

INLS 707-001: Government Information

School of Information and Library Science

Spring 2023

Mondays, 5:30 – 8:30 pm, Manning Hall 14

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Overview

Instructor Contact Information

Michele Hayslett, M.S.L.S.

Office hours: By appointment only. See <http://guides.lib.unc.edu/michelehayslett>, or email me if you can't find a time in that scheduler. I meet by Zoom by default but may be able to arrange to meet you in person if you prefer and depending on how quickly you need to meet (further out is easier to arrange).

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)

Response time: I strive to return calls and respond to email within 24 hours during the work week, but in busy times it may take longer. Please contact me again if you don't hear from me within two days.

Flexible Learning with Accountability

We all come to this course with a variety of experiences, responsibilities, and needs. This means we have much to learn from each other, but it also means that we may all learn differently and at different paces. I practice a “whole learner” approach to instruction. This means that all learners in our classroom (myself included) are not just students/instructors, but people with outside lives that will both inform and possibly sometimes interfere with this class. As such, the course policies below offer options for seeking assignment extensions, making up missed classes, and taking an incomplete (IN grade) in the course. All of these policies offer flexibility, but also ask for accountability. Both are integral to creating a productive learning experience for the community of our class.

Purpose and Audience

This course will cover information and data produced by many levels of government, primarily in the U.S., as well as international organizations, both inter-governmental and non-governmental. The primary focus is on strategies for finding information and data, with a secondary focus on other topics such as collection development, role of librarians, etc. Government information is diverse, so this course will introduce documents in many media including print and electronic, as well as statistics and data. The course is by definition selective but efforts are made to include topics of interest to class members.

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 and data produced and disseminated by governments, and the evolving role played by government information libraries and librarians, both in providing access to these resources and in protecting users' rights.

Course 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.

Mental Health Resources

All students should be aware they may seek support for *any* issue from [Counseling & Psychological Services \(CAPS\)](#) in Student Health. To speak to someone immediately about an urgent emotional or mental health concern:

- **Call CAPS 24/7 at 919-966-3658**
- **Call the National Suicide Prevention Lifeline 988, or**
- **Text HOME to the Crisis Text Line at 741741** from anywhere in the United States, anytime.

In addition, there is a **peer chat service** staffed by student volunteers, [LSN](#) (Listen, Support, Navigate; pronounced listen). Be aware, though, it is NOT 24/7. The service is limited to

[email](#) outside of service hours, when classes are not in session, and when volunteers are not available, with a resulting longer response time.

Please reach out to one of these resources if you need help.

Here is [a resource guide](#) for anyone **experiencing sexual or gender-based harassment, sexual assault, sexual violence, interpersonal (relationship) violence, or stalking.**

See more resources available through the **Heels Care Network** at <https://care.unc.edu/>.

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/>.

Diversity Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices
- Integrate diversity into the curriculum and research
- Foster a mutually respectful intellectual environment in which diverse
- opinions are valued
- Recruit traditionally underrepresented groups of students, faculty and staff
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

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://ars.unc.edu/students/FAQs) (https://ars.unc.edu/students/FAQs) and [links to various campus offices' services](https://accessibility.unc.edu/students/registered-students/unc-campus-resources) (https://accessibility.unc.edu/students/registered-students/unc-campus-resources) like the University Libraries’.

Please note: The instructor strives to offer assignments that appeal to different learning styles, and students may negotiate different deadlines if needed. If you prefer a different sort of assignment than the options presented herein, ask the instructor.

Also, the observance of religious holidays is respected, and flexibility around class attendance and assignment may be negotiable. Where flexibility is not possible, however, students may request religious accommodations pursuant to the University’s [Policy on Religious Accommodations](#) and Procedures by completing the University’s Religious Accommodations Advisory Committee’s [Request Form](#) and sending it to religiousaccommodations@unc.edu for consideration. This process allows the University to consider each student’s needs, based on their religious beliefs and practices.

Excused Absences

From the [University Catalog](http://catalog.unc.edu/policies-procedures/attendance-grading-examination/) (http://catalog.unc.edu/policies-procedures/attendance-grading-examination/):

“Regular class attendance is a student obligation. Students are responsible for all of their work, including assessments, tests, and written work, and for all class meetings. If a course

instructor chooses to take attendance and sees that a student misses three or more consecutive class meetings or misses more classes than the course instructor thinks advisable, the instructor may report the facts to the student's advisor and/or academic dean.

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments.

The University's policy regarding University approved absences as well as the instructor's course-level policies are communicated to students via the instructor's course syllabus on the first day of class.

Students are encouraged to communicate with their instructors early about potential absences and are reminded that they are bound by the [Honor Code](#) when making a request for a University approved absence.”

Please see the Grading & Assignment Weighting section for more information specific to this class.

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. Extension cords may potentially be used to secure doorknobs to adjacent structures. Turn out

the lights and silence cell phones. Remain in place until you receive the all-clear from campus safety.

If the building is evacuated for a fire or other emergency, please stay with the class until I can verify that all class members made it out safely.

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
 - a. how to find various kinds of government information,
 - b. the specifics of how some part of government works, and/or
 - c. 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 preparation, and welcome suggestions for other readings, activities, videos, etc.

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' submissions for some assignments as examples, but please let me know if you find

inconsistencies or have questions. Worksheet assignments and assorted other exercises will be available in Sakai usually two weeks before they are due and all assignments must be submitted in Sakai.

Class Schedule

Notes

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. I ask that you do the same for me when due dates you've set yourself shift. 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 a subsequent class.

All pre-class prep materials are available in Course Reserves or in Sakai, as noted throughout the syllabus. If you have trouble accessing something, please let me know. (While Course Reserves makes finding things easy, you may wish to practice finding materials yourself since that's a key skill for librarians.) I also note some optional resources should you want to pursue additional information on a given topic, but these are not required for class.

Schedule

Mon., January 9

First Class

- Logistics / Overview
- Who are you? What do you want to learn in this class? >>handouts
- What is government? What are gov docs?
- **Tour of the Documents Collection in Davis Library**

- 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.
- Searching for Government Information in Print, or How to Figure Out a Print Resource
- Three branches of the Federal government
- Types of Congressional publications

Assignments:

- What do you want out of this class? (Handout) – Due Fri., January 13th
- Who are you? (Handout) – Due Fri., January 13th
- *5 Principles of Government Information assignment* – Due Fri., January 13th
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 six questions:
 1. Who should produce it?
 2. Who should have access to it? To *all* content, or what should be limited?
 3. How should access be given? Where? In paper or e-formats?
 4. 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?
 5. How long should information be available?
 6. Should it be copyrighted?
- *Choose Projects and Deadlines Assignment* – Due Mon., January 23rd
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, please communicate changes with me well in advance of them.

Friday, January 13th

*No class but **Three Assignments DUE:***

- *What Do You Want Out of This Class?* handout
- *Who Are You?* handout
- 5 Principles of Government Information essay

*Mon., January 16 – **NO CLASS** – Martin Luther King, Jr. Day holiday*

Mon., January 23

- Continued discussion: What is government? What are gov docs? What is a government documents librarian's role?
- Discuss Principles of Government Information
- Legislative Branch
- ProQuest Congressional
 - How do you apply the lessons for figuring out print publications to a database like this?

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?
- View Basics of SuDoc Classification webinar, FDLP Academy (44 min) Linked in Course Reserves. (Look for the link to the slides at upper right of this web page, "Slide Presentation.") (recorded June 5, 2015)
 - *Note, there is a known issue for Mac users. Be sure to use Firefox.*
- First about half of Government Publishing Office govinfo tutorials at <https://www.fdlp.gov/govinfo-tutorials-2>. (Stop where you like, but aim for viewing half of the videos, about 40 minutes.)

Legislative

- Peruse Penn State's U.S. Government: Legislative Branch Publications LibGuide, linked in Course Reserves (author Russ Souchak); note multiple tabs.
- 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.
- **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.)

- **Optional:** Browse Western Washington University Library's Serial Set guide at <http://libguidees.wwu.edu/c.php?g=308053&p=5188119>. Note: UNC's access to the Serial Set is through ProQuest Congressional at <https://guides.lib.unc.edu/go.php?c=23608323>.

Optional, but recommended if you have no background in how Congress works:

- 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
- 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.
- Listen to National Public Radio’s (NPR’s) *Morning Edition* (Inskeep, Steve), “How the Iran Vote Is Engineered to Pass,” broadcast September 2, 2015. (7:05 minutes). Linked in Course Reserves.
- Discuss in class:
 - What is the role of the Legislative Branch? How does it accomplish this? What publications would you expect from it?
- View ProQuest Congressional tutorial video <https://www.youtube.com/watch?v=s96rYQRSKpg>

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.

Assignment:

Worksheet Assignment 1 given out, due Feb 6th

Mon., January 30

Executive Branch

Pre-Class Prep:

Executive Branch

- Second half of Government Publishing Office govinfo tutorials at <https://www.fdlp.gov/govinfo-tutorials-2>. (about 40 minutes, depending on where you stopped before)
- 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 of this resource: skip sections on online resources** since virtually all of them are 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.
- **In class, discuss:**
 - What is the role of the Executive Branch? How does it accomplish this? What publications would you expect from it?
 - Agencies’ independence. Why is it important? Reference
 - Pierson, Steve. “Bill Increasing U.S. Census Bureau Autonomy Fizzles,” *AmStat News* blog, February 1, 2011. <http://magazine.amstat.org/blog/2011/02/01/censusautonomyfeb11/>
 - Editorial Board. “Consumer protection bureau losing its teeth,” *USA Today*, February 13, 2018. <https://www.usatoday.com/story/opinion/2018/02/13/consumer-protection-bureau-losing-its-teeth-editorials-debates/317160002/>

Mon., February 6

The Judiciary & Judicial Sources

Prepare for Worksheet 2

DUE: Choice of projects and milestones document, & Worksheet Assignment 1

Pre-Class Prep:

- Read Olson, Kent C. *Principles of Legal Research*. St. Paul, MN: West Academic Publishing, 2015. Chapter 6, The Judiciary, Part I: Introduction, sections 6.1 through 6.3, p. 191-204. Linked in Course Reserves.
- Listen to NPR’s *Morning Edition* (Totenberg, Nina), “The Supreme Court’s Grand Finale: Trump’s Travel Ban,” broadcast April 25, 2018. (7:01 minutes). Linked in Course Reserves.
 - ❖ Supreme Court’s power to review Executive Orders
- 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.

- **Optional:** 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.
- **Optional:** For an in-depth introduction to the judiciary, case law and other court information, read Olson, Kent C. *Principles of Legal Research*, complete Chapters 6 through 9. (Beware that newer editions may update specific protocols for the e-resources in Chapter 8. Also, some of those e-resources are *only* available to Law School students, e.g., Westlaw.) Or consider taking the advanced legal research course at the Law School, for which this resource has been used as a textbook.

Discuss in class:

- What is the role of the Judicial Branch? How does it accomplish this? What publications would you expect from it?
- What is the difference between regular courts and the Supreme Court?

Mon., February 13 – NO CLASS – Well-being Day

Mon., February 20

Government Data and Data Services, a Primer

Census: Decennial vs. ACS

Pre-Class Prep:

- (Find in 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?
- Watch FDLP Academy webinar. “Introduction to the U.S. Census Bureau's /mdat/.” Recorded. 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.
- 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.

- (Find in Sakai – Resources)– Go through American Community Survey (ACS): Brave New World slide deck
- (Find in Sakai – Resources)– Read ACS-comparison-DC by NY State Data Center (4 pages)
- (Find in 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.

Assignment:

Browse Census Bureau’s American Community Survey page, “Why We Ask Each Question.” Linked in Course Reserves. Due September 28th.

- 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?
- Think about the implications of federal funds being distributed based on the count. What does it mean for communities, whether towns or smaller groups of population, if they aren’t well-counted? View the Census Engagement Navigator - <https://www.census.gov/library/visualizations/interactive/engagement.html> (The Engagement Navigator is a visualization, released in January 2018, that lets users view characteristics that impact Census engagement including poverty status and the 2010 Census Mail Response Rate. Users start with a national visualization but can zoom to state, county, and tract level data. When viewing the tract level visualization, you can retrieve a narrative profile showing more detail.) Look up your hometown, if in the U.S., or Chapel Hill, if not. Do you think your/this community is getting its fair share based on its response rate?

Assignment:

Worksheet Assignment 2 given out; due March 6th

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.

Mon., February 27

Science / Technology / Grey Literature

State and Local Government Information

Two Assignments 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

Science / Technology / Grey Literature

Note: while this list is long, most of the items included are short.

- 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)
- Listen to Tong, Scott. "EPA's late changes to fracking study downplay risk of drinking water pollution." NPR's Marketplace, broadcast November 30, 2016. (9 minutes). In Course Reserves.
 - Do you think the wording change was justified?
- 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.
- Dwyer, Jim. "Harvesting Government History, One Web Page at a Time." *New York Times*, December 1, 2016. (about 3 pages). Linked 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* at <https://classic.ntis.gov/products/ntrl/ntrl-archives/>, noting some of the themes the newsletter presents.

State and Local Government Information

- 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.

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?

Mon., March 6

Economic Indicators and Data Tools

Intro to Resources for Worksheet 3

DUE: [Worksheet Assignment 2](#)

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.
- Listen to NPR’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 NPR’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.

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)

Assignment:

Worksheet Assignment 3 given out; due March 27th

Mon., March 13 – NO CLASS – Spring Break

Mon., March 20

United Nations

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

Foreign Governments

Pre-Class Prep:

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

Mon., March 27

Intellectual Property:

Patents

Trademarks

Copyright, Open Access and Other IP Issues

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

DUE: [Worksheet Assignment 3](#)

Pre-Class Prep:

Note: If guest speakers assign other material the following may be adjusted.

- 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 NPR's *Marketplace* (Samuelson, Tracy). "In the end, the real hurdle to a TPP deal was drugs," broadcast 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/>
- [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)
- View "Behind the Scenes: Don't Say Velcro" video on YouTube at <https://www.youtube.com/watch?v=oP-fZdFfOGE>. (7:45 min) (The straight-through video is at <https://www.youtube.com/watch?v=rRi8LptvFZY>)
- Read USPTO web page, Strong Trademarks (linked in Sakai Course Reserves)
- Read 2018 TrademarkNow blog post, "7 Factors for Identifying Trademark Likelihood of Confusion" (in Sakai Course Reserves)
- Read Maggie Stiefvater's tumblr post, "I've decided to tell you guys a story about piracy," <http://maggie-stiefvater.tumblr.com/post/166952028861/ive-decided-to-tell-you-guys-a-story-about>, 10/30/2017. (Approximately three pages; ask the instructor for the text, if the post is no longer accessible.)

- Doctorow, Cory. 2018 OCLC/Frederick G. Kilgour Lecture: “The Internet, Peak Indifference, and the Point of No Return.” April 27, 2018.
<https://www.youtube.com/watch?v=R-x-8lucr6l&feature=youtu.be>. (52 minutes)
- Fleishman, Glenn. For the First Time in More Than 20 Years, Copyrighted Works Will Enter the Public Domain. *Smithsonian Magazine*, January 2019.
<https://bit.ly/2WkkBAB>. (approximately 2 pages)

Mon., April 3

Intro to Resources for Worksheet 4

Discussion of annotated bibliography assignment and time to gather resources

Assignment:

Worksheet Assignment 4 given out; due April 17th

Mon., April 10

FOIA

Role of a Free Press and Whistleblowers

Sunshine Week

Role of Librarians

FDLP Overview

Future of Government Information & Role of Govt Information Librarians

Comparison of GODORT Principles of Government Information

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.
- Vedantam, S., Cohen, R., & Boyle, T. (2018, December 10). Starving the Watchdog: Who Fools the Bill When Newspapers Disappear? [Radio]. In *Hidden Brain*. NPR. (30:34 minutes, or transcript linked on the left side).
<https://www.npr.org/2018/12/09/675092808/starving-the-watchdog-who-foots-the-bill-when-newspapers-disappear>
- 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. (9.5 pages)
- 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.
- ALA, Library Bill of Rights, originally adopted June 19, 1939. (1 p.) Find for yourself.
- Browse the Issues section of ALA’s Advocacy, Legislation and Issues web site at <http://www.ala.org/advocacy/>.
 - What issues resonate with you?
- 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.

Optional/Further Resources:

- Smith, Kelly. “FOIA Offices & Resources” LibGuide for UCSD, <https://ucsd.libguides.com/usgov/foia>
- 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.
- Reveal podcast, “The Pentagon Papers: Secrets, lies and leaks” (50:32 minutes). Online access at <https://radiopublic.com/Reveal/s1!f193a>.
- 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. This has changed from time to time. Check that it is still available streaming or if you need to borrow Stephanie Willen Brown's copy from the Park Library (she doesn't allow you to reserve it, though).

- 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). This story is also available as a movie from MRC, see <https://search.lib.unc.edu/filmfinder/search?R=UNCb4242551>. Since it's condensed to work as a movie, I found it harder to understand than the book, but you'll get the picture.
- 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)

Mon., April 17

Government Propaganda

Pre-Class Prep:

Choose three (3) of the following to read/listen to/view and come to class prepared to discuss what you think about propaganda. Is it necessary? Is it good or bad?

- 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)
Linked from Course Reserves.

For context, *The Monuments Men* is an historical account of a small corps during WWII whose job it was to protect art, monuments and other cultural artifacts from theft, damage and destruction during the war, whether by Allied or Axis forces. I found the biographical material at the beginning of the book about each person in the group quite dry, but the account of their work fascinating.

- 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) Linked from Course Reserves.
 - 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.
- View Tufekci, Zeynep (speaker). TEDTalk “We’re building a dystopia just to make people click on ads.” New York City: TEDGlobal, September 2017. <https://www.youtube.com/watch?v=lxh57AheLKA>
- Listen to NPR’s *Morning Edition*, “Rwandan Reconciliation Through Radio Soap Opera,” 4/19/2018, <https://www.npr.org/2018/04/19/603844651/rwandan-reconciliation-through-radio-soap-opera>. broadcast April 19, 2018. (6:57 minutes) NOT Linked in Course Reserves. (Before the Rwandan genocide in 1994, radio broadcasts urged Hutus to “sharpen your machetes” and kill their neighbors. One study estimated that these radio broadcasts persuaded some 50,000 people to participate in the genocide. This segment describes an effort to use a radio-broadcast soap opera to turn the tide the other way.)
- Listen to “Fu-Go,” Radiolab episode about Japanese balloon bombs, <http://www.radiolab.org/story/fu-go/>, broadcast on March 10, 2015. (36:26 minutes) NOT Linked in Course Reserves.

Questions to Consider

- All governments use propaganda in a variety of circumstances. When is propaganda justified and when does it become racism/discrimination/criminal? What role can countries play in “policing” each other versus any one country’s right to self-governance?
- 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 to sell the desired outcome?
- What were some of the tactics from any of these examples to portray the enemy negatively?
- What media were used in these examples to convey the propaganda? What other media do you think would be effective?
- What do you think about the aphorism that history is written by the victors? What are some of the long-term effects of propaganda?
- 1889 Oklahoma Land Rush that started on April 22nd: date has long been celebrated across Oklahoma as the (white) settlement of the state, with school assemblies and town parades; but from another perspective was the massive theft of Native American lands (90 million acres), *after* many of those same people were forced to walk the Trail of Tears.

DUE: Worksheet Assignment 4

Mon., April 24 (Last class)

What did we miss?

Wrap-up and review

[hold for student presentation, or student-chosen topic]

Assignment:

Worksheet Assignment 5 given out; due May 5th by 11 am

Friday, May 5

SILS Final Exam slot, 8 – 11 am

DUE by 11 am: Worksheet Assignment 5

Assignments & Grading

Assignments

Big Assignments – Five Worksheets

Worksheet exercises mimic reference questions you might encounter as a professional and require use of specific resources to answer. This gives you experience both in acquainting yourself with any reference source and with using these particular resources.

The worksheets are spaced out over the course of the semester. The ones that take the most time are grouped early on. I usually give you about two weeks to work on each one. The first one takes the longest: past students report spending six to eight hours completing it. The last worksheet, #5, serves as the final exam for the class and doesn't take more than an hour or so to finish.

Smaller Assignments (by weight)

Establish your own due dates for any drafts (if you wish) and the final product. A plan for these assignments and their due dates must be provided to the instructor by **January 23rd**: see a sample Milestone Document on Sakai in Resources.

Two (2) Your-Choice Assignments

Pick any **two** of the following options. Pick your own due dates, as long as you space them out over the semester and confirm them with me by **January 23rd**. 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).
- **Teach a class about a data tool.** 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.
- **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). The Data Visualization Services Librarian will *not* be able to teach you one-on-one, but she does lead group workshops in Tableau each semester. You may sign up for those from the [Research Hub calendar](#). Be aware, though, that Tableau is a complex program and simply taking the workshop will not be sufficient to prepare you to teach about it.

One (1) Annotated Bibliography

Choose a topic of interest. Develop an annotated bibliography for that topic using government publications, covering 5-10 sources. See assignment parameters and several examples on Sakai. (*Note:* the worksheets include writing some entries for this, so this should not be an onerous assignment.)

Other

Semester-long Government-In-the-Media Assignment

I encourage you to bring items to class where government is discussed in the media. These could be newspaper or magazine articles, blog posts, podcasts, links to television news segments or items from other media outlets. 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?

Evaluate items you find using the checklist handout from <https://newslit.org/>. Do you believe this is a genuine news item, or “fake news”?

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.

Assorted Small Assignments

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 off the cuff.

Grading & assignment weighting

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.

Please Note: Assignments turned in past the due date will drop a grade level for each day they are late. This is the only context in which I will use traditional letter grades A to F, including + and -. So if you would have made a B+ on an assignment but turn it in late, you would receive a B instead. This would translate to a P according to SILS Grading Policy, as noted in the following section.

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, any guests, 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	%	Notes
Worksheet 1	7%	
Worksheet 2	6%	
Worksheet 3	2%	
Worksheet 4	5%	
Worksheet 5	10%	(essentially serves as a take-home final exam)

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 or after class will be considered late.

Government Annotated Bibliography (1) – 25%

Details of this assignment are posted on our Sakai page, along with two examples from past students.

Your-Choice assignment (1) – 15%

SILS Grading Policy

H - Clear excellence

P - Entirely satisfactory

L - Low passing

F - Failed

Note that getting an H is only possible if you exceed expectations on every assignment.

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.

Conclusion

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. She identifies as she/her/hers. 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
- Jeff Moon, Data & Government Information Librarian, Queen's University, Kingston, ON
- 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.

Land Acknowledgement

UNC stands on ancestral lands of the Eno, Occaneechi, Shakori and Sissipahaw Nations, and benefited from the sale of land stolen from indigenous peoples.

It is also important to acknowledge and honor the crucial role of enslaved people in the early days of this campus. Enslaved people were sold to help fund the establishment of UNC, and the labor of enslaved people built UNC-Chapel Hill and undergirded its operations until Emancipation. We acknowledge and give thanks to the enslaved people who built UNC and their descendants. May we build upon the memories and goodwill of all who walked and labored here before us with truth, integrity and honor.