**Law Libraries**

**LAW 335L/INF 388K**

**Exemplar—sequence of classes and specific readings will change for Spring 2018**

Spring Semester 2017

Wednesdays, 1:00-4:00 p.m.

TNH 3.115 (most likely will be changed)

Professor Barbara Bintliff

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Office Hours: JON 2.206J Thursday, 8-10 a.m. or by appointment

**Course Description**

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| **Law Libraries***presents an overview of law librarianship, the discipline of law, and the culture of the legal information environment. The course is intended to convey an understanding of the context in which law librarians, legal publishers, and other legal information professionals work. Graduate standing required.* *This course introduces students to the organization and communication of legal information, the nature of the legal information environment, user needs and behaviors in that environment, professional skills needed to navigate in today’s information business environment, and the particular roles and responsibilities of legal information providers and institutions. The course is designed to provide a broad overview of theory and practice in a legal information organization, including an understanding of the rapidly changing context in which law librarians, legal publishers, and other legal information professionals work. Several classes may have visits by practicing law librarians, representatives of legal information vendors, and individuals with special expertise in the world of legal information* |

This course is an overview of law librarianship and the legal information environment. The course is intended to convey an understanding of the context in which law librarians and other legal information professionals work, and explore issues surrounding the creation, use, and preservation of legal information. Students will engage in a number of practical exercises, which may include drafting and negotiating licenses for information resources, interview simulations, and an evaluation of and presentation on the intellectual content of information resources.  Ethical issues, including confidentiality and privacy expectations, will be considered.  Classes may include visits by practicing law librarians and professors at other law schools; the class also may include visits to area law libraries to compare organization, policies and practices.

**Textbook and Readings**

There is no assigned textbook for the class. Readings for each class will be included on the syllabus and will be available either electronically or, in a few circumstances, on reserve at the Tarlton Law Library. Students are expected to be able to find the assigned journal articles electronically and in print, depending on personal preference, if the readings are not available on the class Canvas site. Assistance is available at the library’s reference desk.

**Grading**

Final grades will be based on the following:

* Class participation: 20%
* Short projects (generally time will be available in class to work on these): 20% (class sessions marked with an asterisk on the syllabus will typically include short projects)
* In-class presentation: 20%
* Final exam (anonymously graded, 2-hour exam at end of the term): 40%

The Law School’s grading policy is here: <https://law.utexas.edu/student-affairs/academic-services/grading-policies/>

**Expected Outcomes**

At the conclusion of this class, students will have:

1. gained knowledge of the various organizational models and functions of law libraries serving a variety of legal clientele;

2. increased understanding of major issues facing law libraries and legal information professionals from both a legal and a librarianship perspective, and;

3. had an opportunity to practice a range of experiential skills, including speaking, writing, collaborating in groups, and making presentations.

**Attendance**

Attendance is required and roll will be taken each class. A student who misses more than 2 class meetings, or more than 6 hours of class time over several class meetings, will be automatically dropped from the class (Q dropped) and will not be allowed to take the final exam.

**General Information**

*Students with disabilities* may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 512-232-2937 (videophone), <http://www.utexas.edu/diversity/ddce/ssd/>

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of *observance of a religious holy day*. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

*Emergency evacuation* procedures from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :

* Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
* Familiarize yourself with all exit doors of each classroom and building. Remember that the nearest exit door may not be the one you used when entering the building.
* Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
* In the event of an evacuation, follow the instruction of faculty or class instructors.
* Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

All UT students are bound by the *Institutional Rules on Student Services and Activities* given in the General Information Catalog. Regulations and procedures regarding student discipline and conduct are set forth in Chapter 11 of the Institutional Rules. All UT students are bound by the *University Honor Code*: <http://www.utexas.edu/about-ut/mission-core-purpose-honor-code>; law school students are also bound by the *Law School Honor Code*: <http://www.utexas.edu/law/sao/academics/honorcode.html>.

**Syllabus and Readings**

*The following information reflects current plans. As the semester progresses, these plans will change with the addition of readings and information on class projects, etc.; this is neither unusual nor should it be unexpected. Any changes will be communicated in class and on the class Canvas site.*

*Assistance in using Canvas is available at the ITS Help Desk (512-475-9400), Monday through Friday, 8 a.m. to 6 p.m.*

*Students are expected to read all assigned readings and come to class prepared to lead a discussion on the readings if asked to do so; this preparation will count towards the class participation part of the final grade. The workload for this course typically will involve at least two hours of preparation outside of class for every hour we meet, along with extensive time for preparation for the presentation and final exam.*

**January 18**

* General organization and management of law libraries
* Introduction to law libraries in the real world (*Jean O’Grady, Cornell Winston, Jane O’Connell*)

 *Reading:*

Occupational Outlook Handbook, “Librarians,” <https://www.bls.gov/ooh/education-training-and-library/librarians.htm> (read information at all tabs across the top)

Janelle Beitz and Mari Cheney, So, You Want to be a Law Librarian? <http://letterstoayounglibrarian.blogspot.com/2013/08/so-you-want-to-be-law-librarian-by.html>

Types of Law Libraries, <http://www.aallnet.org/mm/Careers/lawlibrarycareers/Types-of-Law-Libraries.html>

Law Librarianship by the Numbers 2014, <http://www.aallnet.org/Documents/Careers/lawlibrarycareers/Law-Librarianship-by-the-Numbers-2014.pdf>

**January 25\***

* Working in a group environment

*Reading:*

Compliance and Ethics Guide: The University of Texas at Austin,

<http://utw10474.utweb.utexas.edu/cw100/ComplianceAndEthicsGuide.pdf>

Tom Pickens, The Basics for Effective Leadership are Really Pretty Basic,

<http://rlifiles.com/files/resource/Basics_of_Leadership_1.pdf>

Claudio Feser, Fernanda Mayol, and Ramesh Srinivasan, Decoding Leadership: What Really Matters, <http://www.mckinsey.com/insights/leading_in_the_21st_century/decoding_leadership_what_really_matters>

Ryan Fuller and Nina Shikaloff, What Great Managers Do Daily, <https://hbr.org/2016/12/what-great-managers-do-daily>

**February 1\*** (*Jane O’Connell*)

**February 8\***

* Managing personnel

 *Reading:*

Diane Arthur, Human Resources and the Law, in Managing Human Resources in Small & Mid-Sized Companies (1995).

Claudio Fernandez-Araoz, Boris Groysberg and Nitin Nohria, The Definite Guide to Recruiting in Good Times and Bad, Harvard Business Review,  May 2009, at 74.

Steven T. Tyler, Keep an Open Mind on Psychometric Testing: It Might Make Your Firm Better, Of Counsel, Feb. 2015, at 3.

Writing Job Descriptions: An 8-question Checklist, The HR Specialist, Dec. 2013 at 6.

Audrey Williams June, Google-Stalking Job Candidates: Tempting but Risky, Chronicle of Higher Education, October 3, 2014, [http://chronicle.com/article/Google-Stalking-Job/149193/ (Links to an external site.)](http://chronicle.com/article/Google-Stalking-Job/149193/).

Alan Henry, How to Clean Up Your Online Presence and Make a Great First Impression, Lifehacker, November 28, 2012, available at:

[http://lifehacker.com/5963864/how-to-clean-up-your-online-presence-and-make-a-great-first-impression (Links to an external site.)](http://lifehacker.com/5963864/how-to-clean-up-your-online-presence-and-make-a-great-first-impression) (READ ONLINE)

Jon Ronson, How One Stupid Tweet Blew Up Justine Sacco’s Life, N.Y. Times Magazine, Feb. 12, 2015, [http://www.nytimes.com/2015/02/15/magazine/how-one-stupid-tweet-ruined-justine-saccos-life.html (Links to an external site.)](http://www.nytimes.com/2015/02/15/magazine/how-one-stupid-tweet-ruined-justine-saccos-life.html).

Melissa Dennihy, When They Watch You Eat, Inside Higher Ed, February 16, 2015.

Deepak Malhotra, 15 Rules for Negotiating a Job Offer, Harvard Business Review, April 2014, at 117.

Jean-François Manzoni, A Better Way to Deliver Bad News, Harvard Business Review, May 2009, at 114.

Holly Weeks, Taking the Stress Out of Stressful Conversations, Harvard Business Review, May 2009, at 112.

Recover from Mistakes with Credibility and Confidence, YourABA: e-news from members, March 2015.

**February 15**

* Legal information creation and dissemination

 *Reading:*

Coalition for Networked Information, *Principles of Public Information*, <http://old.cni.org/docs/infopols/NCLIS.html>

Morris L. Cohen, *An Historical Overview of American Law Publishing*, 31 Intl. J. Legal Info. 168 (2003)

Paul T. Jaeger and John Carlo Bertot, *Responsibility Rolls Down: Public Libraries and the Social and Policy Obligations of Ensuring Access to E-government and Government Information*, 30 Pub. Lib. Q. 91 (2011)

Katrina Fischer Kuh, *Electronically Manufactured Law*, 22 Harv. J. Law & Tech. 223 (2008)

Sunlight Foundation, *Open Data Policy Guidelines*, <http://sunlightfoundation.com/opendataguidelines/>

* Cognitive Computing (Artificial Intelligence (AI) (*Blythe McCoy*)

 *Reading:*

Artificial Intelligence in Law: The State of Play 2016: <http://www.neotalogic.com/wp-content/uploads/2016/04/Artificial-Intelligence-in-Law-The-State-of-Play-2016.pdf>

How Artificial Intelligence is Transforming the Legal Profession: <http://www.abajournal.com/magazine/article/how_artificial_intelligence_is_transforming_the_legal_profession>

**February 22\***

* Project planning
* Leading groups (meetings, time management, etc.)

Reading TBD

**March 1\*** (*Betsy Appleton*)

**March 8\***

* Identification, selection, and acquisition of legal information

Anne Klinefelter, *First Amendment Limits on Library Collection Management*, 102 Law Libr. J. 343 (2010)

James Heller, *Collection Development & Weeding a la Versace: Fashioning a Policy for your Library*, 6 AALL Spectrum 12 (March, 2002) (available on HeinOnline or at

<http://www.aallnet.org/main-menu/Publications/spectrum/Archives/Vol-6/pub_sp0202/pub-sp0202-prodev.pdf>

Law Library, University of Michigan Law School, *Acquisitions and Collection Development Glossary,* at: <http://www.law.umich.edu/library/info/Pages/Glossary.htm>

(for reference; just skim through it)

American Association of Law Libraries, “*Checklist for the Negotiation of Internet Subscriptions*,” <http://www.aallnet.org/main-menu/Advocacy/vendorrelations/CRIV-Tools/negotiate.html>

Center for Research Libraries, “*LIBLICENSE*,” <http://liblicense.crl.edu/>. You may find this useful as a resource; it is not assigned reading.

Georgia Harper, “*Copyright in the Library: Licensing Access,*” <http://copyright.lib.utexas.edu/l-cntrct.html> **and**

“*Copyright in the Library: The Digital Library*,” <http://copyright.lib.utexas.edu/l-diglib.html> . (These are part of the UT System’s Copyright Crash Course; feel free to skin through other parts of the Copyright in the Library entries, found at <http://copyright.lib.utexas.edu/l-intro.html>, which might be useful as a resource.)

Ringgold, Inc., “*Licensing Models*,” <http://www.licensingmodels.org/> includes six model licenses for four different types of licensee. You may find this useful as a resource; it is not assigned reading.

Tarlton Law Library, “*Collection Development Policy*,” <http://tarlton.law.utexas.edu/about/tarlton_collection_development_policy.pdf> (especially pages 20-21 dealing with online resource selection)

**March 15**

SPRING BREAK

**March 22**

* Freedom of Information Act in libraries (*Matt Steinke*)

Reading:

Melissa Guy and Melanie Oberlin, *Assessing the Health of FOIA After 2000 through the Lens of the National Security Archive and Federal Government Audits,* 101 L. Library J. 331 (2009)

National Security Archive, *FOIA Basics*, <http://www2.gwu.edu/~nsarchiv/nsa/foia/guide.html>

* Uniform Electronic Legal Material Act

UELMA, <http://www.uniformlaws.org/shared/docs/electronic%20legal%20material/uelma_final_2011.pdf>

* Students choose articles/chapters for presentations

**March 29\***

* Information ethics (*Anne Klinefelter* (confidentiality, privacy, state library laws))

Reading:

American Association of Law Libraries, *AALL Ethical Principles*, [www.aallnet.org/about/policy\_ethics.asp](http://www.aallnet.org/about/policy_ethics.asp)

American Library Association, Library Bill of Rights, [www.ala.org/advocacy/intfreedom/librarybill](http://www.ala.org/advocacy/intfreedom/librarybill)

American Library Association, *Access to Digital Information, Services, and Networks: An Interpretation of the LIBRARY BILL OF RIGHTS*, <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessdigital>

American Library Association, *Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights,* <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/intellectual>

Anne Klinefelter, *Privacy and Library Public Services: or, I Know What You Read Last Summer*, 26 Leg. Reference Ser. Q. 253 (2007); also available at: <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1011506> (you may need to use a university email address to access this site)

Anne Klinefelter, *When to Research is to Reveal: The Growing Threat to Attorney and Client Confidentiality from Online Tracking*, 16 Va. J.L. & Tech. 1 (2011).

DuckDuckGo Privacy Policy: <https://duckduckgo.com/privacy>

Google Privacy Policy: [https://www.google.com/intl/en/policies/privacy/?fg=1](https://www.google.com/intl/en/policies/privacy/?fg=1 %20)

LexisNexis Privacy Policy: <http://www.lexisnexis.com/en-us/terms/privacy-policy.page>

Thomson Reuters (Westlaw) Privacy Policy: <http://legalsolutions.thomsonreuters.com/law-products/about/legal-notices/privacy>

* Fake news/information literacy

 *Reading:*

Farhad Manjoo, How the Internet is Loosening Our Grip on the Truth, <https://www.nytimes.com/2016/11/03/technology/how-the-internet-is-loosening-our-grip-on-the-truth.html?_r=0>

Camila Domonoske, Students have “Dismaying” Inability to Tell Fake News from Real, Study Finds, <http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>

Shannon Najmabadi, How Can Students be Taught to Detect Fake News and Dubious Claims? <http://www.chronicle.com/article/How-Can-Students-Be-Taught-to/238652>

Donald A Barclay, The challenge facing libraries in an era of fake news, <https://theconversation.com/the-challenge-facing-libraries-in-an-era-of-fake-news-70828>

Lee Skallerup Bessette, Hoaxy Visualizes the Spread of Online News, <http://www.chronicle.com/blogs/profhacker/hoaxy/63397>

David Cohen, Facebook Adds New Weapons to its Fight Against Fake News, Hoaxes, <http://www.adweek.com/socialtimes/facebook-third-party-fact-checking-fake-news-hoaxes/648519>

AALL Legal Research Competencies and Standards for Law Student Information Literacy, <http://www.aallnet.org/Archived/Leadership-Governance/policies/PublicPolicies/policy-lawstu.html>

**April 5\***

* Strategic planning

Virginia Kelsh, *The Law Library Mission Statement*,

<http://www.aallnet.org/mm/Publications/llj/LLJ-Archives/Vol-97/pub_llj_v97n02/2005-18.pdf>

School of Law, University of Colorado at Boulder, *Strategic Plan,*

<http://lawweb.colorado.edu/law/about/completeStrategicPlan.pdf> (read for format, organization, etc. and not necessarily content)

**April 12\***

* Open Access

Readings TBD

* Student presentations

**April 19\***

* Finish presentations
* Future of law libraries

Kenneth J. Hirsh, *Like Mark Twain: The Death of Academic Law Libraries Is an Exaggeration*, University of Cincinnati College of Law Scholarship and Publications, <http://scholarship.law.uc.edu/cgi/viewcontent.cgi?article=1252&context=fac_pubs>

James G. Milles, *Legal Education in Crisis, and Why Law Libraries Are Doomed,* Buffalo Legal Studies Research Paper Series, no. 2014-015, <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2370567>

**April 26\***

* Access to Justice

*Reading:*

Law Libraries and Access to Justice, <http://www.aallnet.org/mm/Publications/products/atjwhitepaper.pdf>

* Tours of Tarlton