# INLS 707-001: Government Information: Overview

School of Information and Library Science

Fall 2016

Mondays and Wednesdays, 5:30 – 6:45 pm, Manning Hall 14

Contents

[INLS 707-001: Government Information: Overview 1](#_Toc459802707)

[Instructor Contact Information 1](#_Toc459802708)

[Purpose and Audience 2](#_Toc459802709)

[Pre-requisite 2](#_Toc459802710)

[Goals 2](#_Toc459802711)

[Key Learning Objectives 2](#_Toc459802712)

[Honor Code Policy 3](#_Toc459802713)

[Accessibility/Accommodations 3](#_Toc459802714)

[Emergency Preparedness 4](#_Toc459802715)

[Textbook 4](#_Toc459802716)

[Structure of the Course 4](#_Toc459802717)

[Class Communication 20](#_Toc459802718)

[Assignments and Evaluation/Grading 20](#_Toc459802719)

[SILS Grading Policy 24](#_Toc459802720)

[Instructor Biography 24](#_Toc459802721)

[Acknowledgements 24](#_Toc459802722)

### Instructor Contact Information

Michele Hayslett, M.S.L.S.

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**Email**: michele\_hayslett@unc.edu (***please be sure to put INLS 707 in the subject line***—if you don’t I may miss your message).

**Office Hours**: Schedule an appointment at <http://guides.lib.unc.edu/mhayslett>.

*\*My office is on the first floor of Davis Library but there’s no room number posted so let’s talk before you come by the first time.*

### Purpose and Audience

This course will cover information produced by many levels of government, primarily in the U.S., but also some international. The course is by definition selective. Government information is diverse, so this course will introduce documents in many media including print and electronic, as well as statistics and data.

The class is oriented primarily toward library and information science graduate students. However, government information is broadly applicable in many types of research environments and the content may be useful to students in other fields which rely heavily on government information such as history, public policy, political science, sociology, etc. This course will extend SILS students’ learning about reference work but course work and assignments are tailored to encourage independent exploration/reporting and to reinforce understanding of particular resources and broader concepts. Students should leave the course with a sense of the range and depth of information produced and disseminated by governments, and the evolving role played by government information libraries and librarians in mediating access to these resources.

### Pre-requisite

Students must have completed INLS 501, Information Resources and Services; be enrolled in that course simultaneously with this one; or have permission of the instructor.

Goals

* Recognize how government information is linked to governmental organization and function.
* Survey the variety of government information by subject and format.
* Enable students to demonstrate their grasp of major sources of material and to evaluate individual resources for a particular subject.

### Key Learning Objectives

* Understand the basic structure and organization of the U.S. Federal government and the structure and organization of sources of information produced by and about it.
* Explore governance at many levels: international, national, state and local; consider the varieties of information governments produce; and consider the role information and libraries in U.S. society.
* Learn sources of government information and data in whatever format.
* Apply government information to illustrating a particular subject.

### Honor Code Policy

Your fellow classmates will contribute greatly to your learning experience in this class and during your time at SILS generally. Discussions and sharing of experience and insights are crucial to your education. However, the UNC Honor Code prohibits giving or receiving unauthorized aid in the completion of assignments, and students must work on all graded assignments individually as noted in the Assessment/Grading section.

Remember that your classmates today will be your colleagues once you graduate. Don’t abuse them. I expect you to acknowledge support and insight you gain from your colleagues just as you would in a published work, e.g., in acknowledgements at the end of assignments or projects. In every case where you use the actual written words of others (such as from emails or discussion forums), these must be properly quoted and cited in American Psychological Association (APA) style (unless you plan to publish your finished work in a journal that uses a different style, in which case *let me know* and use that one). And when you build arguments upon the ideas of others, the originators of those ideas should also be cited, even if the originator is you in a previous work. Finally, you are required to sign a pledge on all written work that you have adhered to the Honor System in completing it. To learn more about the Honor Code, see <https://studentconduct.unc.edu/students/honor-system-module>.

*(adapted from INLS 490: Issues in Digital Video, Spring 2010. Instructor: Gary Marchionini)*

Students are expected not to plagiarize others or themselves. To learn more about what plagiarism is (and how it is that one might plagiarize oneself), complete the tutorial at <http://www2.lib.unc.edu/instruct/plagiarism/>.

### Accessibility/Accommodations

If students need special accommodations, they **must register** **with the Accessibility Resources and Service Office** at <https://accessibility.unc.edu/register>. Specific accommodations are determined by that office on a case-by-case basis. The web site offers a wealth of information about accommodations and services, including an [FAQ](https://accessibility.unc.edu/students/registered-students/student-faqs) and [links to various campus offices' services](https://accessibility.unc.edu/students/registered-students/unc-campus-resources) like the University Libraries’.

|  |
| --- |
| The instructor strives to offer assignments that appeal to different learning styles, and students may set their own deadlines for most projects. If you prefer a different sort of assignment than the options presented herein, ask the instructor. |

### Emergency Preparedness

Students should familiarize themselves with Manning Hall. Depending on where you are when you become aware of an emergency, take shelter in the closest appropriate area. **Imminent tornadoes** call for rooms without exterior windows low in the building (hallways will work in a pinch). **Shooter situations** call for rooms without windows in the doors (think, bathrooms), or locking the door of the room you’re in and barricading with tables to block the window. Turn out the lights and silence cell phones. Remain in place until you receive the all-clear from campus safety.

### Textbook

No textbook is required. I will draw on a variety of materials for readings and pre-class preparation, as you will see below.

Please note, where I assign review of another librarian's material, e.g., a LibGuide to specialized reference sources, it is NOT acceptable for this class for you to contact that librarian with questions. They have posted their material primarily for use by their particular users, not for the benefit of this class. Do not expect them to spend time educating you personally. We will work through questions together.

### Structure of the Course

The course is structured for you to:

1. Learn about the organization and function of a given segment of government or a source of publications or data from the pre-class prep assignments;
2. Resolve questions and build comprehension in class; and then
3. Work practically with the resources and databases through the worksheet exercises.
4. The big and your-choice assignments are opportunities for you to demonstrate and extend your knowledge of
	1. how to find various kinds of government information,
	2. the specifics of how some part of government works, and/or
	3. a tool for accessing or visualizing government data.

I rely on you to tell me when you have not fully understood something. I also appreciate feedback on the effectiveness of the pre-class prep, and welcome suggestions for other readings, activities, videos, etc.

#### Class Schedule

Be aware, readings, worksheet assignments and their due dates may shift over the course of the semester. I will provide as much notice of such changes as possible. Readings are assigned throughout the course, and assessments and other ungraded assignments will be given during some class periods and may not be noted below.

While preparation for class will often involve reading some material, some assignments may involve completing an online exercise or tutorial; watching a film, webinar or online video; or other non-traditional advance work. **Class discussions will only be as good as your preparation allows them to be.** You should be looking ahead to what is required for the next class—assignments are often linked and you may save yourself time by looking to see if that resource is called on again in the next class.

Early in the semester, you will find all pre-class prep materials in Course Reserves or in Sakai. If you have trouble accessing something please let me know. Later in the semester, you are on your own for finding them. You may wish to practice finding materials before you have to do so (note, Google is an amazing tool). I also note some optional readings should you want to pursue additional reading on a given topic, but these are not required for class.

#### Semester-long Government-In-the-News Assignment

I encourage you to bring items to class where government is discussed in the news. These could be newspaper or magazine articles, blog posts, links to television news segments or items from other media outlets. Please do NOT bring items about the elections—there will be far too much of that as it is. I expect you to be paying attention to items about government information: what interesting information does the government produce? What effect does government policy have on information? How do libraries figure in American society vis-à- vis government? To perform well on this assignment, you should point out at least three or four items over the course of the semester. It is not necessary to have something every week. This will count in the participation part of your grade.

#### Wed., August 24

First Class: Logistics / Overview

What is government? What are gov docs?

##### Assignments:

* What do you want out of this class? (Handout) – Due August 29th
* Who are you? (Handout) – Due August 29th
* 5 Principles of Government Information assignment – Due August 29th

Think about what you believe should be true about government information in U.S. society. Write five principles describing it with consideration of the following questions:

* + Who should produce it?
	+ Who should have access to it? To *all* content, or what should be limited?
	+ How should access be given? Where? In paper or e-formats?
	+ How should authenticity/integrity be assured? Who should assure it? Or should it be assured at all? What are the consequences of *not* assuring it?
	+ How long should information be available?
	+ Should it be copyrighted?
* Choose Projects and Deadlines Assignment – Due September 14th

Send me a list of the projects that you wish to complete for this class along with a milestones document that spells out **intermediary and final** deadlines you will adhere to. See a sample milestone document on Sakai. Once you set your deadlines, you must keep them or communicate with me well in advance. Your grade will be affected by not completing drafts you have committed to turn in, and by not completing them on time if you haven’t first talked with me about changing a deadline.

#### August 29

Continued discussion: What is government? What are gov docs? What is a government documents librarian’s role?

Discuss Principles of Government Information

##### **DUE**:

* Responses to *What Do You Want Out of This Class?* & *Who Are You?* handouts
* 5 Principles of Government Information

##### Pre-Class Prep:

* Kosar, Kevin R. “Why I Quit the Congressional Research Service.” *Washington Monthly*, Jan/Feb 2015. (approximately 4 pages) Linked in Course Reserves.
	+ Reflection Questions: What topics does the CRS cover? What effect has partisanship generally (not the left or right in particular, but general partisanship) had on the work of the CRS? Why are so many more “little” questions getting to the CRS?

#### August 31

Tour of Docs Collection: Meet at the service desk in Davis Library

Searching for Government Information in Print, or How to Figure Out a Print Resource

##### Pre-Class Prep:

* View Basics of SuDoc Classification webinar, FDLP Academy (44 min)

Linked in Course Reserves. (Note link to slides on this web page, at upper right, as “Slide Presentation.”) (recorded June 5, 2015)

* + Note, there is a known issue for Mac users. Be sure to use Firefox.
* Complete How to Read a SuDoc Number tutorial with quiz (from MSU) – Linked in Course Reserves. Complete the quiz to check your comprehension; results will not come to me.

##### Assignment:

 Worksheet Assignment 1 given out, due Sept 14th

#### September 5 – NO CLASS – Labor Day holiday

#### September 7

Executive Branch

##### Pre-Class Prep:

* Haskell, John. Chapter 4, “Congress as the Board of Directors: Authorizing the Work of Government,” *Congress In Context*. Boulder: Westview Press, 2010. For this class concentrate on the bits about authorization bills. In Course Reserves. (Will mostly use this article for the next class on the Legislative Branch.)
* Robinson, Judith S. Chapter 9, “Regulations.” *Tapping the Government Grapevine*. Third edition. Phoenix: The Oryx Press, 1998. Pages 118 – 126. In Course Reserves.
	+ Note the publication date: skip sections on online resources since they’re mostly out of date. Read the Exercises at the very end of the chapter—no need to complete them, though, unless you wish.
* Whisner, Mary (2013). “Some Guidance about Federal Agencies and Guidance.” *Law Library Journal* Vol 105(3), p. 385-394. In Course Reserves.
* Groves, Robert M. “The Structure and Activities of the U.S. Federal Statistical System: History and Recurrent Challenges.” *The Annals of the American Academy of Political and Social Science*, Vol 631 (September 2010), p. 163-168. (6 p.) In Course Reserves.
	+ Do just read the first six pages of this article for now, down to the heading “Notions of Quality in Statistical Activities.” Note, it is unnecessary to absorb the detail of the “life course review” of the National Center for Health Statistics but it is an excellent example of how government agencies evolve. What effect will this have on shelving the agency’s publications in a documents collection?
* **Optional**: Selin, Jennifer. “What Makes an Agency Independent?” *American Journal of Political Science,* Vol 59(4), p. 971-987.

#### September 12

Presidential papers?

Govt information databases? [more in 2nd.docx]

#### September 14

Legislative Branch

##### **DUE**:

Choice of projects and milestones document

Worksheet Assignment 1

##### Pre-Class Prep:

* Review Haskell, John. Part of Chapter 2, “The Nature of Congress,” *Congress In Context*. Boulder: Westview Press, 2010, pages 49-52, starting with the section headed **The Great Compromise** and reading through the section headed The Key Difference Between the House and Senate? It’s a Matter of Perspective.[[1]](#footnote-1)
* View Schoolhouse Rock video, “I’m Just a Bill” (3:21 min; start at 0:16) ©1975. Linked in Course Reserves.
* Haskell, John. Chapter 4, “Congress as the Board of Directors: Authorizing the Work of Government,” *Congress In Context*. Boulder: Westview Press, 2010, pages 129-194. In Course Reserves. Please note: it’s not crucial that you read the whole chapter word-for-word, but know:
	+ The difference between authorizing bills and appropriation ones
	+ The four tasks authorization bills may accomplish
	+ The role of authorizing committees versus appropriation ones.
	+ The big picture of the legislative process (there’s a chart), the Rule of 218 and 60, and the sports analogy.
	+ The bit about mandatory spending. And finally,
	+ Read the boxes and exhibits throughout the chapter.
* Cornell, A.S., Greene, M. and Hanson, L.A., *Legislative Research for Congressional Staff: How to Find Documents and Other Resources*. Washington: Congressional Research Service, June 2015. Linked in Course Reserves.
* Listen to National Public Radio’s *Morning Edition* (Inskeep, Steve), “How the Iran Vote Is Engineered to Pass,” broadcast September 2, 2015. (7:05 minutes). Linked in Course Reserves.
* **Optional**: Peruse Penn State’s U.S. Government: Legislative Branch Publications LibGuide, linked in Course Reserves (author Russ Souchak); note multiple tabs.
* **Optional**: Read Sullivan, John V. *How Our Laws Are Made*. House Document 110–49, July 24, 2007. In Course Reserves. (65 p.)
* **Optional**: Read the Congressional Research Service. *The Evolving Congress*. Washington: Committee on Rules & Administration, December 2014. (S. Prt. 113-30, 490 p.)

#### September 19

Legislative Process, Legislative Materials and Their Place in the Judicial Context

Guest speaker, Aaron Kirschenfeld, Librarian, Law Library

##### Pre-Class Prep:

* Read California Courts page, How Courts Work (approximately 6 pages). Linked in Course Reserves.
* Read NC Judicial Branch fact sheet (2 pages). Linked in Course Reserves.
* View Help! I’m an Accidental Government Information Librarian presents ... Order in the Court Records: Finding Briefs, Transcripts, and other Court Materials, presented by Jennifer Behrens, Head of Reference Services at Duke Law, recorded June 24, 2015 (about 45 min; covers both state and federal systems). Linked in Course Reserves.
* Read through Judicial Branch Publications guide from Gallagher Law Library, University of Washington, prepared by Peggy Jarrett for LIS 526: Government Publications. Linked in Course Reserves.

#### September 21

Judicial Sources

Prep for Worksheet 2

*No additional pre-class prep.*

#### September 26

Government Data and Data Services, a Primer

Census: Decennial vs. ACS

##### Pre-Class Prep:

* Sakai - Resources – Go through Finding Data slide deck
* View David McCandless’ TEDtalk, The Beauty of Data Visualization (recorded 07/2010, 18:10 minutes). Linked in Course Reserves. What qualifies McCandless to do data viz?
* Ehrenfreund, Max. “Wonkbook: U.S. Austerity Was Even Worse Than We Thought, Data Suggest.” *Washington Post*, posted July 31, 2015 (less than one page, down to paragraph beginning “With Congress adjourning for its summer recess…”). Linked in Course Reserves. Why does it take time for the real picture to emerge?
* Listen to National Public Radio’s *Morning Edition* (Horsley, Scott), “Changing Polling Metrics to Decide GOP's Presidential Debate Lineup,”, broadcast August 3, 2015. Pay attention especially to the soup analogy. (3:50 minutes). Linked in Course Reserves.
* Sakai Resources – Go through American Community Survey (ACS): Brave New World slide deck
* Sakai Resources – Read ACS-comparison-DC by NY State Data Center (4 pages)
* Sakai Resources - Go through Choose-Best-Census-Src slide deck
* Read the rest of Groves, Robert M. “The Structure and Activities of the U.S. Federal Statistical System: History and Recurrent Challenges.” *The Annals of the American Academy of Political and Social Science*, Vol 631 (September 2010), p. 168-178. (10 p.) In Course Reserves.
* Reamer, Andrew D. *Surveying for Dollars: The Role of the American Community Survey in the Geographic Distribution of Federal Funds*. Washington, DC: Brookings Institute, July 2010 (19 pages). Linked in Course Reserves.
* Browse Census Bureau’s American Community Survey page, “Why We Ask Each Question.” Linked in Course Reserves. Are there topics there you're surprised at? Pick five topics and read why the Census Bureau collects this information. Does the ask seem reasonable given the stated reason? Why or why not?

##### Assignment:

Worksheet Assignment 2 given out; due Oct 10th

Note: With this assignment, you will want to begin tracking congressional sources and their date coverage with the 3 branches fill in handout in Sakai:  Resources / Pre-class Prep Materials (by subject) / Database guides/Guest speaker notes. Continue using it with the sources of executive and judicial sources. This handout is for your benefit; it will not be turned in, but it may be one of the best resources you take away from the class.

#### September 28

Census: Decennial vs. ACS, continued

##### Pre-Class Prep:

* Watch FDLP Academy webinar, Hazard, Bill. “Introduction to the U.S. Census Bureau's DataFerrett.” Recorded 7/29/16. (69 minutes) Linked in Course Reserves.
	+ Note links to the handout, slides and a transcript at upper right of the page.
* **Optional**: Browse Census Bureau. *Measuring America: The Decennial Censuses from 1790 to 2000*. Washington: the Bureau, 2002. Sakai Resources>> Optional Resources. Includes enumeration forms and instructions to enumerators back to the first Census; includes notes about when variables were added and changes in methodology over time. Dead useful.

#### October 3 (Rosh Hashanah)

Science / Technology / Grey Literature

##### Pre-Class Prep:

* Review TEDx video assigned for last class, specifically what parts of smartphones were developed under government contract.
* View the TEDx video with Mariana Mazzucato, “Government—investor, risk-taker, innovator.” (filmed June 2013; 14:04 minutes) (video might work better on some systems in YouTube—just search YouTube for the speaker’s name)
* Larson, Erik. Opening chapter, “The Beach: September 8, 1900,” p. 3-16. *Isaac’s Storm*. New York: Vintage Books, 1999 (about 12 pages). How many types of government information do you count in the chapter?
* Pejsova, Petra and Vaska, Marcus. “An Analysis of Current Grey Literature Document Typology.” *The Grey Journal*, Vol 7(2), 2011, p. 72-80. In Course Reserves.
* Read transcript, Stahl, Lesley. “Treating Depression.” *60 Minutes*, broadcast February 19, 2012. (about 4 pages, beginning on page 5 and ending on page 9; search for segment title to locate beginning.) In Course Reserves.
* McFadden, Robert D. "Frances Oldham Kelsey, Who Saved U.S. Babies from Thalidomide, Dies at 101.*" New York Times*, August 7, 2015. (about 5 pages) Linked in Course Reserves.
* Read *About NTIS*. (about 2 pages) Linked in Course Reserves.
* Read *A New Strategic Direction for NTIS*, June 30, 2015. (2 pages) Linked in Course Reserves.
* Register for and browse the Public National Technical Reports Library (NTRL), <https://ntrl.ntis.gov/>. What do you think about its functionality/searchability?
	+ Browse the archive of the *NTRL Newsletter*, <http://www.ntis.gov/products/ntrl/ntrl-archives/>, noting some of the themes the newsletter presents.

##### Assignments:

* Find the web site for your hometown. What agencies are represented there? What information does it/do they publish? Is this information easily accessible on the site? Can you find data (of any variety) on the site? If so, what kind? Overall, what deficiencies do you notice?
* Look up the most recent population total you can find for your hometown in American FactFinder (AFF) *and* Social Explorer (SE). Is it available at all? If so, what year did you find? Is the place urban or rural? Which database do you find easier to use? Now try to look it up through the state demographer’s office for your state. Can you find it? If so, what year did you find? Is that number different from what you found in AFF or SE? Try to think of reasons it might be different.
* Pick any state agency (for any state) and look over its web site. What sub-agencies are represented there? What information does it/do they publish? Is this information easily accessible on the site? Can you find data (of any variety) on the site? If so, what kind? Overall, what deficiencies do you notice?

#### October 5

State and Local Government Information

##### **DUE**:

1. Be prepared to discuss your hometown’s web site and that of the state agency you chose.
2. Be prepared to discuss what you found among the three different data sources.

##### Pre-Class Prep:

* Nekola, Adam, “The best and worst of state legislature websites.” FiscalNoteBlog (posted August 3, 2015) (about six pages). Also read Our Vision in About section of web site (one sentence). Linked in Course Reserves.
* Read “About Stateline” of the Pew Charitable Trust's Stateline web site and browse the overall web site. Linked in Course Reserves. What do you think this web site is good for?
* Peruse UNC Law Library’s North Carolina Legislative History LibGuide (author, Dave Hansen). Linked in Course Reserves.
* Peruse Wake Forest University School of Law’s North Carolina Legal Research: Statutes and Legislative History LibGuide (author not listed). Linked in Course Reserves.
* Read NC League of Municipalities About the League web site (about one page--you need not cover linked information like the bylaws and constitution, just the information on the page). Linked in Course Reserves.

#### October 10

Economic Indicators

##### Pre-Class Prep:

* **View** Scanlon, Mary G. **“Help! I’m an Accidental Government Information Librarian presents... All you ever wanted to know about Economic Indicators!” (broadcast Mar 27, 2013). Start at 2:28. (one hour)**
* Listen to National Public Radio’s *Morning Edition* (Charles, Dan), “America's Real Mountain of Cheese Is on Our Plates,” broadcast August 26, 2016. (3:09 minutes) Linked in Course Reserves.
	+ In addition to listening to the segment, have a look at the charts in the text of the web page.
	+ How much of the U.S. milk supply is sold as milk?
	+ What factors in the international market affected the U.S. cheese market?
	+ What’s the up side of the government buying all this cheese?
* Read U.S. Census Bureau and Bureau of Labor Statistics. Chapter 15, “Sources and Controls on Nonsampling Error,” Technical Paper 63RV: Design and Methodology [of the Current Population Survey]. Washington, DC: U.S. Census Bureau and Bureau of Labor Statistics, 2002. (9 pages) In Course Reserves.
* Listen to National Public Radio’s Planet Money (Chow, Lisa), “4 Reasons Why Millions of Americans Are Leaving The Workforce,” broadcast August 2, 2013. (4:17 minutes) Linked in Course Reserves.

##### Optional:

* Each of three Help! webinars on BLS Statistics: Aug 13, 2014; Oct 22, 2014; and Nov 19, 2014. (one hour each)
* Help! webinar, Historical Economic Data Sources & Economic Time Travel (Aug 21, 2013) (one hour)

##### **DUE**:

Worksheet Assignment 2

#### October 12 (Yom Kippur)

Intro to Resources for Worksheet 3

Economic Data Tools

##### Pre-Class Prep:

* Listen to National Public Radio’s *Morning Edition* (Wertheimer, Linda), “How is The U.S. Economy Doing? Examining Latest Data,” broadcast August 9, 2013. (4:14 minutes) Linked in Course Reserves.
	+ Why look at a four-week average instead of weekly data?
	+ Why might data on economic performance be contradicted by opinion polls?
* Listen to National Public Radio’s Weekend Edition Saturday (Kim, Queena), “As Our Jobs Are Automated, Some Say We’ll Need a Guaranteed Basic Income,” broadcast September 24, 2016. (4:18 minutes) Linked in Course Reserves.
	+ Do you think this is realistic? Why or why not?
* Read Kitroeff, Natalie (of the *Los Angeles Times*). “Robots could replace 1.7 million American truckers in the next decade,” Raleigh *News and Observer*, October 8, 2016. (maybe 5 or 6 pages)
* Play with
	+ Federal Reserve Economic Data (FRED), <https://fred.stlouisfed.org/> (look at its Categories and its Sources)
	+ the Bureau of Labor Statistics’ databases, <http://www.bls.gov/data/>, vs. the Bureau of Economic Analysis, <http://bea.gov>
	+ LED’s OnTheMap, <http://onthemap.ces.census.gov/>, and
	+ American FactFinder’s access to the Economic Census (<http://factfinder.census.gov>).

Be prepared to discuss what types of data are to be found in each tool, how the tools are organized (for numeric data, mapping, etc.), and how easy or hard they are to use. This is not intended to be an in-depth exploration of each site: you should spend no more than a couple of hours on this, total.

##### Assignment:

Worksheet Assignment 3 given out; due Nov 2nd

#### October 17

United Nations

Other Inter-Governmental Organizations (IGOs) & Non-Governmental Organizations (NGOs)

##### Pre-Class Prep:

* Select any sub-agency of the UN. Review its web site as in previous assignment for state and local government.

#### October 19 – NO CLASS – Fall Break

#### October 24

Intellectual Property: Patents

##### Pre-Class Prep:

* Review the TEDx video with Mariana Mazzucato, “Government—investor, risk-taker, innovator.” (filmed June 2013; 14:04 minutes)
* Sakai – Pre-class Prep – Play Patent Language game
	+ Listen to radio segment about negotiating the Trans-Pacific Partnership: Samuelson, Tracy. “In the end, the real hurdle to a TPP deal was drugs.” Los Angeles: Marketplace, October 5, 2015. (2:43 min. to listen, or 1 p. to read)
* Complete the University of Minnesota Libraries’ tutorial on Patent Searching at <https://www.lib.umn.edu/apps/instruction/patentsearch/>

#### October 26

Free class to work on annotated bibliography assignment

#### October 31

FOIA

Role of a Free Press and Whistleblowers

Role of Librarians

Sunshine Week

##### Pre-Class Prep:

* Robinson, Judith S. Chapter 2, “Access to Government Information.” *Tapping the Government Grapevine*. Third edition. Phoenix: The Oryx Press, 1998. Pages 9 – 15 (up to the box, The Federal Information Center). Linked in Course Reserves.
	+ Pay particular attention to the Freedom of Information Act section, pages 12-13.
* View video, *The most dangerous man in America: Daniel Ellsberg and the Pentagon Papers* (93:40 minutes). Online access at <http://search.lib.unc.edu/search?R=UNCb8338111>. Available for check out from both the Media Resources Center in the Undergraduate Library, and the Park Library in Carroll Hall, DVD-doc .M67 2009.
* Locke, Mandy, Raynor, David, Rothacker, Rick and Ordoñez, Franco. “NC’s $467 million problem: Abuse of workers, failure to collect taxes.” *Raleigh News and Observer*, September 4, 2014. (14 p. [with lots of illustrations]) Linked from Course Reserves.
* Locke, Mandy. “Contract to Cheat: Followup.” *Raleigh News and Observer*, April 29, 2015. (about three p.) Linked from Course Reserves.
* West, Marsha. “Classified Information Policy, Government Transparency, and WikiLeaks” *DttP: A Quarterly Journal of Government Information Practice & Perspective*, Summer 2013, Vol. 41 Issue 2, p. 13-17, 5p. Linked from Course Reserves.
* Carpenter, Zoë. “Librarians Versus the NSA,” *The Nation*, May 6, 2015. Linked from Course Reserves.
* Holdren, John P. Memorandum for the Heads of Executive Departments and Agencies, “Subject: Increasing Access to the Results of Federally Funded Scientific Research.” Washington, DC: Executive Office of the President, Office of Science and Technology Policy, 2013. (6 pages) Linked from Course Reserves.

*Optional/Further Reading*:

* News and Observer’s series *Contract to Cheat*, specifically North Carolina (seven articles). <http://bit.ly/2aHc4nw> (web site may be unstable; may need to search for the series through America’s News database)
* Ellsberg, Daniel. *Secrets: A Memoir of Vietnam and the Pentagon Papers*. New York: Viking, 2002. (498 p.)
* Woodward, Robert & Bernstein, Carl.  *All the President’s Men*. New York: Simon and Schuster, 1974. (349 p.; story of the investigation that broke the Watergate scandal, resulting in Nixon’s resignation)
* DVD. CitizenFour. [United States]: RADiUS TWC, [2015]. (113 min; story of Edward Snowden’s leak of thousands of classified NSA documents, disclosing among other things NSA’s use of warrant-less surveillance globally)

#### November 2

Trademarks

Foreign Governments

##### Pre-Class Prep:

* Sakai – Pre-class Prep – Play Trademark game
* Sakai – Pre-class Prep – Review the UPS brand fact sheet and brand violations book files (on Sakai, in Resources/Pre-class Prep Materials/Patents & Trademarks folder)
* Pick any country with which you are **unfamiliar** and look it up in NationMaster.com.
	+ What kinds of information are you able to find?
	+ Are you able to understand the country’s geographic arrangement (analogous to the state-county hierarchy in the U.S.)?
	+ What sub-country information can you find?
* Next, look up the same country in the UN’s Population Database.
	+ What statistics can you find here?
* Finally, look it up in WDI Online.
	+ Is it there?
	+ What statistics can you find here?

##### **DUE**:

Worksheet Assignment 3

#### November 7

Intro to Resources for Worksheet 4

##### Assignment:

Worksheet Assignment 4 given out; due Nov 21st

#### November 9

Intellectual Property, continued: Copyright, Open Access and Other IP Issues

Guest speaker: Anne Gilliland, Scholarly Communications Officer, UNC Libraries

##### Pre-Class Prep:

 [material may be assigned by the guest speaker]

#### November 14

Government Propaganda

##### Pre-Class Prep:

* Read Edsel, Robert M. Chapter 2, "Hitler’s Dream," (p. 10-15), AND Chapter 3, “The Call to Arms,” (p. 16-24) *The Monuments Men: Allied Heroes, Nazi Thieves, and the Greatest Treasure Hunt in History*. New York: Center Street, 2009. (15 pages)
* Read various selections from Brown, Daniel James. *The Boys In the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. New York: Viking, 2013. (19 pages)
	+ P. 142 – 145, from “Throughout that month…” to the end of the chapter.
	+ P. 215 – 217, from “That month the Nazi Party staged…” to “Now, in parts of the country, it began to boil.”
	+ P. 224 – 226, from (near the bottom) “A few days later, on December 8, at the Commodore Hotel…” to the end of the chapter.
	+ P. 251 – 253, from the beginning of the chapter to “…still nascent but increasingly twisted Nazi mythos.”
	+ P. 297 – 300, from the beginning of the chapter to “…all of Berlin waited for the rest of the cast to arrive.”
	+ P. 359 – 361, from the section beginning “Within days of the closing ceremony…” to “…so many that the exact number would never be known.”
* Read Shelton, Peter. *Climb to Conquer*. New York: Scribner, 2003. p. 48 – 55, from “Volunteers trickled in that first winter…” to “…They hated the snow, the skiing, the cold.” (6 pages)
* View McCabe, Norman (director). Looney Tunes’ *The Ducktators*. Hollywood: Leon Schlesinger Productions for Warner Brothers, 1942. (7:42 minutes). Linked from Course Reserves.
* Read Honey, Maureen. "The Working-Class Woman and Recruitment Propaganda During World War II: Class Differences In the Portrayal of War Work." *Signs: Journal of Women In Culture & Society* 8(4) 1983, 672-687. Linked from Course Reserves.
	+ Specifically from the Honey article, what was a major motivation for publishers to include propaganda in their magazines?
	+ What were some of the tactics from any of these examples of propaganda to sell the desirable outcome?
	+ What were some of the tactics from any of these examples to portray the enemy negatively?

Note: Wednesday, NHGIS speaker

#### November 16

FDLP Overview

Future of Government Information & Role of Govt Information Librarians

Comparison of GODORT Principles of Government Information

Guest speaker: Renee Bosman, Regional Depository Librarian, UNC Libraries

##### Pre-Class Prep:

* Mart, Susan Nevelow. “Let the People Know the Facts: Can Government Information Removed From the Internet Be Reclaimed?” *Law Library Journal*. (98:1) 2006. 1-31. It is older, but documents the political nature of information removal. (And although it’s nominally 37 pages long, the article itself only runs a little over 14—the rest is footnotes.)
* Sowell, Steven L.; Boock, Michael H.; Landis, Lawrence A.; Nutefall, Jennifer E. “Between a Rock and a Hard Place: Managing Government Document Collections in a Digital World.” *Collection Management*, Apr 2012, 37 (2), p 98-109, 12p.
* View Daily Show’s Overly Public Library, broadcast May 7, 2003. (2:06 minutes) But seriously, what’s wrong with the government seeing what library patrons have checked out?
* View Beth Noveck’s TEDtalk, “Demand a more open-source government” (filmed June 2012, at TEDGlobal 2012). (17:23 minutes)
* Review what you sent me as your five principles of government information.

#### November 21

* Continue discussion from last time about Open Government
* What did we miss?

#### November 23 – NO CLASS – Thanksgiving Recess begins

##### **DUE**:

Worksheet Assignment 4

#### November 28

Beth: Tableau

##### Pre-Class Prep:

* [Beth sent out 11/14, 10:31 am]

#### November 30

Wrap-up and review

##### Assignment:

Worksheet Assignment 5 given out; due Dec 15th by 11 am

#### December 5

Military librarians panel via GoToMeeting

#### December 7

Visit to the State Library

#### December 15

**SILS** Final Exam slot, 8 – 11 am

##### **DUE by 11 am**:

Worksheet Assignment 5

### Class Communication

We have a class page in Sakai which will be an important forum for class communication. I have posted the syllabus in the Resources section, as well as some of the pre-class preparation assignments. You will also find there descriptions of the various assignments and prior years’ samples for some assignments, but please let me know if you find inconsistencies or have questions. Worksheet assignments and assorted other exercises will be handed out in class.

### Assignments and Evaluation/Grading

Pace yourself – plan out assignments and due dates carefully in coordination with the assignments in your other classes; work steadily throughout the semester. You will select one of your own projects and set your own deadlines for that project. I do this to give you flexibility to arrange the best schedule around your other classwork, but it is up to you to stick to it. **I grade down a grade level for each day a project is late.** If you find yourself getting behind, talk with me immediately.

#### Big Assignment - Government Annotated Bibliography

Choose a topic of interest. Develop an annotated bibliography for that topic using government publications, covering 15-20 sources. See assignment parameters and several examples on Sakai.

#### Smaller Assignments (by weight) but Still Important

##### (aka, Pick-Your-Own Assignments)

Pick any **one** of the following options. Pick your due dates, as long as you space them out over the semester and confirm them with me by **September 14th**. I reserve the right to require that you re-work your schedule if it appears you are not leaving yourself enough time.

* Profile an IGO. Write a three- to five-page paper describing the organization’s purpose, organization and publications.
* Teach a class. Choose a topic from the syllabus or propose one to the instructor, e.g., about a particular Federal agency, a Native American government, about consumer protection, etc. Be prepared to assign pre-class prep for me and the other students to complete in advance; fill the entire class time; lead class discussion (straight lecture is not acceptable); and write three to five worksheet-type questions (with answers).
* Observe a public government meeting locally. Instructor must approve which body you intend to visit. Write a three- to five-page paper reporting on the body’s structure, purpose and documentation, e.g., how/where one could find both historical and future agendas, minutes, and other information the body produces.
* (*Difficult*) Interview a government official, e.g., what's their job; what are their challenges; what information does their office produce. Must inform the instructor of the name and position of the official in the project list and provide interview questions to the instructor **in advance** of the scheduled interview. You may also wish to provide the official with the interview questions in advance but you may *not* do this until after I have approved them. Write a three- to five-page paper reporting what you learn. This is a difficult project mostly because it can be hard to get an appointment with a public official. If you decide to do this project, start trying to get on the person’s calendar as early in the semester as possible and set a date by which you will change to a different project if you are unable to get an appointment with your chosen official.
* Use government data to describe an issue, make an argument or profile a geography. Write a three- to five-page paper using at least three sources from different agencies. You must use government data in this assignment to describe or quantify your topic.
* Visit with/shadow a government librarian and report back on what they do. If needed, discuss with me the type of setting in which you are interested; I may be able to assist in making introductions. You must inform me of the name and position of the librarian in the milestones document, and provide me with your interview questions **in advance** of the scheduled interview. You may also wish to provide the interviewee with the interview questions in advance but you may *not* do this until after I have approved them. Write a three- to five-page paper reporting what you learn.
* (*Difficult*) Attend one or more of the data visualization workshops in the Research Hub and create a data dashboard about a subject of your choice using at least five sources of government information. The object here is mainly to learn some data viz skills but you may earn extra credit for good design. This is a difficult project because there are limited resources available to you for learning these types of tools. Be prepared to find help on your own through the software package itself or online (UNC subscribes to Lynda.com, for instance).
* Learn a data tool like LEHD's OnTheMap or DataFerrett and teach the class how to use it. See a list of possible tools on Sakai.

Establish your own due dates. A plan for the assignment-of-choice and due dates must be provided to the instructor by September 14th: see a sample Milestone Document on Sakai in Resources.

##### Other

Assorted other small assignments may be made. For example, as shown on the schedule, the first day of class I will give out an assignment about the principles of government information. Other such assignments or in-class assessments may be made without warning.

#### Evaluation/Grading

In early annotation drafts, I will mark grammar and spelling issues but not take off points for them. In the final annotation project, though, grammar and spelling both count. In ALL written assignments, your clarity and logic of arguments, effective and accurate use of evidence and precision of language count.

* Class attendance and participation – 30%
	+ You cannot pass this class without attending class, being prepared and participating in discussions. Attending means not only being present in class but also being **on time** for class, **especially when we have guests**. Being prepared means completing the readings and other pre-class preparation in advance of class. It means integrating material from the readings and material you see on the GOVDOCS listserv (mentioned below), as well as what you learn from assignments, into class discussion. It also means the reverse, integrating class discussion and readings into assignments. If you cannot attend a particular class, I expect notice beforehand or a very good explanation shortly thereafter. Participation will also be graded on how much value you add to the class. You can add value by paying attention so that your contributions are relevant and on-point, and so that I see your respect for your classmates and me. You can also add value by making space in the conversation for all classmates and being supportive of their contributions. I will provide notes three or four times over the course of the semester about your participation grade.
	+ Please subscribe to GOVDOC-L. This listserv is where government information librarians post information and queries for reference questions. Scanning list postings offers additional learning opportunities. Practitioners discuss topics involving the profession as well as practical matters such as requests for help with reference questions, and needs and offers related to physical collections.

To Subscribe: send to LISTSERV@LISTS.PSU.EDU the command:

SUB GOVDOC-L [first name last name]

There should be NOTHING else in your message, no signature, nothing.

For one message in a Daily Digest, AFTER you subscribe: Send to LISTSERV@lISTS. PSU.EDU the command:

SET GOVDOC-L DIGEST

For more information on the list, read the GOVDOC-L User Guide which is sent to you when you subscribe.

* + The Government-In-the-News Assignment and assorted other small assignments/assessments will be included in this part of your grade.
* Worksheet Assignments (5) – 30%

While “worksheets” sounds trivial, do not underestimate these assignments. Start on them as soon as you get them since they will literally take hours to complete. (In fact, I ask that you tell me how long each one takes you to do.) They are weighted according to their respective lengths:

Worksheet 1 – 7%

Worksheet 2 – 6%

Worksheet 3 – 2%

Worksheet 4 – 5%

The fifth and final worksheet, which essentially serves as a take-home final exam, is worth 10% of your course grade.

You will have at least two weeks to complete each worksheet. Please email me the answers typed into the worksheet before class starts the day it is due. Assignments turned in during class will be considered late.

* Government Annotated Bibliography (1) – 25%
* Pick-Your-Own assignment (1) – 15%

|  |
| --- |
| Please NoteAssignments turned in past the due date will drop a grade level for each day they are late. |

### SILS Grading Policy

H - Clear excellence

P - Entirely satisfactory

L - Low passing

F - Failed

If you find you will be unable to complete the work necessary for the class due to illness or other extenuating situations, please contact me as soon as practically possible. In general, I am not inclined to grant Incompletes except in extreme circumstances.

### Instructor Biography

Michele Hayslett is the Librarian for Numeric Data Services and Data Management in Davis Library at UNC at Chapel Hill and has worked here since December 2008. She has participated in Green Zone and Safe Zone training here at UNC, and in the Racial Equity Institute through Chapel Hill’s Organizing Against Racism. Previously she worked with government documents and data at North Carolina State University Libraries in Raleigh (March 2005 to December 2008), and at the State Library of North Carolina in Raleigh (August 2000 to February 2005). She holds an M.S.L.S. from SILS (1999) and a B.A. with honors from Earlham College (1990).

### Acknowledgements

This course borrows material from many sources and leans on the expertise of many researchers and librarians. The instructor would like to thank the following in particular:

* First and foremost, Beth L. Rowe, former Regional Depository Librarian, UNC at Chapel Hill
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* Cass Hartnett, U.S. Documents Librarian, University of Washington Libraries
* Connie Williams, former President of the California School Library Association, Petaluma City Schools, San Francisco, CA
* Many librarians in the North Carolina Libraries Association and North Carolina Special Libraries Association, and from across the country who subscribe to ALA’s GOVDOC-L listserv. Presenters in NCLA’s Government Resources Section’s Help! webinar series are especially appreciated.
* Authors and creators of all the articles, books, tutorials, web sites, LibGuides, videos and other materials I reference.
1. This is a very in-depth textbook on how Congress works, the motivations of its members and the intricacies of its operations—feel free to read the whole book if you’re really interested. Plus, each chapter has Suggestions for Further Reading. [↑](#footnote-ref-1)