**Dear students and potential students:**

I hope you are doing well and staying safe and healthy through this difficult time. I have included a draft version of my syllabus so you have a sense of the type of content and the general structure of the class that I am thinking about. With that said, I wanted to share some information to help you make decisions about your living situation and the courses you plan to take:

* This course is a synchronous, online course. I will record some lectures and make other course material available through Canvas, but we will have mostly synchronous meetings, which means you need to keep the class time blocked out on your schedule so you can be available. Each session will take less than the hour time block allotted for class, but you will likely have other group work to do during that time. So, leave the class time listed on the schedule open if you plan to take this class.
* You do not need to purchase any books. All of the reading and materials for class will be available in Canvas.
* You do not need to complete any readings before the first class meeting.
* I will have a final syllabus to you asap.
* We need to be flexible, generous, and kind with one another; I plan to prioritize your health and safety, and to acknowledge the complex and stressful environment in which we are trying to learn together.

# LAND ACKNOWLEDGMENT

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

## Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

INF 380E Perspectives on Information

# Course Information:

Unique: 27119, 27120

Location: UTA 3.404/online

Thursdays, 6 - 9 PM

# Instructor Information

Dr. Craig Blaha

email: craig.blaha\_at\_utexas.edu  
office: Zoom/phone  
office hours: by appointment, I can be available most times during the week, so please don’t hesitate to reach out.

Course Description  
A multi-disciplinary and historical examination of information as a primary and foundational concept. Contrasts key literature from information studies with perspectives from other fields.

# Course Objectives

The course provides a foundation for understanding the theories, assumptions and perspectives on the nature of information as it appears in information studies and a variety of cognate fields. Upon successful completion of this course, students will have accomplished or be able to:

* Identify the role of information studies, broadly construed, and its role in particular environments and contexts.
* Explore how disciplines such as our own and others have looked at information as a primary and foundational concept.
* Discuss our field’s identity, whether called information studies, library and information studies, library and information science, information science, or any other number of names.
* Discuss the primary ways in which groups, organizations, and institutions employ information; delineating relationships and distinctions among forms of information work, professions, and institutions.
* Draw upon a vocabulary and expertise for thinking critically about the challenges inherent in defining, organizing and accessing information.
* Engage in the reflective, critical inquiry essential to graduate level oral and written work.

# A Note on this Version of the Course

## Anti-Oppression

I have worked hard over the past summer to completely revamp this course to be more anti-racist and anti-sexist. It is a work in progress. Among other resources, books, classes, and conversations with my colleagues and students, I have focused and relied heavily on this collection I have put together: <https://utexas.app.box.com/folder/115692784945?s=uzohfuct8dpze5gojkkp4e4fffse51k2>

I would like to especially thank the ALA/TLA Student Chapter for sharing some of the resources they compiled as well.

This effort builds on the work I started in graduate school in 1995, where I completed a Master’s in Education at Claremont Graduate School (now Claremont Graduate University) with a focus on what was called at the time “multiculturalism”. I am excited to take what I consider to be an important step forward in this thinking; not just focusing on “inclusivity”, but on actively fighting against racism and sexism in my personal and professional life. I share this to let you know that the class will not be perfect; I ask for your patience, generosity, and thoughtful feedback throughout the semester. In return, I will strive to show the same patience, generosity, and thoughtfulness toward the class and each individual student.

## Trauma Informed Pedagogy

Trauma informed pedagogy is typically employed when discussing difficult and potentially re-traumatizing topics. While that isn’t the case with this class, the current health, economic, and political environment makes it more likely that some of you are experiencing really difficult and circumstances and events, making TIP a reasonable backdrop for the semester. To that end, you have the ability to turn in two assignments late without penalty this semester, and to miss two “class sessions” as well. I know things are, at the very least, unpredictable, so I aim to be supportive and flexible to work with you to succeed in the class. If you are having trouble or fall behind, send me a note. You can’t overestimate how important your mental health, well-being, and academic success are to me.

For more on Trauma Informed Pedagogy, start here:

<https://www.insidehighered.com/advice/2020/06/03/seven-recommendations-helping-students-thrive-times-trauma>

# Required Texts

None – all readings and course materials will be available through Canvas or the Internet.

# Assignments and Expectations

## Participation

Students are expected to attend each class (whether in person or virtual), show up on time and ready to actively engage with the in class discussions and activities, having thoroughly read the assigned materials, viewed the recorded lectures, and thought not only about each reading, but how the readings relate to each other, topics we have previously discussed in class, and how they relate to current events. Students have two “free” missed classes; I understand that stuff happens and you might need to miss a class. If you need to miss more than two classes, please talk to me about it first, since missing more than two classes might result in a grade less than a B. Avoid scheduling anything during class time (doctor appointments, interviews, etc.).

It is also important that students work hard to demonstrate respect for the opinions of others, both by listening first to understand, and by carefully and thoughtfully explaining your own ideas.

## Technology Use During Class

Please be respectful with your use of technology during class – whether in person or remote. There are times that having a laptop is necessary (Zoom!), useful, and helpful in class, but please be diligent about avoiding distraction. If you need to take a phone call or send a text, please wait until break if possible or take it outside of the classroom (or turn off your camera and mic) if it is urgent. In an online large group session, please keep your microphone muted unless you are speaking and try to keep your camera on as much as possible. If you have something to add to the conversation that is happening in class, please raise your physical hand or jump in when it makes sense. If you would like to make a different point or go back to an earlier discussion, please raise your virtual hand in canvas and I will do my best to manage those discussions in a fair and consistent manner. Chat is tough for me to keep up with during the conversation, so I will take occasional breaks for us to catch up on the chat.

# Grading

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Date Due** | **% of Grade** |
| Preparation and Participation |  |  |
| Discussion questions (5 x 4 points) |  | 20 |
| Discussion responses (5 x 2 points) |  | 10 |
| Critical reflections (2 x 10 points) | OCT 22 and 28 | 20 |
|  |  |  |
| Wiki Assignment |  |  |
| Choice of topic for Wiki assignment | SEP 17 | --- |
| Instructor assigns terms and topics | OCT 1 | --- |
| Draft of Wiki assignment **GRP** | OCT 15 | --- |
| Peer review of Wiki article | OCT 29 | 10 |
| Final version of Wiki article **GRP** | NOV 19 | 20 |
| (Recorded) presentation on Wiki article **GRP** | DEC 3 | 10 |
| Group work evaluation form | DEC 3 | 10 |

# Grading Scale

The standard grading scale will be used to evaluate student work:

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 0-59

A grade of B (not B-) is required for this course to fulfill the core course requirement.

# Course Schedule

The weekly course schedule is listed below. The course is designed so that most of the “work” is done asynchronously, but we will meet synchronously on Thursday evenings from 6 – 9 PM (the listed course time). In-person sessions will meet from 6 – 7 (two 20-minute sessions with about a ten-minute break, leaving time before and after class for logistics), and from 7:30 – 9 remotely. Students can decide which session (remote or in-person) they would prefer to attend. You are welcome to attend both! In class sessions will be held depending on the Travis county Coronavirus staging recommendations (available here: <https://www.austintexas.gov/covid19> ). On August 15, for example, we are at stage 3, which limits gatherings to fewer than 10 people. Since our class has more than ten people, I will not hold an in-person session.

I will communicate the class attendance options clearly in advance each week, and I really hope we get to a point where it is safe for us to spend more time together in person and hold longer class sessions. I plan to be flexible and to communicate as much and as early as possible, and I ask that you do the same!

|  |  |  |
| --- | --- | --- |
| Week | Topic | Due |
| One: 8/27 | Getting started:  Asynchronous | Do:  Take a look at the syllabus, record your personal intro for next week. |
| Foundations | | |
| Two: 9/3 | Introductions:  Synchronous, remote | Do:   1. Review syllabus, bring questions to zoom meeting 2. Write or record an introduction of yourself by 9/2 |
| Three: 9/10 | History of information studies: Synchronous, remote | Read:   1. Honma, T. (2005). Trippin' over the color line: The invisibility of race in library and information studies. InterActions: UCLA Journal of Education and Information Studies. 2. Grady, C. (2020). Why the term “BIPOC” is so complicated, explained by linguists. <https://www.vox.com/2020/6/30/21300294/bipoc-what-does-it-mean-critical-race-linguistics-jonathan-rosa-deandra-miles-hercules>   Watch:   1. Dr. Bobb discuss equity in Computer Science: <https://www.youtube.com/watch?v=Pti9hkvU_dw&feature=youtu.be>   **Optional readings:**   1. Cooke, N.A., Sweeney, M. and Noble, S.U. (2016). Social Justice as Topic and Tool: An Attempt to Transform a LIS Curriculum and Culture. Library Quarterly. [LIS] (good as a foundation for me, recommended reading for others, and a good set of sources) 2. Delgado, R., & Stefancic, J. (2006). Introduction. Critical Race Theory: An Introduction. NYU Press. [Law] 3. Roberts, S. T., & Noble, S. U. (2016). Empowered to name, inspired to act: Social responsibility and diversity as calls to action in the LIS context |
| Four: 9/17 | What is information:  Synchronous, TBD (depends on Covid Stage) | Do:   1. Choice of topics for wiki article   Read:   1. Capurro, Rafael, & Hjørland, Birger. (2002). The concept of information. 2. Weaver, W. (1949). The mathematics of communication. Scientific American, 181(1), 11- 15.   Recommended   1. Bawden, David, & Robinson, Lyn. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies 2. Buckland (1991) Information as thing. 3. Floridi, Luciano. (2002). What is the philosophy of information? 4. Lingel, J., & Boyd, D. (2013). “Keep it secret, keep it safe”: Information poverty, information norms, and stigma 5. Shannon, C. (1948). A mathematical theory of communication. Bell Systems Technical Journal. 6. Tague-Sutcliffe, Jean. (1995). *Measuring information: An information services perspective* |
| Five: 9/24 | Networks, information security, and the internet  Synchronous | Read:   1. Star, S. L. (1999). The ethnography of infrastructure 2. Tufekci, Z. (2012). Past and future divides: Social mobility, inequality, and the digital divide in Austin during the tech boom. Inequity in the technopolis: Race, class, gender, and the digital divide in Austin, 85-108.   Recommended   1. Cornum, L. (2017). Domain Name: How the shorthand term “ndn” signals new ways of conceptualizing Indigeneity 2. Crooks, R. N. (2019). Times Thirty: Access, Maintenance, and Justice 3. Eubanks, V. E. (2007). Trapped in the digital divide: The distributive paradigm in community informatics 4. Holt, J., & Vonderau, P. (2015). ‘Where the internet lives’: Data centers as cloud infrastructure. Signal traffic: Critical studies of media infrastructures, 71-93. 5. Mosco, V. (2015). Chapter 5. Big Data and Cloud Culture. To the cloud: Big data in a turbulent world |
| Six: 10/1 | Identity, privacy, and Memory | Do:   1. Instructor will notify students of assignment by topic and teammate   Read:   1. Privacy International: Reclaiming Privacy, a feminist manifesto: <https://www.privacyinternational.org/sites/default/files/2018-11/From%20oppression%20to%20liberation-reclaiming%20the%20right%20to%20privacy.pdf> 2. van der Nagel, E. (2017). From usernames to profiles: the development of pseudonymity in Internet communication   Recommended   1. Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In The Interpretation of Cultures (pp. 310-323). New York: Basic Books. Available on Canvas. 2. Humphreys, L., Paley, A., & Rinaldi, S. (2019). Digital Media: Identity Management. In An Integrated Approach to Communication Theory and Research (pp. 213-222) |
| Seven: 10/8 | Preservation and conservation | Read:   1. Anderson, J. (2005). Indigenous knowledge, intellectual property, libraries and archives: Crises of access, control and future utility 2. Carter, R. G. (2006). Of things said and unsaid: Power, archival silences, and power in silence |
| Eight: 10/15 | Searching and sorting | Do:   1. Draft of Wiki article due   Read:   1. Bowker, G., & Star, S.L. (1999). Sorting things out: Classification and its consequences. Cambridge, MA: MIT Press (Chapter 6) 2. Olson, H. A. (2007). How we construct subjects: A feminist analysis   Recommended   1. Agarwall (2015) Towards a definition of serendipity in information behaviour 2. Lakoff, G. (1973). Hedges: A study in meaning criteria and the logic of fuzzy concepts. Journal of Philosophical Logic. 2(4), 458 – 508. Available on Canvas 3. Mokhtar, U. A., & Yusof, Z. M. (2015). Classification: The understudied concept 4. Rosch, E. (1975). Family resemblances: Studies in the internal structure of categories. Cognitive Psychology, 7(4), 573 – 605. Available on Canvas. |
| Challenges | | |
| Nine: 10/22 | Fake news and electronic voting  Tentative: Watch the Great Hack | Do:   1. Critical Reflection: Foundations   Read:   1. Lazer, D.M.J., Baum, M.A., Benkler, Y., Berinsky, A.J., Greenhill, K., Menczer, F., Metzger, M.J., Nyhan, B.. Pennycook, G., Rothschild, D., Schudson, M., Sloman, S.A., Sunstein, C.R., Thorson, E.A., Watts, D.J., & Zittrain, J.L. (2018). The science of fake news. *Science.* Retrieved from: <https://science.sciencemag.org/content/359/6380/1094/tab-pdf> 2. Marres, N. (2018). Why we can’t have our facts back. Engineering Science, Technology, and Society. 4, 423- 443. Available on Canvas. 3. The Great Hack – available on Netflix. |
| Ten: 10/29 | Social media & copyright | Do:   1. Peer Review of Wiki article due   Read:   1. Nakamura, L. (2015). The unwanted labour of social media: Women of colour call out culture as venture community management 2. Wang, M. (2020). Max Wang discusses Facebook and why failure is built in: <https://www.youtube.com/watch?v=oyBQ1_a70KI>   Recommended   1. Fiesler, C., & Proferes, N. (2018). “Participant” Perceptions of Twitter Research Ethics 2. Gershon, I. (2010). Breaking up is hard to do: Media switching and media ideologies 3. Lingel, J., & Boyd, D. (2013). “Keep it secret, keep it safe”: Information poverty, information norms, and stigma 4. Shirky, C. (2011). The political power of social media: Technology, the public sphere, and political change |
| Eleven: 11/5 | Algorithms and bias | Read:   1. Brayne, S., & Christin, A. (2020). Technologies of Crime Prediction: The Reception of Algorithms in Policing and Criminal Courts 2. Wood, S. E. (2017). Police body cameras and professional responsibility: Public records and private evidence   Recommended   1. Burrell, J. (2016). How the machine ‘thinks’: Understanding opacity in machine learning algorithms 2. Kitchin, R. (2017). Thinking critically about and researching algorithms 3. Knight, W. (2020). If done right, AI could make policing fairer. *Wired.* Retrieved from: https://www.wired.com/story/done-right-ai-make-policing-fairer/ 4. Kuang, C. (2017). Can AI be taught to explain itself? |
| Professions | | |
| Twelve: 11/12 | Memory institutions | Do:   1. Critical Reflection: Challenges   Read:   1. Bates, M. (2015). The Information Professions: Knowledge, Memory, Heritage 2. Olson, H. (2001). The power to name: Representation in library catalogs. Signs, 26(3), 639-668.   Recommended   1. Clifford, J. (1991). Four northwest coast museums: Travel reflections. In Ivan Karp & Steven D. Lavine (Eds.), Exhibiting cultures: The poetics and politics of museum display (pp. 212-254).  Washington, DC:  Smithsonian Institution Press. 2. Hogan, M. (2015). Facebook data storage centers as the archive’s underbelly 3. Umolu, Y. (2020) On the Limits of Care and Knowledge: 15 Points Museums Must Understand to Dismantle Structural Injustice. <https://news.artnet.com/opinion/limits-of-care-and-knowledge-yesomi-umolu-op-ed-1889739> |
| Thirteen: 11/19 | User experience and design, HCI | Do:   1. Final version of Wiki article due   Read:   1. Baumer, E. P., & Brubaker, J. R. (2017, May). Post-userism   Choose one (or more!)   1. Bias (2014) 2. Gwizdka (2017) 3. Gurari (2018) 4. Zhang (2014) 5. Doty (2017) 6. Roy (2015) 7. Schulze (2013) |
| Fourteen:11/26 | Thanksgiving – no class | None |
| Fifteen: 12/3 | Last class day | Do:   1. Recorded presentation due 2. Respond to group work evaluation form |

# Assignments

## Critical Reflections

Students will write two critical reflections this semester, one after the “foundations” section and one after the “challenges” section. Your critical reflection should be about 500 words double spaced; about two pages but no more than three. You can choose at least two of the topics we have covered during that section and use any of the discussions or materials from the class during that topic (properly cited, of course), and reflect on how these topics relate to your previous experience or your future plans. You can definitely include additional resources if you would like, but I do not expect you to do additional research if you aren’t inclined to. The idea is for you to take some time to reflect on what we discussed and find connections with your personal life and professional plans. The discussion questions and response assignments have been designed to support this assignment.

## Discussion Questions

Students are expected to bring one thoughtful idea or question related to the reading assignments for the week. Discussion questions should be 300 – 500 words in length and demonstrate that you have not only read the weekly readings and reviewed the other materials for the week, but have thought carefully about how your previous experience and future plans are informed by or complicate these readings and materials. You can submit up to 5 discussion questions for a total of 20 points. Discussion questions need to be submitted by noon the day the readings are due. You can choose any week to respond to the readings, my hope is you choose the readings that seem most interesting to you.

## Discussion Responses

On the weeks you decide not to post a discussion question, please respond to one of your peer’s discussion questions. Your response should be 200 – 300 words and should demonstrate that you have read the assigned readings and reviewed the materials for the week. This response could come in many different forms such as a complicating question, a contradiction, supporting evidence from a different source, but whatever form it takes the response should be thoughtful and respectful. You can respond up to 5 discussion questions, but only one per week, for a total of 20 points.

## Wiki Article

In the course of their professional duties, information professionals often prepare and maintain online sources of information, whether for their own organizations in intranets or to be shared more widely on the Internet. These sources include material such as FAQ’s (Frequently Asked Questions), annotated bibliographies, collections of policy and procedures documents, content management collections, interim work products, discussion fora, knowledge management sites, and more. This semester-long, team assignment aims to introduce students to the methods, sources, and research processes for contributing to a knowledge base of brief articles related to topics from our field

Wikis are among these commonly produced professional material, and the final assignment for INF 380E will be the production of a short article on a topic related to perspectives on information in information studies to be published on our course Wiki. Possible topics range from processes, artifacts, and research phenomena to historical figures, emerging areas of concern, and important contemporary events. The course Wiki is not a public resource, instead it is restricted to our iSchool community and is designed to be contributed to and grow over time.

Resource documentation wikis have a few advantages. They are relatively easy to create and distribute, they are usually collaboratively created and edited, there are many platforms for creating and maintaining Wikis, such platforms are stable but highly flexible, and users are familiar with Wikis, especially because of the wide use of and contribution to Wikipedia. Wikis can include not only text but also tables, graphs, video tutorials, and other materials.

Students will be assigned team partners by the instructors, and then teams will select a few preferred topics to contribute to the Wiki, Each team will be assigned a final topic to explore throughout the semester, and the due dates for the various iterations of the assignment are in the following table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Assignment** | **% of final grade** | **Description** |
|  |  |  |  |
| **End of week 4**  **9/17** | Choice of topics | - | Each student will submit **two topics from each of the three categories** – a total of six (6) potential topics – as potential foci of their final assignments. The instructor and TAs will attempt to give students their choices whenever possible. |
|  |  |  |  |
| **Week 6**  **10/1** | Notification and assignment of topic by the course instructor(s) | - | Each student will be notified of their assigned topic and teammate via Canvas. |
|  |  |  |  |
| **Week 8**  **10/15** | Draft due to Canvas module | - | Each team will produce a draft of at least 250 words and at least four possible sources for their Wiki entry. Teams will use the UT Wiki to develop their topics, since part of the team experience is working within that particular tool. Before the draft due date, students will submit the URL of their draft to Canvas so that Canvas can assign peer reviews. |
|  |  |  |  |
| **Week 10**  **10/29** | Peer review due to Canvas module | 10% | Each individual student will produce a 250-word peer evaluation of another student team’s draft Wiki entry. Students will submit their review as an attachment to the Canvas peer review assignment, but feel free to make suggestions directly on your peer’s Wiki as well.  This review will be evaluated primarily on its clarity and ability to help the student team improve their work, and should respond to the evaluation criteria listed below. The obvious exception will be the word length should be at least 250 words but can exceed the maximum word length at this point in the assignment |
|  |  |  |  |
| **Due Week 13** | Final version | 20% | The ultimate version of the Wiki entry will be 500-750 words long, not counting references.  The entry will have formal citations to a minimum of six online and/or print sources, using APA 7. Please see a more complete description of requirements below. |
|  |  |  |  |
| **Due Week 15** | Recorded Presentation in student’s own section | 10% | Each team will make a recorded 2-3 minute presentation about their research process exploring their Wiki topic and upload the link to the appropriate assignment on Canvas. |
|  | **Respond to the group work evaluation form** | 10% | Your instructor will make a Canvas “quiz” available that will give you the opportunity to review your own performance over the course of the semester, as well as the performance of your team member(s). This is one formal mechanism for communicating with the instructor about team dynamics and participation, but it is not the only opportunity. More information will be shared on Canvas, as well as through conversations throughout the semester. |

Evaluation Criteria:

1. Each Wiki entry should be no less than 500 and no more than 750 words, not counting references.
2. Students should cite a minimum of six online and/or print sources.
3. Sources should be formally cited in APA 7th using Wiki citation linking to sources. The Purdue Online Writing lab is a good source to start with if you are not familiar with APA formatting: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>
4. Wiki entries should reflect graduate level writing and complexity of thought. Given the minimal amount of space available for you to address some complex, broad, and deep topics, we expect each sentence to be carefully crafted and each word specifically and intentionally chosen.

Wiki entries should act, where possible, as a culmination of what you have learned over the course of the semester. Each entry should touch on the relevant topics, theories, concepts, people, concerns, and events we have discussed, and should go beyond our necessarily brief in class discussions to include a more critical, mature, and nuanced discussion.

1. The entry should make clear how the topic is related to the discipline of information studies and provide a useful perspective on information. Imagine your audience to be early graduate students who are new to information studies research, new to the iSchool community, and may not be familiar with the universe of possible topics related to the field of information studies.

Attribution:

Within the UT Austin wiki framework, students do not need to identify themselves and may remain anonymous. This will allow you to protect your identity outside of the confines of your particular course section. If, however, you chose to identify yourself within the wiki platform, you are welcome to do that in a way that makes sense to you. This could range from a simple by-line with your name and intended graduation class, to a brief bio (not counted toward the word count for the assignment!) of who you are with a link to your personal web site.

We will also encourage each team to consider how they will manage copyright. One option to consider is the use of a creative Commons Copyright License, a description of this option can be found here:

<https://creativecommons.org/share-your-work/>

Your team’s choice of attribution and copyright will not affect your grade on this assignment.

This assignment reinforces several of INF 380E’s course objectives:

1. Developing a commitment to serving heterogeneous users of information services and products
2. A deepened understanding of the breadth and depth of the field of information studies and cognate disciplines, including through time and across multiple venues for professional practice
3. The fluid nature of particular professional job titles, but their consonance with long-time areas of expertise in information studies
4. Development of familiarity in working in teams, particularly through online collaboration
5. Opportunity to do in-depth research on topics of interest to students
6. Reflection about one’s professional identity and how that identity contributes both to making a more just and equitable world and to one’s moral and social development as a person.

Of special import to this assignment, as to the course as a whole, is students’ exploration of how their professional practice can embody the *ethos* of service, intellectual rigor and honesty, and resistance to oppression of any peoples that animates the field of information studies, the iSchool movement, and the School of Information at the University of Texas at Austin in particular.

# Resources

## Style Manuals

Students will need to cite all sources for their essays in APA format. Purdue University Online Writing Lab (OWL) offers a great overview on how to do this.<http://owl.english.purdue.edu/owl> Style manuals are located under Research and Citation.

#### Plagiarism

I have already discussed plagiarism and we will cover it more closely during the semester, but I thought it was important to include this text from [Undergraduate Studies:](https://ugs.utexas.edu/flags/faculty-resources/teaching/syllabus)

Using someone else’s work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else’s work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The [University Writing Center](http://uwc.utexas.edu/) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](http://uwc.utexas.edu/handouts/direct-quotations-using-and-framing/) and [paraphrasing](http://uwc.utexas.edu/handouts/paraphrasing/). Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University’s definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the [Student Conduct Code](https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/). For more information, visit the [Dean of Students’ site](http://deanofstudents.utexas.edu/conduct/).

## Anti-Oppression

I have worked hard over the past summer to completely revamp this course to be anti-racist and anti-sexist. It is a work in progress. Among other resources, I have focused and relied heavily on this collection I have put together: <https://utexas.app.box.com/folder/115692784945?s=uzohfuct8dpze5gojkkp4e4fffse51k2>

This effort builds on the work I started in graduate school in 1995, where I completed a Master’s in Education at Claremont Graduate School (now Claremont Graduate University) with a focus on what was called at the time “multiculturalism”. I am excited to take what I consider to be an important step forward in this thinking; not just focusing on “inclusivity”, but on actively fighting against racism and sexism in my personal and professional life. I share this to let you know that the class will not be perfect; I ask for your patience, generosity, and thoughtful feedback throughout the semester. In return, I will strive to show the same patience, generosity, and thoughtfulness toward the class and each individual student.

# Resources

## Style Manuals

Students will need to cite all sources for their essays in APA format. Purdue University Online Writing Lab (OWL) offers a great overview on how to do this:

<http://owl.english.purdue.edu/owl>

Style manuals are located under Research and Citation.

# University Policies

## Religious or Holy Day Observance

"A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.” (<http://www.utexas.edu/student/registrar/catalogs/gi04-05/ch4/ch4g.html>)

## Email

“Electronic mail (e-mail), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send e-mail communications to all students, and the University will expect that e-mail communications will be received and read in a timely manner.” (<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appn.html>). I will reply to student emails within 24 hours on weekdays and 48 hours on weekends barring a rare and extenuating circumstance.

## Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “preferred name” with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

# University Resources for Students

## Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

## Counseling and Mental Health Center

The [Counseling and Mental Health Center](https://cmhc.utexas.edu/index.html) serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’ well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

### The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit  <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

## Other Resources

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

## BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: [*https://wellnessnetwork.utexas.edu/BeVocal*](http://wellnessnetwork.utexas.edu/BeVocal).

## Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation 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 you may occupy. 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.
* Link to information regarding emergency evacuation routes and emergency procedures can be found at:
* [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

## Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s [relevant policies](https://titleix.utexas.edu/relevant-polices/).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and** **must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

# University Policies

## Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: [*https://deanofstudents.utexas.edu/conduct/standardsofconduct.php*](https://deanofstudents.utexas.edu/conduct/standardsofconduct.php)

## Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

# COVID-19 Updates: Fall 2020 Semester

***COVID-19 Update:*** While I will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

### “Keep Learning” Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: [*https://onestop.utexas.edu/keep-learning/*](https://onestop.utexas.edu/keep-learning/)

## Safety and Class Participation/Masks:

For every face-to-face class experience, we will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner.  Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms.  Therefore, for the benefit of everyone, this is means that all students are required to follow two important rules.

* **Every student must wear a cloth face covering properly in class and in all campus buildings at all times.**
* **Every student must engage in documented daily symptom screening.**  This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas.  Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university’s Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](https://orientation.utexas.edu/students-with-disabilities) (<https://orientation.utexas.edu/students-with-disabilities>)

## Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

## Class Recordings:

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

# Bibliography

Bellinger, G., Castro, D., & Mills, A. (2004). Data, information, knowledge, and wisdom, viewed 8/22/2018, [www.systems-thinking.org/dikw/dikw.htm](http://www.systems-thinking.org/dikw/dikw.htm).

Bias, R., Lewis, C., & Gillan, D. (2014). The tortoise and the (soft) ware: Moore's law, Amdahl's law, and performance trends for human-machine systems. *Journal of Usability Studies*, *9*(4), 129-151.

Blair, A. (2010). *Too much to know: Managing scholarly information before the modern age*. New Haven, CT: Yale University Press.

Braganza, A. (2004). Rethinking the data-information-knowledge hierarchy: Towards a case-based model. *International Journal of Information Management. 24*(4), 347 – 356.

Buckland, M. (1991). Information as thing. *Journal of the American Society of Information Science 42(*5), 351-360.

Bush, V. (1945, July). As we may think. *Atlantic Monthly*, *176*(1), 101-108*.* Available at: <https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>

Clifford, J. (1991). Four northwest coast museums: Travel reflections. In Ivan Karp & Steven D. Lavine (Eds.), *Exhibiting cultures: The poetics and politics of museum display* (pp. 212-254).  Washington, DC:  Smithsonian Institution Press.

Doty, P., & Broussard, R. (2017). Fiction as informative and its implications for information science theory. *Proceedings of the Association for Information Science and Technology*, *54*(1), 61-70.

Floridi, L. (2010). *Information: A very short introduction*. Oxford, UK: Oxford University Press.

Frické, Martin. (2009). The knowledge pyramid: A critique of the DIKW hierarchy. *Journal of*

*Information Science*, *35*(2), 131-142. Also available at <http://jis.sagepub.com.ezproxy.lib.utexas.edu/content/35/2.toc>

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The Interpretation of Cultures* (pp. 310-323). New York: Basic Books. Available on Canvas.

Gwizdka, J., Hosseini, R., Cole, M., & Wang, S. (2017). Temporal dynamics of eye‐tracking and EEG during reading and relevance decisions. *Journal of the Association for Information Science and Technology*, *68*(10), 2299-2312.

Gleick, J. (2011). *The information: A history, a theory, a flood* (1st ed). New York: Pantheon Books.

Gurari, D., Li, Q., Stangl, A. J., Guo, A., Lin, C., Grauman, K., ... & Bigham, J. P. (2018). Vizwiz grand challenge: Answering visual questions from blind people. In *Proceedings of the IEEE Conference on Computer Vision and Pattern Recognition* (pp. 3608-3617).

Jansen, R., Lakens, D., & IJsselsteijn W. (2017). An integrative review of the cognitive costs and benefits of note-taking. *Educational Research Review. 22,* pp. 223 – 233.

Lakoff, G. (1973). Hedges: A study in meaning criteria and the logic of fuzzy concepts*.* *Journal of Philosophical Logic. 2*(4), 458 – 508. Available on Canvas.

Lessig, L. (2006). *Code: And Other Laws of Cyberspace, Version 2.0* (2nd Revised ed. edition). New York: Basic Books.

Losee, R. (1997). Discipline independent definition of information. *Journal of the*

*American Society for Information and Society*, *48*(3), 254-269. Also available at <http://onlinelibrary.wiley.com/doi/10.1002/%28SICI%291097-4571%28199703%2948:3%3C%3E1.0.CO;2-H/issuetoc>

Marres, N. (2018). Why we can’t have our facts back. *Engineering Science, Technology, and Society. 4*, 423- 443. Available on Canvas.

Noble, S. (2018). *Algorithms of oppression*. New York: NYU Press.

Nunberg, G. (2011, March 20). [Review of the book *The Information: A History, A*

*Theory, A Flood*] New *York Times Book Review*, 1, 10-11. Also available at [http://www.nytimes.com/2011/03/20/books/review/book-review-the-information-by-james-gleick.html?\_r=1&ref=bookreviews](file:////Users/cblaha/Library/Mobile%20Documents/com~apple~CloudDocs/teaching/Fall%202018/Perspectives380E/http:/www.nytimes.com/2011/03/20/books/review/book-review-the-information-by-james-gleick.html%3f_r=1&ref=bookreviews)

Rosch, E. (1975). Family resemblances: Studies in the internal structure of categories. *Cognitive Psycholog*y,  *7*(4), 573 – 605. Available on Canvas.

Roy, L. (2015). Advancing an indigenous ecology within LIS education. *Library Trends*, *64*(2), 384-414.

Shannon, C. (1948). A mathematical theory of communication. *Bell Systems Technical Journal.*

Schulze, A. (2013). How the usual museum climate recommendations endanger our cultural heritage. *Climate for Collections: Standards and Uncertainties. London: Archetype in association with Doerner Institut, Munich*, 81-92.

Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest.* New Haven, CT: Yale University Press.

Weaver, W. (1949). The mathematics of communication. *Scientific American*, *181*(1), 11- 15. Available on Canvas.

Wu, T. (2010). *The master switch.* New York: Random House.

Zhang, Y., Broussard, R., Ke, W., & Gong, X. (2014). Evaluation of a scatter/gather interface for supporting distinct health information search tasks. Journal of the Association for Information Science and Technology, 65(5), 1028-1041.

Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge.

*Journal of the American Society for Information Science & Technology*, *58*(4), 479-493. Also available at <http://onlinelibrary.wiley.com/doi/10.1002/asi.v58:4/issuetoc>