

**DRAFT: May 10, 2009**

**LIS 2544: Social Science Resources and Services**

Summer 2009, 2087-21968, on campus meeting: Crawford Hall169

Mondays 6-9:10pm EDT<sup>1</sup>

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**Welcome to LIS 2544!** This course covers the main subject areas of the social sciences, their relevant resources, and related service issues such as collection development, instruction, and reference. The assignments will provide opportunities to work with many resources, make collection decisions, create user support materials, and have a bibliographic instruction experience. Secondary benefits of this course will be to build your professional network among your colleagues and developing your technological fluency and communication skills. The course promotes discussion of major concepts and trends in this area of librarianship and provides practical experience. The course environment will be blended, so that on-campus and FastTrack students will interact during the learning process. You are expected to participate in teaching and learning from each other.

**Probable Topics Covered:**

- What are the Social Sciences
- Getting Oriented to Resources of the Social Sciences
- Social Sciences Databases
- Genealogy Collections and Resources
- History Collections and Resources
- Business & Economics Resources and Settings
- Map Librarianship and Collections
- Bibliographic Instruction
- Collection Development
- Museum Librarianship and Collections
- Vocational/Career Resources
- Multicultural Resources and Services
- Law Librarianship and Collections
- Area Studies Resources
- Urban Studies
- Social Sciences Data and Statistical Resources
- Geographic Information Systems
- GLBTQ Resources

The topics are subject to change, and they will be covered through a combination of presentations made by the instructors, guest speakers, and class members. The format for this course is a modified seminar in order to allow for maximum participation and interaction.

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<sup>1</sup> Location for Crawford Hall: <http://www.pitt.edu/~biohome/Dept/Frame/crawfordhall.htm>

**Class format:** This class will be run in a blended format, meaning there will be on-campus meetings, most of which will be video-recorded. There also will be recorded course content you will be responsible for that is available online only. There will be on campus, and virtual students (from the FastTrack program). Some guest lecturers may opt out from video recording, and some sessions may be “field trips” to libraries which may not be recorded due to technical difficulties. In those instances, there may be alternative materials posted online. Technology willing, in-class video should be available within 24 hours, via Courseweb. There may be times where you will be directed to online content in lieu of a class meeting/video, such as mp3 files, other online video, textual notes from presentations and/or other appropriate resources such as PDF and HTML links posted for you in the Course Documents section of Courseweb. You will interact with your fellow classmates in a variety of ways – through discussion board, group work and some face-to-face class meetings.

There are a large number of people in the course (60 people enrolled as of last check). You will be divided into four groups where you will ‘live’ for course discussion activities. These smaller groups are assigned randomly and will allow you to have higher-quality discussions, make it easier to follow threads, etc., than trying to do it in one large 60-person free-for-all. When you post your completed assignments, it will be within your small groups.

There is a main Discussion Board for the entire course, where everyone can post questions and view cross-group content. It is where to sign up for your small groups, choose a date and subject for your topic investigation.

**Course Learning Objectives:**

- explore resources in several social science subject areas;
- learn how to use professional tools to familiarize yourself with the field, and teach yourself quickly about relevant resources in several of the sub-disciplines of the social sciences;
- develop presentation, analysis, writing and instructional skills;
- hone collaboration skills; and
- develop your fluency working with the tools you will need to assemble presentations, handouts, and electronic communications, which are “tools of the trade” for library professionals.

**Table of Activities - LIS 2544 Social Science Resources & Services, Summer 2009**

| DATE       | CLASS TOPIC*   | GROUP PRESENTATION | ACTIVITY OR ASSIGNMENT DUE<br>(By Midnight in Your Time Zone)   |
|------------|--|--------------------|---|
| <b>May</b> |  |                    |   |
| 11         | Overview of Syllabus,<br>Intro to Social<br>Sciences<br>Getting Oriented to<br>Social Sciences |                    | <ul style="list-style-type: none"> <li>• Creative Marginality reading &amp; first post</li> <li>• Introduce yourself within your group</li> </ul> |
| 18         | Collection<br>Development lecture<br>Guest – Cindy Ulrich                                      |                    | <ul style="list-style-type: none"> <li>• Resource Exploration #1</li> <li>• Creative Marginality discussion (2<sup>nd</sup> post)</li> </ul>      |
| 25         | Memorial Day -<br>Holiday  |                    | <ul style="list-style-type: none"> <li>• Resource Exploration #2</li> <li>• Read articles &amp; comment</li> </ul>                                |

|             |   |                      | for Marilyn's 6/1 class  |
|-------------|---|----------------------|--|
| <b>June</b> |   |                      |  |
| 1           | Genealogy I (Marilyn)   | Student presentation | <ul style="list-style-type: none"> <li>Pick your small group &amp; date for topic investigation</li> <li>Resource Exploration #3</li> <li>Read articles &amp; comment for Marilyn's 6/8 class</li> </ul> |
| 8           | Genealogy II (Marilyn)<br>Guest – Debbie Kapp                                     | Student presentation | <ul style="list-style-type: none"> <li>Collection Development</li> <li>Read articles for Barry's 6/15 class, post your comments on two</li> </ul>  |
| 11-12       | Philly cohort class   | Student presentation |  |
| 15          | Local History I (Barry)   | Student presentation | <ul style="list-style-type: none"> <li>Read articles for Barry's 6/22 class, post your comments on two, PLUS respond to at least one of your colleague's posts from the articles last week</li> </ul>    |
| 22          | Local History II (Barry)  | Student presentation | <ul style="list-style-type: none"> <li>Genealogy poster</li> <li>Comment on at least one of your colleague's post from the articles last week</li> </ul>   |
| 29          | Content – Business Resources Intro (Adele)  | Student presentation | <ul style="list-style-type: none"> <li>RefQ Wiki business reference post</li> </ul>  |
| <b>July</b> |   |                      |  |
| 6           | Content – Market research<br>Guest – Gwen Hawk                                    | Student presentation | <ul style="list-style-type: none"> <li>RefQ Wiki business reference post</li> </ul>  |
| 13          | Content – International Business  | Student presentation | <ul style="list-style-type: none"> <li>Local/Oral History Project</li> </ul>   |
| 20          | Content – Regional Economic Development & business starts (Adele)<br>Guest        | Student presentation | <ul style="list-style-type: none"> <li>RefQ Wiki post</li> </ul>   |
| 17-18       | FastTrack Weekend class session 4-7pm*  | Student presentation | <ul style="list-style-type: none"> <li>Submit questions for panelists</li> <li>RefQ Wiki post</li> </ul>   |
| 27          | Panel about careers in social sciences librarianship – Sheila Jackson, others TBA |                      |  |

### Assignment Details:

The nature of being a social sciences librarian calls for many skills and various activities including collection development, reference, instruction, management of people and resources, and research. The goals of these assignments are to allow you to work collaboratively to:

- explore a range of resources in a specific subject;
- learn how to use professional tools to familiarize yourself with the field, and teach yourself quickly about relevant resources in several of the sub-disciplines of the social sciences;
- develop presentation, analysis, writing and instructional skills;
- hone collaboration skills; and
- develop your fluency working with the tools you will need to assemble presentations, handouts, and electronic communications, which are “tools of the trade” for library professionals.

### LIS 2544 Assignments Summary

| ASSIGNMENT TYPE | NAME/ DESCRIPTION   | DATE DUE  | POINTS |
|-----------------|---|---|--------|
| Individual      | Creative Marginality  | May 18 initial post; follow up comment by May 25  | 5      |
| Individual      | Genealogy Poster Session  | June 22   | 10     |
| Individual      | Resource Explorations & RefQ Wiki posts   | 5/18, 5/25, 6/29, 7/6, 7/20, 7/27   | 20     |
| Group 1         | Topic Investigation: Bibliographic Instruction Presentation   | Groups will select dates, which could be: FastTrack Weekend (July 17-18), Philly Weekend (June 11-12) or 6/1, 6/8, 6/15, 6/22, 6/29 or 7/20 | 25     |
| Group 2         | Collection Development  | June 8  | 15     |
| Group 3         | Local/Oral History Project  | July 13   | 10     |
| Participation   | Your comments on your classmates posts, possible reference ‘scavenger hunts,’ and class discussion during in-class meetings and online via the Discussion Board | Every week  | 15     |

- **Due:** All assignments are **due by midnight EDT** on the day that they are due.
- **Locations:** Put your completed work **in the Syllabus Tab of Courseweb (for grading) and in the Discussion Board thread** (for class discussion)
- **Formats:** Use the .doc (Word 1997-2003) or .ppt format, not .docx or .pptx, since not everyone can open the “x” formats.
- **Naming files you drop:** put your last name in the file name. Example: Barshposter.ppt

## **A. Assignments based on your individual work (35% of total grade)**

Details also can be found under the Assignments Tab of Courseweb.

### **1. Creative Marginality Discussion**

**Due: May 18 for initial post, May 25 for your follow-up comment**

**Points: 5**

Read “The Hybridization of the Social Sciences,” Mattei Dogan, *Library Trends*, v 44, No. 2, Fall 1996, pp. 296-314. It is available in the Course Documents section of CourseWeb. (It’s also available in the Pitt Digital Library.)

Think about the issues posed by the article and prepare a response of 250 words stating your position. *Find 1-2 more current, outside sources to bring into your discussion.* Post your written response along with a brief bibliography of the items you used to the Discussion Board, and to the Digital Drop under the Creative Marginality folder in Syllabus tab.

*By May 25, please make a brief comment on one of your classmate’s threads.*

Please make it a comment of some intellectual substance, not something like “yes, I agree” or “Great point!” The goal of this assignment is to get everyone in the practice of reading, thinking (and wrestling intellectually with content), writing, and communicating with each other via the Discussion Board in Courseweb.

Here are detailed instructions:

Take this week to think about the concepts introduced by Dogan in relation to the dilemma faced by librarians, such as developing collections appropriate to their users. Librarians are faced with the emergence of new special fields that may be of interest to a minority of users, but their community of users may not serve a clear majority. How are librarians supposed to develop a collection development policy in the face of multiple resources and limited budgets?

There are many ideas involved in these issues so consider your response in relation to these questions:

- What is your reaction to the Dogan article?
- Are the points valid for all types of libraries/certain libraries/not valid at all?
- What is the impact of the hybridization of the social sciences on collection development?

Prepare a response of 250 words stating your position on this topic.

Please go out and find 1-2 other articles that relate to the discussion to hand. You would find them in library professional sources, the general media or elsewhere (One starting point could be Pitt's list of database that cover library science, <http://wfxsearch.webfeat.org/clients/wfxupitt/azList.asp?cat=Library%20Science> (or remotely via <https://sslvpn.pitt.edu/clients/wfxupitt/DanaInfo=wfxsearch.webfeat.org+azList.asp?cat=Library%20Science>). It is *not* suggested that you use the Zoom search feature on that page, rather pick a named database there to enter and search.

How do(es) your article or articles provide another insight to any of the points made by Dogan? Provide a brief bibliography with your post, listing your sources used.

During the week, view and comment on one or more of your classmates' posts. At least one comment should be posted by May 26. You do not have to produce a treatise-length comment, nor should you just throw up one-liners ("I agree!" or "Hmmm. Interesting."). What is your reaction to what your classmates' have written, based on your own readings?

## 2. ***Genealogy Poster Session***

**Due: June 22**

**Points: 10**

Research a family history and create a poster. You may use your own family, or that of someone famous, or of someone you know. Use the resources discussed by Marilyn Holt in her lectures, the History and Genealogy links listed in Courseweb under the Resources, or other resources you may find. Create a poster that outlines your research. Posters may include photos, charts, screen captures, etc. Your poster should include:

- Search strategies used and where you located information
- Information about where the person was born, and if immigrants, when and where they arrived in the United States
- Any other facts that you find in your search.

**On-campus students:** You will bring your poster to class on Monday, June 22 and post in the appropriate digital drop under the Syllabus tab as well as the DB so that your other classmates can see.

**FastTrack students & Philly cohort:** You will post your "Poster" to the Discussion Board section of Courseweb by June 22. You can scan materials and provide a detailed description of your project or produce a PowerPoint presentation — whichever is most appropriate to your topic. Please comment on your classmates' work!

## 3. **Resource Exploration (20% of total grade)**

**Due: as designated below**

**Points: 20**

**Part 1:** (Four points each) Short posts are due May 18 and May 25 that are about specific selected reference resources/tools listed below. In no more than 150 words, write your observations on one of the items in each group. Think in terms of answering questions like What contents do they have, or What function do they serve? What are their special features or content? How could one or more of them be useful? If you didn't have access to Pitt's resources, what else could you use? During the

course, it is likely that you will be using most of them to help you with assignments, so try to look at everything.

**Resource Exploration #1 - Due by May 18:** Refworks (sign up for an account); know how to use Pittcat remotely; Gale Virtual Reference Library, Choice Reviews, International Encyclopedia of the Social Sciences (Macmillan, part of GVRL), International Encyclopedia of the Social & Behavioral Sciences (Elsevier), and Encyclopedia Britannica online

**Resource Exploration #2 - Due by June 25:** use and comment on Credo Reference, Information Please Almanac, Reference Universe, CQ Researcher, Open WorldCat

**Part 2:** (Three points each)

After viewing the content of the business resource-related lectures, you'll have a chance to try your hand at reference questions in the RefQ Wiki tab area. Here's a summary of topics and due dates:

**Resource Exploration #3:** Basic business reference, **due June 29**

**Resource Exploration #4:** Market research, **due July 6**

**Resource Exploration #5:** International business, **due July 20**

**Resource Exploration #6:** Regional economic development & small business, **due July 27**

Note: to get credit, you'll need to post each of your original wiki posts under the Syllabus tab, too.

**B. Small Group Projects (50% of total grade)**

You will form small groups of 3 to complete the following three assignments together:

1. Topic Investigation and In-Class Presentation (25 points)
2. Collection Development (15 points)
3. Local/Oral History Project (10 points)

Each of these assignments may focus on the same social science topic, although you are encouraged to try different topics or select sub-topics of your main subject.

On-campus and Fast Track students are encouraged to mix!

**1. Social Science Topic Investigation: In-Class Bibliographic Instruction Presentation** (Group Project 1)

**Due:** select a date from the following possibilities – Fast Track Weekend (July 17-18) or Philly cohort weekend (June 11-12), or 6/1, 6/8, 6/15, 6/22, 6/29 or 7/20

**Points:** 25

You will work with your group to prepare a 20-minute in-class presentation on one of the following topics:

Anthropology/Archaeology  
Area Studies sub area, such as American Studies, African Studies, Asia-Pacific Studies, European Union, Russian & Eastern European Studies, Latin American & Caribbean Studies, Middle Eastern Studies, etc.  
Business sub-category not elsewhere covered in class (e.g., finance, investment, marketing, etc.)  
College and Career Planning  
Communications  
“Crisis in Scholarly Communication” and its effect on Social Sciences collections and services  
Data Librarianship  
Economics  
Education  
Ethnic Studies (either as a whole or addressing large sub-areas like African American Studies, Asian American Studies, Native American Studies, or Latino American Studies)

Gay/Lesbian/Bisexual/Transgendered Studies  
Gender Studies (as a whole or a sub area such as Women’s Studies, Men’s Studies)  
Geography and/or Geographic Information Systems  
Government Documents Information & Collections  
Law sub-category (Legal Studies, Criminal Justice, Justice System, International Law, etc.)  
Media Resources or a sub-category (Film Studies, Television, Journalism)  
Political and Social Research  
Psychology  
Public and International Affairs  
“Research by Social Science librarians” (Overview of current topics and approaches)  
Sociology  
Statistics & Social Sciences Datasets  
War and Peace/Terrorism

All of you must select your topic and group members through the main Discussion Board **no later than June 1**. Please list your top three date choices. Topics are first-come, first served (no two groups can do the same topics).

There are presentation sessions on a variety of dates. There are two slots available during the session when the FT students are on campus (July 17-18) and for when Adele will be in Philadelphia (June 11-12), and the rest are during in-class meetings. Priority for the July 17-18 session will be for any all-FT teams. You are encouraged to mix among on-campus and Fast Track; if you have an entirely FT team, you also could pick a ‘on campus’ due date and figure out a way to do an interactive online presentation via PPT or other means (voice over with PPT? lead a discussion board thread on your topic during the week? There are ways! Be creative.

The material must be presented using PowerPoint, and the presentation should engage the entire class in discussion and/or learning activities. Every group will post its presentation on Blackboard after the class session to provide a resource for your classmates.

The presentation needs to be focused on the:

- structure of the research in the field
  - provide a definition and an overview of field, including briefly its chronological context
  - identify important journals, major conferences, major research centers or organizations
- describe how information dissemination takes place in this field



- tools for the librarian— such as major bibliographies, online discussion lists, blogs, wikis, major RSS feeds, professional groups of librarians and related associations.
- provide opportunity for class interaction—e.g., via discussion questions, demonstrate electronic or print materials, scavenger hunts, games, etc.

The goals of this assignment are to give you practice with some presentation skills, an experience of lesson planning, group work, research and investigation of a discipline, and creative outlet via interaction and presentation of information. Also time management: Do not go over your allotted time!

## **2. *Collection Development Assignment* (Group Project 2)**

**Due: June 8**

**Points: 15**

Imagine: as part of the planning process in your library, you get the opportunity to develop the collection in a new area. You and your colleagues have been asked to develop a small collection of resources in one of the social sciences areas.

With your small group, decide the type of library you are working in and what type of people will use your new collection. For example, you may target faculty and graduate students in an academic library, high school students and their parents in a public library, or another population of your choice.

Examine electronic and print sources in order to develop a small collection (20-30 sources) in one of the social sciences areas. Select the resources that you find the most beneficial to the library of your choice and the intended users.

You must stay within the budget allocated to you for this collection:

|                           |         |
|---------------------------|---------|
| School Library:           | \$1,000 |
| Public Library:           | \$2,000 |
| Academic/Special Library: | \$5,000 |

Costs for electronic resources are difficult to calculate since many prices are based on institutional licensing agreements. If you find you want to add what you suspect is a large-ticket item, go ahead and write it up (no more than one), but do not include the price. The document you turn in should contain your names, a statement of your collection, a paragraph describing the scope and depth of the collection and any comments about what your collection.

Each entry should contain bibliographic information on the items and an annotation describing in a couple sentences what its contents are (scope and depth), and a sentence about how it relates to your collection goals. You may want to use RefWorks, Choice Reviews, alibris.com, annual reviews, book reviews and other librarians' collection development tools (covered in lecture on May 18) to pull this assignment together.

You will drop your collection in the relevant Discussion Board thread and post it to the appropriate Digital Drop in the Syllabus tab. View and comment on your classmates' submissions.

### **3. *Local/Oral History Project* (Group Project 3)**

**Due: July 13**

**Points: 10**

By the first class, Barry Chad will post a "Local History/Oral History Narrative" on Courseweb that students will address by annotating, exploring, researching. Having been a resident of both Pittsburgh and Philadelphia, Mr. Chad will do a reminiscence and students in their groups will focus on specific events/locations/personalities and research/annotate/expand upon them with news articles, photographs, etc, and reflect on the narrative. Each group's results will be presented via Courseweb.

### **C. Class Participation (15% of total grade)**

Each week you will have built-in (assignment-related) opportunities to interact online, and will be graded on your contributions to the class's learning environment. Occasionally new topics may be introduced and you will be asked to post. Or, there may be an occasional 'scavenger hunt' type reference question for you to attempt.

Please make sure in general that you provide substantive content; it's okay to provide quick comments ("I really liked how you showed that") but make sure that you have a strong proportion of substantive comments to quick ones. No one has to write a ponderous or lengthy post; don't bore us or show off! Please do add your insights so we can all learn from each other.

A note about working ahead: You may be able to turn in work before due date, but your participation with the weekly discussions is important, so remember to participate in real time with everyone.

### **Academic Integrity:**

Students in this course will be expected to comply with University of Pittsburgh's Policy on Academic Integrity, (<http://www.pitt.edu/~provost/ai1.html>). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

***Disabilities:***

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructors and the Disability Resources and Services (<http://www.drs.pitt.edu/services.html>) no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.