

Abstracts

## **Knowing Institutions or Knowing Co-Citizens: Two Understandings of Information Literacy and Citizenship**

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Bernard Manin's and Andrew Kuper's respective horizontal and vertical models of citizenship each incorporate the concepts of access to and mediation of information. By bringing information's role in citizenship into focus, both models imply that citizens must be information literate in order to practice good citizenship. Without such literacy, citizens are limited in their ability to engage in informed democratic participation. Where the models differ, however, is in the required nature of citizens' information literacy.

The 2003, 2005, and 2014 international declarations on information literacy provide the guiding framework for international recommendations. Each links information literacy with good citizenship. Yet with each new statement, the rhetoric surrounding this link shifts in noticeable ways; there is a pattern of the horizontal model's displacement by the vertical model in information literacy rhetoric. This previously unexamined pattern raises questions about the connections between citizenship and information literacy, as well as the nature of information literacy itself.

While the study of information literacy is typically library-centric, this poster demonstrates wider social implications and influences. At the same time, the poster indicates that citizenship theory can benefit from a Library and Information Science (LIS) perspective.