



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
BIG ORANGE. BIG IDEAS.

FYS 129 Information Privilege, Fall 2018

University of Tennessee, Knoxville

Course Section: 46103

Meeting Time and Place: Mondays, 11:15am-12:05pm

Location: 127 Hodges Library

Course Credit Hours: 1

Faculty Contact Information

Instructor: Charissa Powell (Pronouns: She/Her/Hers)

Office Hours: by appointment

Office Location: Hodges Library

Email Address: cpowel27@utk.edu

Course Description/Information:

This seminar will explore the valuable impact access to information has on different aspects of life, including health, finances, and well-being. By the end of this class, you'll be more aware of how information plays a role in a bigger picture. By taking this class, you will have a better understanding of the value of information and will see yourselves as active participants in the grand scheme.

Student Learning Outcomes/Objectives:

After successfully completing this course students will be able to:

- Recognize issues of access or lack of access to information sources.
- Examine the ways access to information affects their life.
- Define the ways privilege impacts their access to information.

- Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.
- Define what it means to be information literate.
- Articulate their own information privilege.
- Discuss the legal and socioeconomic interests influence information production and dissemination.

Programmatic Outcomes/Department Goals:

The First-Year Studies Office (FYS) is devoted to ensuring a smooth transition to UT and a successful experience for all first-year students. The goal of FYS is to help students transition—personally, socially, and academically—to life at the University of Tennessee. Effectively making these transitions in the first year is crucial to success at UT, graduation, and future achievement.

Learning Environment:

Our classroom environment will be respectful and collegial. I understand that emails need to be sent, texts read, and there will be days when circumstances outside of your control will make it difficult to focus. I ask that you make every attempt to be present, empathetic, and engaged in the learning space.

Names/Pronouns and Self Identifications

I recognize the importance of a diverse student body and I am committed to fostering equitable classroom environments. I invite you, if you wish, to tell me how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Written coursework and/or discussion posts, you are welcome to use they/their as a replacement for he/she or him/her.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow classmates.

Course Communications:

I will communicate time-sensitive information via email. I will respond to emails between Monday-Friday, 8am-5pm. Please email me to discuss questions, absences, or accommodations.

For technical issues, contact the OIT HelpDesk via phone (865) 974-9900 or online at <http://help.utk.edu/>.

How to Be Successful in This Course:

Student's Responsibility

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

Start early and plan ahead. Some assignments (e.g., the faculty interview) involve multiple steps and will be easier to complete if you work on them for a short period over a few days, rather than all at once (e.g., the e-portfolio).

Utilize campus resources. This semester, you will meet class visitors from varied campus offices, who are a resource for you throughout your time at UTK.

Check-in on Canvas. Log on to the site regularly to be sure that you have the latest information and keep track of your progress in the course.

Don't be afraid to ask for help! I am happy to meet during office hours or to work with you to find another time that's convenient.

Instructor's Responsibility

- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

As an additional resource, please utilize Smokeys Pantry if in need:

<https://smokeyspantry.wordpress.com>

Textbook and Reading

No textbook purchase is necessary for this course. Any supplementary required readings will be shared on the course Canvas site. This class will also utilize Canvas to distribute announcements,

post assignments, and share updates. In addition, you will be able to view your grades through Canvas.

Course Requirements, Assessments, and Evaluations:

Participation: This course will be discussion-based, which means that it is important that each member of the learning community come to class prepared; having read and reflected on the readings for the week and brainstormed questions for guest speakers.

Attendance: Because the quality of the learning environment is based directly on student-participation, it is important that you attend each week. If you are unable to attend for reasons of illness, religious observance, participation in University activities at the request of University authorities, or compelling absences beyond your control, please let us know prior to class [for non-emergencies].

For emergencies, I will completely excuse students for extended absences for sickness, death in the family, etc., if the need for the absence can be verified to my satisfaction. Students who must miss class for a prolonged time and for a serious reason must show written proof (e.g., doctor's note on office letterhead with telephone number) to have the absences excused. The same applies to absences due to official university business (e.g. band trips, athletic events). Let me know at the beginning of the semester when you will not be able to attend class and be prepared to provide an official written note.

Extensions: Extensions will be granted on a case-by-case basis. If circumstances impact your ability to complete an assignment on time, please contact me as early as possible to discuss alternative arrangements. Unless you are facing an emergency situation or you receive an extension, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late. Assignments more than seven days late will not be accepted.

Written Work: All written work should be proofread before you submit it. Use Times New Roman 12-point font and one-inch margins. Although it is recommended that you use APA Style for in-text citations and reference lists, you may use any citation style, provided that it is consistent. See OWL at Purdue for help with APA formatting:
<https://owl.english.purdue.edu/owl/resource/560/01/>

University Policies:

Academic Integrity:

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Disability Accommodations

If you have a documented disability, Student Disability Services (SDS) can assist you by first determining your eligibility and then working collaboratively to determine reasonable accommodations and services to give you equal access to the University. *In the college setting, it is your responsibility to request disability services.* You must self-register with SDS before any accommodations can be provided. Visit sds.utk.edu for more information or call 974-6087.

Your Role in Improving Teaching and Learning Through Course Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources for Students:

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

University Withdrawal Policy

It is important to familiarize yourself with the University's Withdrawal and Drop Policies. These rules apply to all of your courses at the University of Tennessee.

Withdrawing from Full-term Courses:

No W on transcript: **August 31st** is the last day you may drop full-term courses without a W on your transcript.

W on transcript: **November 13th** is the last day you may drop full-term courses and receive a “W” on your transcript that is not computed in your GPA.

Classes end – **December 4th**

The following additional regulations relate to dropping classes after the “No W” drop deadline:

- Students are allowed four drops during their academic career (until a bachelor’s degree is earned).
- Students holding a bachelor’s degree who return to pursue a second bachelor’s degree are allowed four additional drops.
- Students pursuing more than one major or degree simultaneously are not allowed additional drops.
- The W grade is not computed in the grade point average.
- After the 84th day, no drops are permitted.

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

Courses may be dropped on the web (<https://myutk.utk.edu/>). Failure to attend a course is not an official withdrawal and will result in the assignment of an NC grade.

Course Outline/Assignments:

Reflection Posts

Most weeks, students will post 150-word reflection posts to Canvas discussion board.

Student Presentations

On the last two days of classes (November 26th and December 3rd) students will give short presentations about their takeaways from the course.

Final Presentation

Presentations may take whatever form you like. You may do a traditional presentation with powerpoint. Presentation without powerpoint. Song. Dance. However you'd like to respond to some of the following prompts:

- How has my understanding of information privilege changed over the course of the semester?
- How do I define information privilege
- What does information privilege mean to me?
- How does learning about information privilege impact my viewpoint going forward in life?
- The most impactful thing I have learned in this class is...
- Having taken this class I now plan to...

- The topic I found most interesting was...
- The topic that surprised me the most was...

FYS 129 Seminar Schedule		
Day	Class Topic(s)	Assignments Due
August 27 Week 1	Introductions, Expectations, and Conversations	
Sept. 3 Week 2	No Class - Labor Day	
Sept. 10 Week 3	Information Privilege To Read: "Information Privilege" Wikipedia Entry: https://en.wikipedia.org/wiki/Information_Privilege "Information Literacy" Wikipedia Entry: https://en.wikipedia.org/wiki/Information_literacy	Post reflection to Canvas Reflection Prompt: After reading and skimming the above Wikipedia entries, describe a time you had trouble accessing information because of geography, access to technology, financial standing, identity, or other reasons.
Sept. 17 Week 4	Access to Archives Information Guest Speaker: Lizeth Zepeda, Access to Archives Information To Read: First Archivists Circle. "Protocols for Native American Archival Materials." Salamanca, N.Y., 2007. Available at: http://www2.nau.edu/libnap-p/PrintProtocols.pdf	Post reflection to Canvas Reflection Prompt: Think about a family tradition. What information does this tradition say about your family? What would an outsider learn about your family by knowing about this tradition?
Sept. 24 Week 5	Access to Archives Information To Read: What Is An Archives? http://www.archivists.org/archivesmonth/2007WhatIsAnArchives.pdf	Post reflection to Canvas Reflection Prompt: Why do you think it is important to have access to archival materials? What sort of privilege is it to see or not see yourself reflected in an archives?

Oct. 1 Week 6	No Class	
Oct. 8 Week 7	<p>Access to Museum Information</p> <p>“For All the World to See Tour” Exhibit at McClung Museum</p> <p>On Monday, October 8th, we will be visiting McClung Museum for their exhibit "For All the World to See" which focuses on the visual culture that surrounded the historic Civil Rights movement. Rather than creating a historical account, it explores how imagery impacted the struggle for racial equity.</p>	<p>Post reflection to Canvas:</p> <p>In your own words, define these concepts. Each description in your own words should be at least three sentences.</p> <ul style="list-style-type: none"> ● Racism ● Tokenism ● Activism ● Stereotype ● Violence
Oct. 15 Week 8	Access to Museum Information	<p>Post reflection to Canvas</p> <p>Reflection Prompt:</p> <p>Reflect on our visit to McClung Museum. The internet and especially social media have changed the way we consume information in a profound way. What has the relatively new technology done for social movements? How has it helped and or hurt those movements? How has access to information through these outlets changed?</p>
Oct. 22 Week 9	<p>Guest Speaker: Rachel Caldwell, Open Access Week</p> <p>To Watch:</p> <p>Watch all of the videos on this page for the movie Paywall: https://paywallthemovie.com/trailers</p> <p>To Read:</p> <p>"The Problem: Students can't access essential research...": http://www.righttoresearch.org/learn/problem/index.shtml</p> <p>About Open Access Week: http://www.openaccessweek.org/page/about</p>	<p>Post reflection to Canvas</p> <p>Reflection Prompt:</p> <p>How do you feel after reading and watching on the topic of open access? What are the benefits to open access? What are the barriers? How do you, as a student, experience this?</p>

<p>Oct. 29 Week 10</p>	<p>Access to Financial Information To watch: Kimberlé Crenshaw's "The urgency of intersectionality" TEDWomen2016 talk: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en To read: Wikipedia entry on financial literacy: https://en.wikipedia.org/wiki/Financial_literacy</p>	<p>Post reflection to Canvas Reflection Prompt: Why is it important to think about intersectionality when discussing access to information, aka information privilege? How and/or where do these two topics overlap? What are some of the intersections that would inhibit someone from having access to financial literacy and financial information?</p>
<p>Nov. 5 Week 11</p>	<p>Student Choice</p>	<p>Post reflection to Canvas Reflection: In your own words, taking everything you've learned so far this semester, define and describe the term "information privilege."</p>
<p>Nov. 12 Week 12</p>	<p>Access to Health Information Guest Speaker: Melanie Allen To Read: Health Sciences Workshop Guide: https://libguides.utk.edu/hsworksho To Watch: TEDx Talk from Dr. Lisa Fitzpatrick about the confusion surrounding health information: https://youtu.be/-x6DLqtaK2g</p>	<p>Post reflection to Canvas Reflection Prompt: How do you (or people in your life) usually seek out health information? How credible do you think that information is?</p>
<p>Nov. 19 Week 13</p>	<p>No Class</p>	
<p>Nov. 26 Week 14</p>	<p>Student Presentations</p>	
<p>Dec. 3 Week 15</p>	<p>Student Presentations</p>	

Acknowledgments

Many colleagues have inspired and shaped my thinking on this course and syllabus. “Information privilege” is a concept I first learned about in this [post](#) on the topic by Char Booth. Thank you to Sarah Hare and Cara Evanson for their article [“Information Privilege Outreach for Undergraduate Students”](#) which guided my thought process in gearing this course towards first-year students. Thank you to Rachel Gammons and Lindsay Inge Carpenter for their generosity in sharing their [syllabus](#) for “Names/Pronouns and Self Identifications” and “Learning Environment” statements. Thank you to Sara Goldrick-Rab for their article [“Basic Needs Security and the Syllabus.”](#)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.