of their fellow students' posts, by the deadlines listed in the Schedule and in the forum details. Initial posts and subsequent replies, should be approximately 250 words and 125 words respectively. The following grading rubric will be used:

Points: 0 - 13 (F)
a) Posting (thread) is made in reply to the initial question within the deadline indicated.

Points: 14 (C-)
a) Posting (thread) is made in reply to the initial question within the deadline indicated.
b) Posting is intelligible and constructive, and difference of opinion is expressed in a collegial manner.

Points: 15-16 (C+ to B-)
a) Posting (thread) is made in reply to the initial question within the deadline indicated.
b) Posting is intelligible and constructive, and difference of opinion is expressed in a collegial manner.
c) Posting should reflect a comprehension of the material under discussion, and provide enough information to establish the purpose of the posting (reason why you think as you do).

Points: 17-18 (B to A-)
a) Posting (thread) is made in reply to the initial question within the deadline indicated.
b) Posting is intelligible and constructive, and difference of opinion is expressed in a collegial manner.
c) Posting should reflect a comprehension of the material under discussion, and provide enough information to establish the purpose of the posting (reason why you think as you do).
d) Posting (reply) shows evidence the participant has read and understood postings from other students, and seeks to offer an alternative perspective in some way.

Points: 19-20 (A)
a) Posting (thread) is made in reply to the initial question within the deadline indicated.
b) Posting is intelligible and constructive, and difference of opinion is expressed in a collegial manner.
c) Posting should reflect a comprehension of the material under discussion, and provide enough information to establish the purpose of the posting (reason why you think as you do).
d) Posting (reply) shows evidence the participant has read and understood postings from other students, and seeks to offer an alternative perspective in some way.
e) Posting (reply) stimulates further thought and discussion through follow-up questions, examples, perspectives.

G. CUNY POLICY ON ACADEMIC INTEGRITY
The Policy on Academic Integrity, as adopted by the Board, is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: http://www.cuny.edu/about/info/policies/academic-integrity.pdf.

H. USE OF CANDIDATE WORK
All programs in New York State undergo periodic review by accreditation agencies. For these purposes, samples of candidates' work are made available to professional reviewers. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for this purpose, please inform the instructor before the second class. Your cooperation is appreciated.

I. REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES
Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Kiely 171; 2) bring a letter to me indicating the need for accommodation and what type. This should be done during the first week of class. For more information contact: Special Service Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).

J. ADDITIONAL INFORMATION

Participation
Students are expected to show knowledge of the topics under discussion by sharing facts and insights from the required readings, and professional experiences, online through the Discussion Board on BB, as requested. They are expected to ask questions, make comments, etc.

Grades & Equivalencies
A = 93-100 (4.0) / A- = 90-92 (3.7) / B+ = 87-89 (3.3) /B = 83-86 (3.0) / B- = 80-82 (2.7) /
C+ = 77-79 (2.3) / C = 73-76 (2.0) / C- = 70-72 (1.7) / F = 0-69 (0.0)

Late Assignments
Late assignments are given a lesser grade since a student may gain certain advantages from being late. Grade reduction for late writing assignments will be 1/3 of a grade per day for a maximum of six days (until Sunday 11:59pm midnight), so the highest grades possible are respectively: A-, B+, B, B-, C+, C.

Discussion Board initial posts are due by Wednesday at 11:59pm (midnight), and subsequent replies are due by Friday at 11:59pm (midnight). Late posts and replies will receive a grade reduction penalty of -2 points per day (up to 24 hours) late. Each forum will close on Sunday at 11:59pm (midnight).

Students are expected to work within the late deadlines if ordinary difficulties arise, and they need not notify the instructor. *Extra-ordinary personal circumstances* (e.g. serious illness to self or immediate family) that interfere with a student submitting work within these late deadlines need to be discussed with the instructor without delay, and may require written verification (e.g. physician's note, etc.)

Incomplete Grades
The same proviso regarding late assignments will apply to requests for an "incomplete" semester grade. Please note that incompletes are given at the discretion of the instructor and usually for extra-ordinary personal circumstances. They are not automatically assigned.

Plagiarism
Copying the work of another author regardless of source, or the work of another student, is automatically grounds for failing the course. Using all or part of your own paper in multiple classes without prior permission is considered a form of plagiarism. This also includes asking people on professional Internet lists or working as professionals in the field to do your work for you.

Course Evaluations
Towards the end of the semester, access to online course evaluation will be enabled. Please remember to participate. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution. Please also note that all responses are completely anonymous - no identifying information is retained in the evaluation process.

Writing
All papers should be submitted in Times New Roman 12 point font, with one inch margins, a title page, and if indicated, a reference list. Papers should be written in competent, grammatically correct standard English, using the Publication Manual of the American Psychological Association style for organization, content, and citation format. Papers that do not meet these criteria will receive lower grades accordingly. Students should keep copies of all their submitted assignments.