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SI 645 Information Use in Communities
Revised Syllabus, Sept 28, 2009
Instructor: Prof Joan C. Durrance
Margaret Mann Collegiate Professor of Information

SI 575 may be taken concurrently.

COURSE DESCRIPTION: This course provides an opportunity for students to examine information seeking and use in geographic communities. The course takes an interdisciplinary approach to explore: 1) selected community information needs & use *situations* (such as everyday life problem solving, community problem solving, citizenship, civic engagement and participation); 2) factors that influence community information use including the roles of community information organizations & institutions; 3) models of community information provision. The course starts with a brief historical introduction to the topics. Students will have the opportunity to examine in more detail topics of especial interest to them.

COURSE LEARNING OBJECTIVES: Students will have the opportunity to

1) Read, think about, and discuss selected scholarship relevant to communities, situations that result in information seeking and use in communities, and factors that influence information use.

2) Lead the seminar on particular course topics and readings;

We will examine models of community civic engagement or civic learning or models of how institutions/organizations foster civic engagement/civic learning, and:

3) In small groups of 3-4, students will develop “case studies” of civic/community uses of information. The focus will be on specific best practice example(s) of community based civic engagement/civic education or an example of an organization or institution that fosters the use of community information within a specific area or by a specific group.

4) Explore in depth a topic relevant to the class resulting in an analytical paper OR with a small group of students will collaboratively develop a project aimed at looking at patterns of community engagement with the aim of developing a model of community engagement.

COURSE METHODS: Lecture; interaction with readings; class discussion; seminar presentations; project-based research; & analytical paper.

COURSE POLICIES

Academic Integrity Policy

Unless otherwise specified in an assignment, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School's policy on Academic and Professional Integrity (see the Master's and Doctoral Student Handbooks) will result in severe penalties, ranging from failing an assignment or failing the course, to being expelled from the program administered at the discretion of the instructor and the Associate Dean for Academic Affairs.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, or the way the course is taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work SI student

services and with the Office of Services for Students with Disabilities (SSD). I will treat any information you provide as private and confidential.

CTOOLS SITE: The CTOOLS Site includes basic course documents (course syllabus, bibliography, lectures, and other course resources) and selected course readings.

COURSE READINGS: There is no single course text. See 645_09 Fall Weekly Schedule and the 645 course bibliography (645_09_BIB) on **CTools** under RESOURCES-GENERAL RESOURCES. Most readings are on CTOOLS organized by the week they are due. Others are journal articles available at the UM Library. Some readings are on course reserves.

645 TOPICS & READINGS DISCUSSION OF BOLDED ITEMS WILL BE LED BY DESIGNATED STUDENTS
<p>COMMUNITY CONTEXT/HISTORY Addams 1912 (skim-see bib) Harris 1973 Van Slyck 1995 (Skim, focus esp on ch 3) Williams & Durrance 2010 (community informatics)</p>
<p>SITUATIONS Job seekers-- Durrance 1993, 1994 Spouse abuse- Harris & Dewdney, 1994 Ch 2; Ch 4-5; Ch 6-7 (3 sets of leaders) Immigrants- Fisher et al 2004; Caidi & Allard 2005 Robinson et al 2003 (barriers-digital divide)</p>
<p>CIVIC ENGAGEMENT/CIVIC LEARNING Durrance 1984 Longo 2005 Boyte 2004, Ch 4, Ch 6) Durrance, Walker, Souden 2006 Hampton (2003) Flint 2009 (Intro Ch 1-2; Ch 3; Ch 4) 3 groups Verba et al 1995 (TBD) Walker (2007) theory of political participation PACE, 2009 Pew (2009)</p>
<p>INFORMATION BEHAVIOR THEORY/SOCIAL CAPITAL THEORY Dervin 1992 Wilson 2005 Choo 2006 Williams & Durrance 2009 (social capital) Kavanaugh et al 2005 (social capital) Pigg & Crank (2004) social capital</p>

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ANTICIPATING/RESPONDING TO NEEDS

Caidi 2006 (immigrants)

Durrance 1993, 1994 (employment)

Durrance & Pettigrew 2002

Durrance, Souden, Walker 2006 (community problems)

Putnam & Feldstein 2003 Ch 2

Estabrook et al 2007 (community problems)

THINKING ABOUT MODELS & MODEL COMPONENTS (including FAILURES)

Deliberative democracy activities (See especially IV section of Bib)

Hartford Report 2005

Cohill & Kavanaugh 1997 (CNs)

Kubicek & Wagner 2002 (CNs)

Simpson (2005) (CNs)

Epstein 2006 (Ch 4-5)

Schull 2004

Urban Libraries Council 2006, 2007, 2008

DETAIL ON COURSE REQUIREMENTS

1. PARTICIPATION

15%

I expect that students will read all assigned readings each week and that students will actively participate in weekly class discussions. Participation reflects preparation and thorough familiarity with the readings. Assigned readings, from the course bibliography may be supplemented by those chosen by student as part of seminar presentations. Turn in a reading log of your readings on 10/12 and 11/23.

2. SEMINAR PRESENTATIONS ON SELECTED READINGS

15%

In teams of 2, students will be responsible for taking the lead on 15-20 minute discussion of selected readings once or twice during the semester and presenting a short report 5-7 minutes on a supplementary reading. Each will be accompanied by a one page report on the reading and its relevance to the course. What does this reading offer to SI 645?

3. "CASE STUDIES" OF CIVIC USES OF INFORMATION

30%

With guidance from the instructor and course readings, students in small groups of 3-4 will undertake a "case study" of information use in the community, write a 6-7 page (single spaced) paper summarizing your work, present the results of this study to the class using PowerPoint or other presentation software, and providing appropriate handouts.

Groups will choose from the following options: examine 1) a best practice example of an organization/institution that has been recognized for its engagement with its community; OR 2) a best practice example of how an organization/institution has developed a focused program of engagement within a specific area, e.g., civic engagement or a specific group, e.g., immigrants. Project will continue through much of the semester. Reports will consist both of a short paper and a presentation to the class. Project may be discussed periodically. Projects will be underway by 9/28 and completed and presented on 11/16.

4. A) ANALYTICAL PAPER OR B) PARTICIPATION IN RESEARCH ON COMMUNITY

ENGAGEMENT:

40%

A) ANALYTICAL PAPER: This 8 page single spaced paper (approximately 3500-4000 words) allows the student to *explore a topic introduced in the class or fostered by the course*. This is an analytical, reflective paper that addresses one or more problems or issues. The paper assumes that you have read a group of relevant articles and have become quite familiar with the topic or issue. Clearly state the problem you are addressing in the opening paragraph. Use headings to set off different topics. This is a formal paper. It requires well considered arguments, should be based on a well-conducted literature review and include a strong analysis of the literature cited. This assignment is in two parts—part 1, the paper and bib; part 2, a presentation of the highlights of the paper to the

class. Turn in a one paragraph description of the final project with a working title and keywords on **10/26**. **Paper Due 12/7** Presentation due 12-7 or 12-14

B) PARTICIPATION IN RESEARCH ON COMMUNITY ENGAGEMENT

This option is based on working in a small team that will collect and analyze data to identify patterns of community engagement with the aim of developing a model of community engagement.

Week of:	TENTATIVE SET OF TOPICS TO BE COVERED 9/14-10/5	READINGS discussed this week
9/14	Course overview Introductions Communities in Context: the making of American communities.	
9/21	Development of 19 th Century Community Institutions Addams, settlement houses Van Slyck libraries Harris 1973 Community Informatics as a Framework (William & Durrance 2010)	Addams 1912 (skim, please) Van Slyck 1995 -Ch 3 Harris 1973 Williams & Durrance (2010)
9/28	Introduction to civic engagement based on Durrance 1984; PACE 2009 Information Use Situations introduction: Spouse abuse Barriers: Digital divide Robinson et al 2003 Anticipating needs: community problem solving “Case Study Groups” Selected	Spouse abuse: Harris & Dewdney 1994 Ch 2, Ch 4-5; 6-7 (3 sets) Durrance, Walker, Souden (2006) Durrance, Souden, Walker (2006) PACE, 2009 Robinson et al 2003

Week of:	TOPICS TO BE COVERED	READINGS discussed this week
10/5	Civic engagement/Civic learning Political participation; Community information-a look back & forward - Williams & Durrance 2010 A glance at a couple of models (Hartford model from Hartford Report, 2005 & Schull 2004;	Boyte 2004 Longo 2005 Pew 2009 & Verba et al 1995, Ch 17

Week of:	TOPICS TO BE COVERED	READINGS discussed this week
10/12	<p>Anticipating information needs experienced by the unemployed --based on Durrance et al 1993 (Ch 1-2) & Durrance 1994 Ch 1-3</p> <p>Immigrant populations & service options Lecture draws from Queens service model developed by Durrance & others;</p> <p>Tentative Guest speaker: Leslie Acevedo, Manager, Public Service, Flint Public Library Topic: Engaging with the community</p>	<p>Job seekers- Durrance et al 1993 (Ch 1-2) & Durrance 1994 Ch 1-3</p> <p>Caidi & Allard</p> <p>Caidi (2006)</p>
10/19	FALL STUDY BREAK	Enjoy!
10/26	<p>Community group issue engagement –based on: Durrance, Walker, Souden 2006 Durrance, Souden, Walker 2006 CNs as a community engagement model Community problem solving</p>	<p>Flint 2009 Ch 1-2; Ch 3-4; Epilogue</p> <p>Also examine: Durrance, Souden, Walker 2006; Durrance, Walker, Souden 2006 (moved from 9/28)</p>

Week of:	TENTATIVE SET OF TOPICS TO BE COVERED	READINGS discussed this week
11/2	<p>Community engagement model Institutional Strategies that Foster Engagement Toward model development Community memory Tentative Guest Speaker: Deanna Marcum</p>	<p>Readings: TBA Skim Cohill & Kavanaugh 1997; & Kubicek & Wagner 2002 Walker 2007</p>
11/9	Community engagement initiatives & theoretical contributions	Readings TBA
11/16	Case studies of engagement presented and discussed.	Presentations 10-15 minutes
11/23	Contributions of information behavior research	Readings TBA
11/30	Looking back at information use in communities	Readings TBA
12/7	Final Presentations	
12/14	Final Presentations	

9/28/09