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Syllabus - "Information - Power to the People" (Georgia State University, Honors Freshman Seminar)

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Georgia State University

From the SelectedWorks of Amanda "Mandy" J. Swygart-Hobaugh

October 2011

Syllabus - "Information - Power to the People" (Georgia State University, Honors Freshman Seminar)

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INFORMATION – POWER TO THE PEOPLE
HON 1000 Honors Freshman Seminar – Fall 2011
Revised 11/14/2011

Instructor: Dr. Mandy Swygart-Hobaugh	Course Num/Sec: 85440/075
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COURSE DESCRIPTION

“Knowledge is power. Information is liberating...” Kofi Annan

Guided by this notion and the sociological frameworks of “critical theory” and “social justice,” we will address specific situations in which access to, control of, and use of information is unequal, impeded, manipulated, and/or abused and thus can result in people’s disempowerment. We will also explore efforts aimed at empowering those within these situations.

COURSE LEARNING OUTCOMES

Students will develop and demonstrate:

- Critical thinking and analytical skills by applying the sociological frameworks to and formulating Discussion Points from the session materials.
- Group discussion skills by offering their own insights and by reacting to classmates’ insights with thoughtful consideration and respect.
- Reflective writing skills via weekly Reflections on the class discussion and via a Final Reflection on the course.
- Research, critical thinking, analytical, and writing skills by choosing a Final Project topic, collecting relevant sources for their topic, and writing a Lesson Plan or Thesis/Creative Project Plan.

COURSE SESSION MATERIALS

Class sessions will involve discussions of selected materials (e.g. scholarly articles, websites, popular press articles, statistical information, video clips, etc.), **which will all be provided via the uLearn course management system - <https://gsu.view.usg.edu/>**. There is no traditional textbook for this course.

GRADING SCALE

500 Total Course Points Possible

- PASS/SATISFACTORY grade = Greater than 300 points
- FAIL/UNSATISFACTORY grade = Less than 300 points

COURSE ASSIGNMENTS

1. **DISCUSSION POINTS** [10 sessions/15 pts possible each = **150 total points possible.**]
 - **DUE:** Minimum of 3 discussion points inspired by that week's session materials, *posted on uLearn no later than 5:00pm on the Sunday BEFORE the class session for which assigned.*
 - **Assessed:** (1) Met minimum 3 discussion points requirement, (2) Discussion points were clearly informed by the session materials, (3) Effort in constructing thought-provoking points for discussion, (4) Discussion points illustrate the student's use of the sociological frameworks to guide their reading/viewing, and (5) Posted no later than 5:00pm on the Sunday BEFORE the class session for which assigned.
 - **Tips on Writing Discussion Points:** Pick a passage of text from the reading or website, a particular statistical table, a line of dialogue from a clip, etc.:
 - that really caught your attention,
 - or connected with something you or someone you know has experienced,
 - or was connected to other materials we've examined,
 - or resonated with the sociological frameworks we are using,
 - or something you were confused by,
 - or something you don't agree with,
 - or something you just want to talk about more in class.

2. **CLASS DISCUSSION PARTICIPATION and POST-CLASS REFLECTIONS** [10 sessions/15 pts possible each = **150 total points possible.**]
 - **DUE:** Post-class reflections *posted on uLearn no later than 5:00pm on the Wednesday after the class session.*
 - **Assessed:** (1) Discussion participation, (2) Insights in discussion/reflection illustrate the student's having read/viewed the session materials, (3) Offers thought-provoking insights for discussion/in reflection, (4) Insights illustrate the student's use of the sociological frameworks, and (5) Reflection is no less than 150 words long (approximately 1 paragraph) and posted on uLearn no later than 5:00pm on the Wednesday AFTER the class session.
 - **Tips on Writing Post-Class Reflections:** Pick something that was said during discussion:
 - that really caught your attention,
 - or connected with something you or someone you know has experienced,
 - or was connected to other materials we've examined,
 - or resonated with the sociological frameworks we are using,
 - or something you were confused by,
 - or something you didn't agree with,
 - or something you just want to talk about more in your reflection.

3. **FINAL REFLECTION** [50 total points possible.] **NOTE:** Failure to complete a Final Reflection will result in automatic failure of the course – regardless of total point values from other assignments.
 - **DUE:** *Posted on uLearn no later than 5:00pm on Wednesday, December 7.*
 - **Assessed:** (1) No less than 500 words long (approximately 4 paragraphs), (2) Offers thought-provoking reflection on what you have learned from the course and how you will take that knowledge forward in your continued studies, service learning opportunities, and/or personal life, and (3) Posted on uLearn no later than 5:00pm on Wednesday, December 7.

4. **FINAL PROJECT [150 points possible.] NOTE:** Failure to complete a Final Project will result in automatic failure of the course – regardless of total point values from other assignments.
- **OPTIONS:** You may complete the final project by yourself or with other classmates, and you will have two options for the Final Project:
 1. **Session Lesson Plan:** Now, you can be the professor! 😊
 - Pick a topic related to the course theme and sociological frameworks – we will do some online brainstorming for topic ideas via uLearn from Wednesday, September 21 – Wednesday, September 28.
 - Write up a Lesson Plan for this topic [EXAMPLE provided at end of syllabus].
 2. **Thesis/Creative Project Plan:** Consider it a warm-up for an Honors' Thesis proposal. 😊
 - Pick a topic related to the course theme OR further explore a topic we have covered in class already – we will do some online brainstorming for topic ideas via uLearn from Wednesday, September 21 – Wednesday, September 28.
 - Write up a Thesis/Creative Project Plan for this topic [EXAMPLE provided at end of syllabus].
 - **DUE:** Final projects must be *turned in during class on December 5*.
 - **Assessed:** (1) Meets 3-source minimum and chosen option's source requirements, and uses correct APA Style, (2) Annotations concisely summarize the source's content and how it was used in the final project, (3) Offers thought-provoking insights on topic, (4) Plan is well organized, coherently incorporates sources, and illustrates the students' use of the sociological frameworks, and (5) turned in on time during December 5 class.

COURSE POLICIES/PROCEDURES

- **Attendance is REQUIRED:**
 - You are allowed one “get-out-of-jail-free” missed class period. **BUT** you will still be responsible for posting discussion points AND doing a post-class reflection on the session materials; failure to do so will result in 0 points for those assignments.
 - A second missed class period will result in a drop of 150 points off your final grade.
 - Three or more missed class periods will be grounds for course failure.
 - **NOTE:** Aside from the exceptions delineated for Excused Absences in the **GSU Student Code of Conduct and Administrative Policies “Policy on Class Attendance,”** p. 35 (<http://www2.gsu.edu/~wwwdos/codeofconduct.html>), I do not distinguish between excused and unexcused absences.
- **Learning Needs:** If you have a diagnosed learning disability or specific learning needs, speak with me about this **no later than the 2nd class session (Monday, August 29)**, and we will work together to make reasonable accommodations. More information is also available at the Regents Center for Learning Disorders' website (<http://www2.gsu.edu/~wwwrld/index.html>).
- **uLearn:** We will be using the uLearn course management tool (<http://gsu.view.usg.edu/>) for various aspects of the course, including posting all assignments. Also, I will post your grades on uLearn, thus allowing you to self-monitor your progress in the course.

And, I will use uLearn to make any course announcements. Thus, **you should monitor uLearn regularly.**

- **Academic Honesty and Integrity:** You are bound by the rules of the Georgia State University scholarly community to uphold your own and others' academic honesty; these rules and consequences of their violation are explicitly delineated in the ***GSU Student Code of Conduct and Administrative Policies "Policy on Academic Honesty,"*** p. 7, (<http://www2.gsu.edu/~wwwdos/codeofconduct.html>). At any time if you are unsure of how to properly document your sources and/or integrate others' works into your own scholarship, feel free to consult me for assistance. This course is approaching topics from a social-scientific perspective; therefore, you are **required to use APA documentation style anytime you are citing a source.** There are APA Style Manuals available in the library at the Library North 2nd floor Research Support Desk; likewise, the following online guides should prove helpful:
 - APA General Format: <http://owl.english.purdue.edu/owl/resource/560/01/>
 - APA annotated bibliographies: <http://owl.english.purdue.edu/owl/resource/614/01/>
- **Conduct in the Classroom:** Any violations of the ***GSU Student Code of Conduct and Administrative Policies "Disruptive Student Conduct in the Classroom or Other Learning Environment,"*** p. 20, and ***"Discrimination and Harassment,"*** p. 24, (<http://www2.gsu.edu/~wwwdos/codeofconduct.html>) policies will be addressed as delineated in the Code.
 - **Disruptive student behavior** is student behavior...which disrupts the educational process...Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.
 - Speech or other expression (words, pictures or symbols) constitutes **discriminatory harassment** if it constitutes fighting words and is also sufficiently severe, pervasive, or persistent so as to interfere, limit or deny one's ability to participate in or benefit from an educational program. "Fighting words" may include, but are not limited to, words, pictures or symbols that:
 - a. are directed to an individual or individuals based upon that person's race, color, sex, religion, creed, age, sexual orientation, gender, disability, veteran status or national origin and
 - b. tend to threaten violence, incite an immediate breach of the peace or provoke a violent response. In the context of discriminatory harassment, "fighting words" are those which are commonly understood to convey direct and visceral hatred or contempt for human beings.

COURSE TIMETABLE

DATE	TOPIC
August 22	<i>Syllabus and Introductions</i>

<p>August 29</p>	<p>“Knowledge is Power; Information is Liberating” – An Analytical Framework We'll discuss what this phrase means to us, and how it, and the sociological frameworks of "critical theory" and "social justice," will guide our examining the different topics of this course.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. What does the phrase "Knowledge is power; Information is liberating" mean to you? 2. From the readings, what seem to be the central concepts and assumptions of the "critical theory" and "social justice" frameworks? 3. The "social justice" reading discusses various "contested territories" - how might these apply in terms of access to information, and are there others not mentioned that also apply? 4. What different barriers to information exist, and how do you think these might vary for different groups of people? <p>Session Materials: McKinnon, S. L. (2009). <i>Critical Theory. Encyclopedia of Communication Theory</i>. Thousand Oaks, CA: Sage Publications Inc. Miller, P. (2008). <i>Social Justice. The SAGE Encyclopedia of Qualitative Research Methods</i>. Thousand Oaks, CA: Sage Publications Inc.</p>
<p>September 5 – NO CLASS – LABOR DAY</p>	
<p>September 12</p>	<p>First Things First – Literacy in the U.S. and Worldwide We'll look at literacy rates in the U.S. and beyond and examine what groups are disproportionately placed at a disadvantage due to low literacy.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. How do you see the "contested territories" presented in the social justice framework playing out in terms of literacy? 2. What underlying factors do you see contributing to low literacy rates in the U.S. and worldwide? 3. When looking at the differences of literacy rates between different groups and countries, was there anything that surprised you? 4. How does the Literacy Volunteers of Atlanta's mission and services resonate with the social justice frameworks? <p>Session Materials: ABCNews. (2008). <i>Illiteracy in America</i>. Retrieved from http://www.youtube.com/watch?v=w7nCfRDCCt4&feature=youtube_gdata_player Kutner, M., Greenbert, E., Jin, Y., Boyle, B., Hsu, Y., Dunleavy, E., & White, S. (2007). <i>Literacy in everyday Life: Results from the 2003 National Assessment of Adult Literacy</i>. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. Retrieved from http://nces.ed.gov/Pubs2007/2007480_1.pdf Literacy Volunteers of Atlanta. (n.d.). Literacy Volunteers of Atlanta. Retrieved August 22, 2011, from http://www.lvama.org/ Richmond, M., Robinson, C., & Sachs-Israel, M. (2008). <i>The global literacy challenge: A profile of youth and adult literacy at the mid-point of the United Nations</i></p>

	<p>Literacy Decade 2003-2012. Paris: United Nations Educational Scientific and Cultural Organization (UNESCO). Retrieved from http://unesdoc.unesco.org/images/0016/001631/163170e.pdf</p> <p>Unknown. (2011, August 22). List of countries by literacy rate. <i>Wikipedia</i>. Retrieved August 22, 2011, from http://en.wikipedia.org/wiki/List_of_countries_by_literacy_rate</p>
<p>September 19</p>	<p>Internet a “Basic Human Right”? – Information Poverty and the Digital Divide We'll examine the existence of "information poverty" and a "digital divide" within the U.S. and globally.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. How does the "To Know or Not to Know" author's social justice framework reinforce, expand, and sometimes contradict the critical theory/social justice frameworks we've been considering so far? 2. How do you see the "contested territories" presented in the social justice framework playing out in terms of information poverty and the digital divide? 3. What underlying factors do see contributing to information poverty and the digital divide in the U.S. and worldwide? 4. When looking at the statistics re: differences of internet access between different groups, states, and countries, was there anything that surprised you? Do you see similar or different trends as when we examined literacy? 5. How does the Internet for Everyone organization's goals resonate with the social justice frameworks (or does it)? 6. What other ways does the Internet for Everyone organization try to persuade us that something needs to be done about the digital divide in the U.S., and how does it fit - or not fit - with a critical theory or social justice framework? <p>Session Materials:</p> <p>Britz, J. J. (2004). To Know or not to Know: A Moral Reflection on Information Poverty. <i>Journal of Information Science</i>, 30(3), 192 -204.</p> <p>Internet for Everyone. (2009). <i>What does Digital Divide Mean to You?</i> Retrieved from http://www.youtube.com/watch?v=fCIB_vXUptY</p> <p>Internet for Everyone. (n.d.). Retrieved August 22, 2011, from http://www.internetforeveryone.org/</p> <p>Internet for Everyone. (n.d.). One nation online. Retrieved August 22, 2011, from http://www.freepress.net/files/IFE_Brochure.pdf</p> <p>U.S. Census Bureau. (2011). Table 1155. Household internet usage by type of internet connection and state: 2009. <i>Statistical Abstract of the United States</i>. Washington, D.C.: U.S. Census Bureau. Retrieved from http://www.census.gov/compendia/statab/2011/tables/11s1155.pdf</p> <p>U.S. Census Bureau. (2011). Table 1156. Internet access and usage: 2009. <i>Statistical Abstract of the United States</i>. Washington, D.C.: U.S. Census Bureau. Retrieved from http://www.census.gov/compendia/statab/2011/tables/11s1155.pdf</p> <p>Central Intelligence Agency. (n.d.). CIA - The World Factbook. Retrieved August 22, 2011, from https://www.cia.gov/library/publications/the-world-factbook/rankorder/2153rank.html</p>
<p>FINAL PROJECT TOPIC BRAINSTORMING – SEPT 21 - 28</p>	
<p>September 26</p>	<p>You Can't Read That? - The 1st Amendment and Your Librarian We'll explore the role librarians play in supporting the 1st Amendment Right of</p>

	<p>freedom of speech, focusing on challenges to books in library collections.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. Where do children's rights to read end and parents' rights to oversee their children's reading begin, and how does the 1st Amendment come into play? What does the ALA think? What do you think would be your parents' opinions? Your own? 2. What patterns/trends did you see in the rationales given for challenging books on the ALA Banned & Challenged Books lists? Were you surprised by anything? 3. What did you think of the ratings you explored on the Common Sense Media site? Do you think these are helpful to parents and children? Did you look up any books you have read, and did the rating correspond with how you might have rated it? 4. Did any of the results of the study on "Social Tolerance and Racist Materials in Public Libraries" surprise you? Really interest you? 5. How do the critical theory/social justice frameworks or the Britz framework on "information poverty" come into play with this topic, or does it? <p>Session Materials:</p> <p>American Library Association. (n.d.). ALA Library Bill of Rights. Retrieved August 22, 2011, from http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm</p> <p>American Booksellers Association, American Booksellers Foundation for Free Expression, American Library Association et al. (n.d.). Banned Books Week. Retrieved August 22, 2011, from http://bannedbooksweek.org/</p> <p>American Library Association. (n.d.). ALA Banned & Challenged Books. Retrieved August 22, 2011, from http://www.ala.org/ala/issuesadvocacy/banned/index.cfm</p> <p>Burke, S. K. (2010). Social tolerance and racist materials in public libraries. <i>Reference & User Services Quarterly</i>, 49(4), 369-379.</p>
October 3	RESEARCH DAY – Meet in Library North 2nd Floor Classroom 2
October 10	<p>The Kids are All Right? – Youth Rights and Access to Information</p> <p>We will explore youth rights in relation to access to information, focusing on sexuality information. Amy Elliott, a GSU Librarian who researches Information Access & Services for GLBTs, will lead our discussion.</p> <p>Things to think about when reading/viewing the session materials:</p> <p>Where do teens' rights to access information and parents' and schools' rights to control the information teens access begin and end, and how does the 1st Amendment come into play? What do you think would be your parents' opinions? Your former high school's? Your own?</p> <p>Session Materials:</p> <p>Editorial. (Sept. 8, 2011). ACLU's "Don't Filter Me!" campaign makes sense. Los Angeles Times. Retrieved October 18, 2011, from http://www.latimes.com/news/opinion/opinionla/la-ed-gaysites-20110908,0,3675862.story</p> <p>Madambashi, A.M. (Aug. 30, 2011). Is it unconstitutional for schools to block lesbian and gay content from computers? Christian News. Retrieved October 18, 2011, from http://www.christianpost.com/news/is-it-unconstitutional-for-schools-to-block-lesbian-and-gay-content-from-computers-54812/</p> <p>American Civil Liberties Union (ACLU). (2011). Don't filter me: Web content filtering in schools. Retrieved October 10, 2011, from http://www.aclu.org/dont-filter-me-</p>

	<p>web-content-filtering-schools</p> <p>Levesque, R. J. R. (2008). Regardless of frontiers: Adolescents and the human right to information. <i>Journal of Social Issues</i>, 64(4), 725-47.</p> <p>Jaeger, P. I., & Zheng, Y. (2009). One law with two outcomes: Comparing the implementation of CIPA in public libraries and schools. <i>Information Technology & Libraries</i>, 28(1), 6-14.</p>
<p>October 17</p>	<p>In the Spirit of Thomas Jefferson – Access to Government Information</p> <p>Joe Hurley, the GSU Government Information Librarian, will lead our discussion of the national and international movements to make government information readily accessible to the masses.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. Should you have the right to know what the government is doing? Should there be limits to that right? 2. When looking at these websites, think about "access" versus "accessibility." 3. Suppose you want to request a Georgia government record - think about the steps...how likely/unlikely would you be to do it? <p>Session Materials:</p> <p>Kingsbury, A. (2011). Government secrecy: Does greater openness threaten national security? <i>CQ Researcher</i>, 21(6), 121-144. Retrieved from http://library.cqpress.com/cqresearcher/</p> <p>Executive Office of the President, Office of Management and Budget. (Dec. 8, 2009). Memorandum for the Heads of Executive Departments and Agencies, from: Peter R. Orszag Director, Subject: Open Government Directive. Retrieved October 18, 2011, from http://www.whitehouse.gov/sites/default/files/omb/assets/memoranda_2010/m10-06.pdf</p> <p>Atlanta Forward/The Editorial Board. (Mar. 12, 2010). Sunshine Week: Make secrecy the exception. Retrieved October 17, 2011, from http://www.ajc.com/opinion/sunshine-week-make-secrecy-366592.html</p> <p>Sunlight Foundation. (n.d.). Retrieved October 18, 2011, from http://sunlightfoundation.com/</p> <p>Attorney General of Georgia Office. (n.d.). How to make an open records request. Retrieved October 17, 2011, from http://www.georgia.gov/00/article/0,2086,87670814_87670967_87996517,00.html</p> <p>State of Georgia. (2008). Open Georgia – Transparency in Government. Retrieved October 17, 2011, from http://www.open.georgia.gov/</p>
<p>October 24</p>	<p>No More Ivory Towers – Open Access to Scholarly Communication</p> <p>Nan Seamans, the Dean of the University Library, will lead us in examining the movement to provide Open Access to scholarly information as challenging the power structures of traditional publishing.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. What the open access movement could mean to you personally. 2. The costs associated with scholarly or academic publishing – and specifically, who should derive benefit when faculty members publish the results of their research. 3. Why there is resistance – from a variety of people and groups – to open access. 4. Whether it is appropriate to include censorship in the discussion of open access issues.

	<p>5. Whether you think GSU should have an open access mandate.</p> <p>6. Whether you can identify links between the open access movement and the Occupy Wall Street movement.</p> <p>Session Materials: Suber, P. (Nov. 6, 2010). Open access overview. Retrieved October 18, 2011, from http://www.earlham.edu/~peters/fos/overview.htm SPARC. (Aug. 2, 2011). 2011 SPARKY award winners announced. Retrieved October 18, 2011, from http://www.arl.org/sparc/media/11-0802.shtml Monbiot, G. (Aug. 29, 2011). Academic publishers make Murdoch look like a socialist. The Guardian. Retrieved October 18, 2011, from http://www.guardian.co.uk/commentisfree/2011/aug/29/academic-publishers-murdoch-socialist Miller, R. (2009). Open Access battles to democratize academic publishing. <i>EContent</i>, 32(3), 32-36.</p>
<p>October 31</p>	<p>This Might Be Shocking – Research Ethics and the “Informed” Research Subject</p> <p>Ida Martinez, the GSU Psychology Librarian, will lead us in examining landmark cases in which (among other transgressions) withholding or manipulating information given to research subjects resulted in shocking abuses, and subsequently paved the way for establishing research ethics guidelines.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. Regarding the Top 10 Unethical Psychological Experiments, to what extent do you agree with the following statement: “Though these are highly unethical experiments, it should be mentioned that they did pave the way to induct our current ethical standards of experiments, and that should be seen as a positive.” 2. Is the study of psychology (human behavior & processes) impeded by having to tell human subjects ahead of time what the experiment/study will cover? If yes, then how do we truly advance through experimentation in understanding the true psychological nature of people? 3. Regarding the ostracism studies that have been done in recent decades (since IRB has been in effect), how do we justify causing significant harm/unease in human subjects? How did these studies get around an IRB? <p>From the article: “More than 5,000 individuals have now taken part in studies employing the Cyberball paradigm, and we have consistently found that enduring approximately 2 to 3 minutes of ostracism in this context will produce strongly negative feelings—especially those of sadness and anger (Williams, 2009).”</p> <p>Weren’t IRBs put in place to protect humans from suffering greatly as research subjects?</p> <ol style="list-style-type: none"> 4. What psychological issues today, in your opinion, require rigorous experimentation in order for us to gain a better understanding of human behavior? What might be some impediments to discovery? How might they be achieved ethically and humanely? <p>Session Materials: Anonymous. (Sept. 7, 2008). Top 10 Unethical Psychological Experiments. Listverse. Retrieved October 18, 2011, from http://listverse.com/2008/09/07/top-10-unethical-psychological-experiments/</p>

	<p>Georgia State University, University Research Services & Administration. (Oct. 10, 2011). Human subjects. Retrieved October 18, 2011, from http://www.gsu.edu/research/human_subjects.html</p> <p>Office for Human Research Protections. (n.d.). Becoming a research volunteer: It's your decision. Retrieved October 18, 2011, from http://www.gsu.edu/images/vp_research/3panelfinal.pdf</p> <p>Williams, K.D., & Nida, S.A. (2011). Ostracism: Consequences and coping. <i>Current Directions in Psychological Science</i> 20(2), 71-75.</p> <p>Bronstein, S., & Joseph, J. (June 10, 2011). Therapy to change 'feminine' boy created a troubled man, family says. AC360/CNN. Retrieved October 18, 2011, from http://www.cnn.com/2011/US/06/07/sissy.boy.experiment/index.html</p> <p>Rekers, G. A., & Lovaas, O. I. (1974). Behavioral treatment of deviant sex-role behaviors in a male child. <i>Journal of Applied Behavior Analysis</i>, 7(2), 173-190.</p>
<p>November 7</p>	<p>The Doctor's Always Right? – Health Literacy</p> <p>Sharon Leslie, the GSU Public Health Librarian, will lead us in examining factors that impede access to health information and efforts to address the issue.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1. Should patients be expected to assume personal responsibility for their self-care? 2. How much of a concern is the security of online health information? 3. What besides the internet has contributed to patients taking more control over their healthcare? <p>Session Materials:</p> <p>American Medical Association (AMA) Foundation. (n.d.). <i>Health literacy and patient safety: Help patients understand</i>. Retrieved from http://www.youtube.com/watch?v=cGtTZ_vxjyA</p> <p>Goetz, T. (2010, June 22). Sergey Brin's search for a Parkinson's cure. <i>Wired Magazine</i>. Retrieved August 22, 2011, from http://www.wired.com/magazine/2010/06/ff_sergeys_search/all/1</p> <p>Sudore, R. L., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. <i>Journal of Clinical Outcomes Management</i>: JCOM, 16(1), 20-29.</p> <p>CureTogether. (2011). Treatment ratings and reviews for 589 conditions. Self tracking. Free tools to help you manage your health: CureTogether. Retrieved August 22, 2011, from http://curetogether.com/</p> <p>PatientsLikeMe. (2005, 2011). Treatment and side effect info from patients like you: PatientsLikeMe. Retrieved August 22, 2011, from http://www.patientslikeme.com/</p> <p>Society for Participatory Medicine. (2008, 2011). Society for participatory medicine: Bringing together e-patients and health care professionals. Retrieved August 22, 2011, from http://participatorymedicine.org/</p>
<p>November 14</p>	<p>Legalese and Attorney Fees – Access to the Justice System</p> <p>We'll consider how legal language and economic inequalities hinder access to legal information and counsel and consequently to the judicial system. Attorneys Beth Stephens and Karen Moskowitz from the Atlanta Legal Aid Society will discuss how their organization addresses these issues.</p> <p>Things to think about when reading/viewing the session materials:</p> <ol style="list-style-type: none"> 1) While the video takes a satirical approach to the problem of "legalese," how critical of an issue do you think legal language plays in access to legal information and the justice system?

	<p>2) Look at the Atlanta Legal Aid brochure, "How to Answer an Eviction Warrant" - how is this brochure aimed at combating legalese?</p> <p>3) What are the primary issues found in the "Documenting the Justice Gap In America" report? What suggestions are given to address these issues?</p> <p>4) Explore the Atlanta Legal Aid Society's website, and think about what role they are playing in attempting to empower low-income people in relation to the justice system.</p> <p>5) In the "Evaluating Legal Empowerment" article, what does the author mean by questioning whether legal aid/empowerment efforts are just offering a "quick fix"?</p> <p>Session Materials: 2010 NYU Law Revue. (2010). Speaking legalese. Retrieved from http://www.youtube.com/watch?v=IG6-ZFqMKnk&feature=youtube_gdata_player Atlanta Legal Aid Society. (2011, July 18). Retrieved July 18, 2011, from http://www.atlantalegalaid.org/ Legal Services Corporation. (2009). Documenting the justice gap In America: The current unmet civil legal needs of low-income Americans. Washington, DC: Legal Services Corporation. Retrieved from http://www.lsc.gov/pdfs/documenting_the_justice_gap_in_america_2009.pdf Khair, S. (2009). Evaluating legal empowerment: Problems of analysis and measurement. <i>Hague Journal of the Rule of Law</i>, 1(1), 33-37.</p>
November 21 – NO CLASS – THANKSGIVING	
November 28	<u>FINAL PROJECT PREP DAY</u> – Library North 2nd Floor Classroom 2 will be reserved for class period if you wish to meet there.
December 5	Final Project Due and Course Wrap-Up
December 7	Final Reflection posted to uLearn no later than 5:00pm

EXAMPLE – Session Lesson Plan

- Any text that appears below in [brackets like this and/or highlighted] is meant to give you guidance on how to approach that section – DO NOT include these in your own Session Lesson Plan.
- Use section headings exactly as they are in this example – worded exactly the same, all capital, bolded, and underlined.
- Format all sections as I have in this example, including single spaced, Calibri 11pt font, and default Microsoft Word page margins.

[BEGINNING OF EXAMPLE]

Session Lesson Plan

Your Name Here
HON 1000 Final Project

SESSION TITLE AND SUMMARY

[Session title and a brief (1-2 sentences) summary of the session topic.]

First Things First – Literacy in the U.S. and Worldwide

We'll look at literacy rates in the U.S. and beyond and examine what groups are disproportionately placed at a disadvantage due to low literacy.

LEARNING OBJECTIVES

[What knowledge, skills, and/or attitudes should a student be able to exhibit following the session? Minimum of 2 required. Should be a bulleted list, and worded as beginning with "Students will be able to..."]

- Students will be able to critically examine the data on literacy in the U.S. and worldwide.
- Students will be able to apply the CT/SJ frameworks to the topic of literacy.

SESSION MATERIALS

[**Minimum of 3 required, including at least 1 scholarly/academic article**, properly cited in APA format and accompanied by annotations (approximately 1 paragraph/100-150 words) that briefly summarize what the resources contain, how they relate to the topic and/or interrelate to each other, and how you would use them for class discussion and/or in-class learning activities. See the [APA General Format guide](#) for citation formatting help.]

Illiteracy in America. (2008). Retrieved from

http://www.youtube.com/watch?v=w7nCfRDCcT4&feature=youtube_gdata_player

This 2:28 minute-long clip from an ABC News broadcast provides a brief overview of the problem of illiteracy in the U.S. I think this clip will be useful in sparking discussion, as it illustrates how illiteracy affects so many facets of a person's life (their health, their ability to do everyday things such as driving and shopping, their ability to participate as an informed citizen in the voting process) and is thus a fundamental aspect of the repercussions of inequality of access to information. I also like how a news commentator briefly mentions how "undiagnosed learning disorders, unstable home life, poverty" contribute to illiteracy – it would be interesting to discuss these more during class – and also expand on the discussion by linking what's NOT mentioned in this broadcast as contributing factors: race, gender, age, language, which are presented in the *Literacy in Everyday Life* assigned reading. This also ties in with the critical theory/social justice frameworks' discussions of "contested territories" in terms of access to information.

Kutner, M., Greenbert, E., Jin, Y., Boyle, B., Hsu, Y., Dunleavy, E., & White, S. (2007). *Literacy in everyday Life: Results from the 2003 National Assessment of Adult Literacy*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. Retrieved from http://nces.ed.gov/Pubs2007/2007480_1.pdf

This 56-page report by the U.S. Department of Education summarizes the data from a 2003 literacy assessment of 19,000 adults and compares it to the 1992 assessment. I like how it defines what "literacy" means, to give the breadth of what literacy encompasses in terms of impact on access to information across a broad spectrum of everyday activities. This reading is also very useful in that it explores many of the "contested territories" we have discussed in terms of access to information in general; it also provides several graphs of the data, which will be useful for visual aids during class discussion. Of particular interest might be discussing possible reasons why (1) the Hispanic population surveyed had decreased literacy rates between the 1992 and 2003 studies, and (2) "white adults had higher average prose literacy scores than Black and Hispanic adults for all levels of educational attainment" (p. v).

Literacy Volunteers of Atlanta. (n.d.). Literacy Volunteers of Atlanta. Retrieved August 22, 2011, from <http://www.lvama.org/>

The Literacy Volunteers of Atlanta is a non-profit, volunteer organization that provides tutoring for basic literacy, English for Speakers of Other Languages (ESOL), family literacy, citizenship education, and workplace literacy to people in the metro Atlanta area. Having students explore this site will give them some grounding in what efforts are being made to address the problems of illiteracy in the Atlanta area, as well as make them aware of what role they might play as volunteers for this organization. Also, reading some of the LVA student profiles will personalize this broader social problem.

Park, H., & Kyei, P. (2011). Literacy gaps by educational attainment: A cross-national analysis. *Social Forces*, 89(3), 879-904.
<http://ezproxy.gsu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=59733231&site=eds-live>

Using data from the 1994-1998 International Adult Literacy Survey, this study examines the variations across 19 countries of the “literacy gap between those with high levels of formal educational attainment and those with low levels” (p. 880). The study utilizes complex statistical analyses, and includes several statistical tables that I would probably advise students to skim over, and to instead pay closer attention to the Conclusion section. Of particular significance are their findings indicating “significant consequences of between-school inequality in resources for adult literacy skills” within countries, suggesting “the importance of understanding how school resources are unequally distributed within a country” (p. 899-900), and particularly how this plays out comparably significantly in the U.S. when juxtaposed with the other 18 countries in the study.

Richmond, M., Robinson, C., & Sachs-Israel, M. (2008). The global literacy challenge: A profile of youth and adult literacy at the mid-point of the United Nations Literacy Decade 2003-2012. Paris: United Nations Educational Scientific and Cultural Organization (UNESCO). Retrieved from <http://unesdoc.unesco.org/images/0016/001631/163170e.pdf>

This 81-page report by UNESCO provides an overview of the literacy “challenges” in non-Western countries and/or regions. For the purposes of class discussion, I would have students only read the “Status of Literacy” and the “Equity” sections of this report. These sections are particularly relevant to discussions of the social justice framework’s “contested territories” and how these play out globally, as well as literacy as a human right. One particular focus of discussion would be on geography/location as a “contested territory,” using the maps and data on adult literacy rates as visual aids for this discussion and speculation as to the wide disparities in literacy globally. Also of interest would be looking at the gender disparities that are particularly present in Arab States, South & West Asia, and Sub-Saharan Africa and speculating as to what contributes to these disparities.

Unknown. (2011, August 22). List of countries by literacy rate. *Wikipedia*. Retrieved August 22, 2011, from http://en.wikipedia.org/wiki/List_of_countries_by_literacy_rate

While it is a Wikipedia reproduction of the data, I have verified that this information is accurately re-disseminated from the cited United Nations Development Programme Report (http://hdr.undp.org/en/media/HDR_2009_EN_Complete.pdf). This list of countries by literacy rate is particularly great for discussion, as you can resort the listings by rank from highest to lowest and vice versa, which makes pulling out geographical patterns in the data easier. Some

patterns that will be interesting to discuss: (1) the majority of the top-ranked countries are former Soviet republics and/or former Communist states, and (2) lowest-ranked countries are overwhelmingly African.

QUESTIONS/POINTS FOR CONSIDERATION

[3-4 Questions/Points for Consideration you would provide to students to guide their reading/viewing of the materials.]

1. How do you see the "contested territories" presented in the social justice framework playing out in terms of literacy?
2. What underlying factors do you see contributing to low literacy rates in the U.S. and worldwide?
3. When looking at the differences of literacy rates between different groups and countries, was there anything that surprised you?
4. How does the Literacy Volunteers of Atlanta's mission and services provided resonate with the social justice frameworks?

LEARNING ACTIVITIES

[List any learning activities/assignments you would have students do. I've included below what I'm having you do for this class, but you are welcome (but not required) to propose different activities.]

- Before class, students will have to post Discussion Points to uLearn that arose from their reading/viewing the session materials.
- In class, we will discuss the session materials, guided by the questions/points for consideration above.
- After class, students will have to post a Reflection on the class discussion.

EXAMPLE – Thesis Project Plan

- Any text that appears below in [brackets like this and/or highlighted] is meant to give you guidance on how to approach that section – DO NOT include these in your own Thesis Project Plan.
- Use section headings exactly as they are in this example – worded exactly the same, all capital, bolded, and underlined.
- Format all sections as I have in this example, including single spaced, Calibri 11pt font, and default Microsoft Word page margins.

[BEGINNING OF EXAMPLE]

Thesis Project Plan

Your Name Here
HON 1000 Final Project

THESIS TITLE AND SUMMARY

[Title and a brief (1-2 sentences) summary of the thesis project plan topic.]

The "Informed" U.S. Voter

I will examine what kinds of information people consult and/or aspire to consult in terms of “informing” their voting.

RESEARCH PROBLEM

[What research questions do you hope to explore? Minimum of 2 required. Should be a bulleted list.]

- What types of information do participants consult to learn about political candidates and make decisions about their voting?
- What types of information do participants rate as having the most influence in informing their voting?
- In an ideal circumstance where they had lots of time, what types of information would participants consult to inform their voting?
- In the real world where their time is limited, what is the minimal information they would consult to inform their voting?
- How will the data vary by different statuses, such as Georgia State University status (undergraduate student, graduate student, faculty), age, race, gender, political party affiliation, liberal/conservative political ideologies?

PREVIOUS EXPLORATIONS OF TOPIC

[**Minimum of 3** analytical explorations of the topic, all of which must be scholarly/academic, properly cited in APA format, and accompanied by annotations (approximately 1 paragraph/100-150 words) that for each article briefly describes on what the study was focused, what and how the data was collected, what were the results/findings of the study, and how these findings will specifically inform your own research/creative project plan. See the [APA General Format guide for citation formatting help.](#)]

Ansolahehere, S., & Iyengar, S. (1994). Of horseshoes and horse races: Experimental studies of the impact of poll results on electoral behavior. *Political Communication*, 11, 413-430.

Ansolahehere & Iyengar conducted experiments exposing subjects to television newscasts with different poll results (race was close, race was one-sided, certain candidates doing relatively well or poor) and examining the effects on individuals’ assessments of the candidates’ electoral prospects, their likelihood of voting, and their preferences among the candidates. They found that exposure to poll results influence individuals’ preferences significantly: people become more positive toward the leading candidate. They posited the following implications of their findings which particularly resonate with issues surrounding “informed” voting:

Horse race journalism distorts the formation of individuals’ voting preferences. Horse race journalism squeezes out more relevant information, such as factual reporting of the candidates’ positions on the issues, their performance in office, and so forth...Even if it is assumed that polls are highly accurate and reported thoroughly, there remains the concern that the widespread and never-ending dissemination of poll results undermines the independent formation of political preferences. By bombarding the audience with information about how the public feels about the candidates, individuals are not encouraged to form their own opinions about the candidates...by dwelling on poll information at the expense of other facets of the campaign, the media may lessen voter autonomy and the likelihood that elections will result in the greatest good for the greatest number. (p. 427-428)

Ansolabehere, S., Iyengar, S., Simon, A., & Valentino, N. (1994). Does attack advertising demobilize the electorate? *American Political Science Review*, 88, 829-838.

Ansolabehere et al. examined the influence of negative campaign advertisements on people's intentions to vote. They conducted an experimental study in the Los Angeles area in which they showed to two different groups of research participants actual campaign advertisements from the 1992 Senate general election that were visually identical but differed in their voice-over narratives: one had focused on the positive attributes of the candidate, while the other focused on the negative attributes of his/her opponent. After viewing the advertisements, participants were asked to complete a questionnaire which included questions regarding their intention to vote and their level of involvement in the election. They found that "exposure to negative (as opposed to positive) advertising depresses intention to vote by 5%" (p. 833), and also that those exposed to positive advertisements had an increased voting intention. Thus, their data support the proposition that negative campaigning can have negative effects on voter turnout, and, consequently, could be interpreted as a disempowering experience for the voting public.

Fridkin, K. L., & Kenney, P. J. (2004). Do negative messages work? The impact of negativity on citizens' evaluations of candidates. *American Politics Research*, 32, 570-605.

Fridkin and Kenney also examined the influence of negative campaign advertisements, but, rather than looking at the effects on voting intention as Ansolabehere et al. (1994) did, they focused on how they impacted people's evaluations of the competing candidates, as measured by the "feeling thermometer" question from the National Election Study. They also delve deeper into examining three different measures for negative campaign messages: (1) comparing negative incumbent advertisements and negative challenger advertisements, (2) amount of negative attention in the press, and (3) amount of "mudslinging" gauged from campaign managers' interpretations. Their findings were extremely detailed and complex, but of most interest was that they did not find a "uniform" influence of negative campaigning on citizens' evaluations of competing candidates, but found that "the impact of negative messages is conditioned by (1) the content of negative information, (2) the source of the message, and (3) the characteristics of citizens receiving the message" (p. 593) – and that, except for outright mudslinging, negative campaigning can sometimes have positive and sometimes negative influences on people's evaluations of the candidate. For my own study, it would be interesting to include some of their same measures to see if I would find the same thing, or something different.

Martin, P. S. (2004). Inside the black box of negative campaign effects: three reasons why negative campaigns mobilize. *Political Psychology*, 25, 545-562.

Martin, similar to Ansolabehere et al. (1994), examined the influence of negative campaign advertisements on voter turnout – but was interested in exploring whether negative campaigning might actually increase voter turnout. Using the WiscAds campaign advertisements collection and data from the National Election Study, Martin found that negative advertising (1) encourages people to be more aware of public/political issues, (2) stimulates anxiety about candidates, and (3) influences perceptions of the closeness of the election race – all of which, he infers, lead to increased voter turnout. I found this study interesting as it refuted Ansolabehere et al. (1994) and was more closely aligned with Fridkin and Kenney's (2004) findings.

Wattal, S., Schuff, D., Mandviwalla, M., & Williams, C. B. (2010). Web 2.0 and politics: The 2008 U.S. Presidential election and an e-politics research agenda. *MIS Quarterly*, 34, 669-688.

Wattal et al. move beyond “traditional” campaign media to see how Web 2.0 technologies (blogs, MySpace, YouTube) were being used in the 2008 Presidential campaigns. For their analyses, they examined the correlation between the different types of traditional and “new” media candidates were using and their Gallup poll ratings. Overall, they found that a strong presence in blogs had the most significant correlation with favorable Gallup poll ratings. This study will be useful to my research as I will ask questions of my participants regarding their use of these “new” media to research political candidates.

METHOD OF STUDY AND ANALYSIS

[How would you go about collecting data/information to answer your research questions? What theoretical/analytical frameworks will guide your methods or creative exploration? Once you have collected your data, how would you go about analyzing it in light of your research questions?]

I plan to construct a survey to be distributed to random, representative samples of the following Georgia State University groups: undergraduate students, graduate students, and faculty. Because my research involves interacting and soliciting information from people, I will gain the necessary approval from the Institutional Review Board to conduct human subjects research. Once I have collected the data, I will tabulate frequencies and percentages to look for patterns in the data, and possibly do tests of statistical significance if warranted.

At this juncture, I plan to ask the following questions in a survey:

1. When you want to find out more about a person running for a political office to see if you want to vote for him/her, which of the following types of information would you most likely look at? Check all that apply:

- Campaign advertisements
- Candidate’s official website
- Televised debates between the candidates
- Facebook page for candidate
- Facebook page by someone else about the candidate
- Blogs by someone else about the candidate
- Blogs by the candidate or his/her campaign team
- Opinion polls regarding who’s in the lead for the race
- News media (newspapers, radio, TV)
- Non-partisan websites providing information about the candidate (e.g., Project Vote Smart)
- My friends’ opinions
- My family’s opinions

2. Please rate the level of influence the following would have on your opinions regarding a political candidate:

	Not influential at all	Not very influential	Somewhat influential	Influential	Very influential
Campaign advertisements					

Candidate's official website					
Televised debates between the candidates					
Facebook page for candidate					
Facebook page by someone else about the candidate					
Blogs by someone else about the candidate					
Blogs by the candidate or his/her campaign team					
Opinion polls regarding who's in the lead for the race					
News media (newspapers, radio, TV)					
Non-partisan websites providing information about the candidate (e.g., Project Vote Smart)					
My friends' opinions					
My family's opinions					

3. In an ideal circumstance where you had all the time in the world, which of the following types of information would you most likely look at to find out more about a person running for a political office to see if you want to vote for him/her? Check all that apply.

- Campaign advertisements
- Candidate's official website
- Televised debates between the candidates
- Facebook page for candidate
- Facebook page by someone else about the candidate
- Blogs by someone else about the candidate
- Blogs by the candidate or his/her campaign team

- Opinion polls regarding who's in the lead for the race
- News media (newspapers, radio, TV)
- Non-partisan websites providing information about the candidate (e.g., Project Vote Smart)
- My friends' opinions
- My family's opinions

4. In the real world where your time is limited, which of the following types of information would you most likely look at to find out more about a person running for a political office to see if you want to vote for him/her? Check all that apply.

- Campaign advertisements
- Candidate's official website
- Televised debates between the candidates
- Facebook page for candidate
- Facebook page by someone else about the candidate
- Blogs by someone else about the candidate
- Blogs by the candidate or his/her campaign team
- Opinion polls regarding who's in the lead for the race
- News media (newspapers, radio, TV)
- Non-partisan websites providing information about the candidate (e.g., Project Vote Smart)
- My friends' opinions
- My family's opinions

5. Please answer the following background/demographic questions:

What is your GSU status?

- Undergraduate student
- Graduate Student
- Faculty

What is your age?

- 18 – 24
- 25 – 29
- 30 – 34
- 35 – 39
- 40 – 44
- 45 – 49
- 50 – 54
- 55 – 59
- 60 – 64
- Over 65

What is your race?

- American Indian or Alaska Native

- Asian
- Black
- Native Hawaiian or Other Pacific Islander
- White
- 2 or more races
- Not Reported

What is your gender?

- Female
- Male
- Other
- Not reported

Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or what?¹

- Strong Democrat
- Not very strong Democrat
- Independent, close to Democrat
- Independent
- Independent, close to Republican
- Not very strong Republican
- Strong Republican
- Other party, refused to say
- Don't know
- No answer

Where would you place yourself on this scale of political views?²

- Extremely liberal
- Liberal
- Slightly liberal
- Moderate, middle of the road
- Slightly conservative
- Conservative
- Extremely conservative
- Don't know
- No answer

¹ Question adapted from the General Social Survey (<http://www3.norc.org/GSS+Website/>), variable: PARTYID

² Question adapted from the General Social Survey (<http://www3.norc.org/GSS+Website/>), variable: POLVIEWS