

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: 28735

Location: UTA 1.208

Thursdays, 9:30 – 12:30 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 year and a half 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 most of the topics in this class, the current health, economic, and political environment makes it more likely that some of you are experiencing really difficult 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. Please try to 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.

Respectful Conversations

Below is a list of guidelines to keep in mind as we have conversations in class. These guidelines will help us have conversations around difficult or challenging ideas, while remaining respectful of one another and allowing for open dialogue:

- Be intentional about your language. Think about the language you are using, not just in terms of intent, but also in terms of impact. If someone says something you hear as offensive, consider that they may not realize they have said something hurtful. If someone calls you out for saying something offensive, remember that your intent can be different than your impact. Ask yourself, before you engage, if your words will effect change, understanding, and empathy.
- Respectfully challenge the idea, not the person. Focus on the facts or ideas you want to communicate, without attacking the person.
- Don't make assumptions. When you're unsure about something someone has said, ask for clarification and be willing to listen to the response.
- Encourage understanding. If you are part of a discussion that has become harmful or offensive, do your part to encourage empathy and understanding.
- Avoid generalizing or over-simplifying. Being too general may overshadow the heart of the matter and appear as insensitive.
- Use facts graciously, not to shut down a conversation. Remind people that this is a conversation. Everyone's personal experience matters. Recommend that people share information to deepen the discussion, not to shut down the conversation
- Do not tokenize people. Individuals can only speak to their own experiences. Do not look to others to speak on behalf of their race, gender, ethnicity, or other groups they may identify as being a part of.

- Acknowledge common ground. Even if you don't wholeheartedly agree with someone, if you can appreciate something they've said or done, let them know.
- Call people "in" not "out". When you are holding someone accountable for an offensive or ignorant statement, think about how to address the hurt they caused and still engage them in the conversation.

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		
In Class Participation		20
Discussion Questions		20
Critical Reflections		
Critical reflections (2 x 10 points)	10/7 and 11/11	20
Final Paper		
Outline and resource list	10/21	10
First Draft	10/28	10
Peer Review	11/4	10
Final Draft	11/18	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. We may not use the entire time each week, but please keep it blocked out on your schedule so you are available for course activities as necessary.

Week	Topic	Due
One: 8/26	Introductions	Do: 1. Review syllabus, bring questions to zoom meeting
Foundations		
Two: 9/2	History of information studies	Read: 1. Honma, T. (2005). Trippin' over the color line: The invisibility of race in library and information studies. <i>InterActions: UCLA Journal of Education and Information Studies</i> . 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: 3. 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. <i>Library Quarterly. [LIS]</i> (good as a foundation for me, recommended reading for others, and a good set of sources) 2. Delgado, R., & Stefancic, J. (2006). Introduction. <i>Critical Race Theory: An Introduction</i> . 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
Three: 9/9	What is information	Read: 1. Capurro, Rafael, & Hjørland, Birger. (2002). The concept of information. 2. Weaver, W. (1949). The mathematics of communication. <i>Scientific American</i> , 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

		<ol style="list-style-type: none"> Shannon, C. (1948). A mathematical theory of communication. Bell Systems Technical Journal. Tague-Sutcliffe, Jean. (1995). <i>Measuring information: An information services perspective</i>
Four: 9/16	Networking and the internet	<p>Read:</p> <ol style="list-style-type: none"> Star, S. L. (1999). The ethnography of infrastructure 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. <p>Recommended:</p> <ol style="list-style-type: none"> Cornum, L. (2017). Domain Name: How the shorthand term “ndn” signals new ways of conceptualizing Indigeneity Crooks, R. N. (2019). Times Thirty: Access, Maintenance, and Justice Eubanks, V. E. (2007). Trapped in the digital divide: The distributive paradigm in community informatics Holt, J., & Vonderau, P. (2015). ‘Where the internet lives’: Data centers as cloud infrastructure. <i>Signal traffic: Critical studies of media infrastructures</i>, 71-93. Mosco, V. (2015). Chapter 5. Big Data and Cloud Culture. <i>To the cloud: Big data in a turbulent world</i>
Five: 9/23	Identity, privacy, and Memory AND Information Security	<p>Read:</p> <ol style="list-style-type: none"> I recommend - 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 van der Nagel, E. (2017). From usernames to profiles: the development of pseudonymity in Internet communication <p>Do:</p> <ol style="list-style-type: none"> Browse the Krebs on Security and the Bruce Schneier blogs, choose an article you would like to discuss in class. Be ready to briefly summarize the article for us to discuss. Schneier: https://www.schneier.com/ Krebs: https://krebsonsecurity.com/ <p>Other Recommended</p> <ol style="list-style-type: none"> Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In <i>The Interpretation of Cultures</i> (pp. 310-323). New York: Basic Books. Available on Canvas. Humphreys, L., Paley, A., & Rinaldi, S. (2019). Digital Media: Identity Management. In <i>An Integrated Approach to Communication Theory and Research</i> (pp. 213-222)
Six: 9/30	Preservation and conservation	<p>Read:</p> <ol style="list-style-type: none"> Anderson, J. (2005). Indigenous knowledge, intellectual property, libraries and archives: Crises of access, control and future utility Carter, R. G. (2006). Of things said and unsaid: Power, archival silences, and power in silence
Five and Six: 10/7	Searching and sorting	<p>Do:</p> <p>Critical Reflection, Foundations</p> <p>Read:</p>

		<ol style="list-style-type: none"> 1. Bowker, G., & Star, S.L. (1999). <i>Sorting things out: Classification and its consequences</i>. Cambridge, MA: MIT Press (Chapter 6) 2. Olson, H. A. (2007). <i>How we construct subjects: A feminist analysis</i> Recommended 1. Agarwall (2015) <i>Towards a definition of serendipity in information behaviour</i> 2. Lakoff, G. (1973). <i>Hedges: A study in meaning criteria and the logic of fuzzy concepts</i>. <i>Journal of Philosophical Logic</i>. 2(4), 458 – 508. Available on Canvas 3. Mokhtar, U. A., & Yusof, Z. M. (2015). <i>Classification: The understudied concept</i> 4. Rosch, E. (1975). <i>Family resemblances: Studies in the internal structure of categories</i>. <i>Cognitive Psychology</i>, 7(4), 573 – 605. Available on Canvas.
Seven: 10/14	Algorithms and Bias	<p>Read:</p> <ol style="list-style-type: none"> 1. Brayne, S., & Christin, A. (2020). <i>Technologies of Crime Prediction: The Reception of Algorithms in Policing and Criminal Courts</i> 2. Wood, S. E. (2017). <i>Police body cameras and professional responsibility: Public records and private evidence</i> Recommended 1. Burrell, J. (2016). <i>How the machine ‘thinks’: Understanding opacity in machine learning algorithms</i> 2. Kitchin, R. (2017). <i>Thinking critically about and researching algorithms</i> 3. Knight, W. (2020). <i>If done right, AI could make policing fairer</i>. <i>Wired</i>. Retrieved from: https://www.wired.com/story/done-right-ai-make-policing-fairer/ 4. Kuang, C. (2017). <i>Can AI be taught to explain itself?</i>
Eight: 10/21	Fake news and electronic voting	<p>Do: Final Paper Outline and resource list</p> <p>Read:</p> <ol style="list-style-type: none"> 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). <i>The science of fake news</i>. <i>Science</i>. Retrieved from: https://science.sciencemag.org/content/359/6380/1094/tab-pdf 2. Marres, N. (2018). <i>Why we can’t have our facts back</i>. <i>Engineering Science, Technology, and Society</i>. 4, 423- 443. Available on Canvas. 3. <i>The Social Dilemma</i> – available on Netflix.
Challenges		
Nine: 10/28	Social media & copyright	<p>Do: Final Paper Rough Draft</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Nakamura, L. (2015). <i>The unwanted labour of social media: Women of colour call out culture as venture community management</i> 2. Wang, M. (2020). <i>Max Wang discusses Facebook and why failure is built in</i>: https://www.youtube.com/watch?v=oyBQ1_a70KI <p>Recommended</p> <ol style="list-style-type: none"> 1. Fiesler, C., & Proferes, N. (2018). <i>“Participant” Perceptions of Twitter Research Ethics</i> 2. Gershon, I. (2010). <i>Breaking up is hard to do: Media switching and media ideologies</i>

		<ol style="list-style-type: none"> 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
Ten: 11/4	Hacking and surveillance	<p>Do: Final Paper, Peer review</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Lohr, S. (2021). He Created the Web. Now He's Out to Remake the Digital World. NY Times. https://www.nytimes.com/2021/01/10/technology/tim-berners-lee-privacy-internet.html 2. Olsen, J. (2021). Hackers tampered with a water treatment facility in Florida by changing chemical levels. The Verge. https://www.theverge.com/2021/2/8/22273170/hackers-water-treatment-facility-florida-hacked-chemical-levels-changed 3. Schneier, B. (2021). Russia's SolarWinds Attack. https://www.schneier.com/blog/archives/2020/12/russias-solarwinds-attack.html
Professions		
Eleven: 11/11	Memory institutions	<p>Do: Critical Reflection, Challenges</p> <p>Read:</p> <ol style="list-style-type: none"> 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. <p>Recommended</p> <ol style="list-style-type: none"> 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
Twelve: 11/18	User experience and design, HCI	<p>Final Paper, final draft</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Baumer, E. P., & Brubaker, J. R. (2017, May). Post-userism Choose one (or more!) 2. Bias (2014) 3. Gwizdka (2017) 4. Gurari (2018) 5. Zhang (2014) 6. Doty (2017) 7. Roy (2015) 8. Schulze (2013)
Thirteen: 11/25	Thanksgiving Break	

Fourteen: 12/2	Last class day	Review and Celebrate!
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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

Each week I ask that you prepare and submit to Canvas a discussion question about the assigned reading for that week. Discussion questions are due in Canvas by noon the day before class. Late discussion questions will not be accepted (I have to read them before class!). The discussion question should be focused on one or more of the required readings, at least 75 words long for each reading and should be the type of question that allows your classmates to have a good discussion of the readings. The bottom two discussion question scores will be dropped; only ten out of the twelve submissions will be counted.

I will select a few of the discussion questions to guide the discussion of the week’s readings, but you should feel free to look for opportunities to expand the discussion if you find further connections among the readings or other topics we have discussed in class. We will not have time to discuss a submission from each student during each class. Discussion questions are an opportunity for you to bring your own particular point of view and interests to the material we cover in class, and I encourage you to connect the material to current events.

Essay

The final assignment for this semester is a 750 – 1250 word (3 – 5 page double spaced) essay reviewing the material from the semester and connecting it to your own personal life or career goals. Questions I hope you will consider include; what is information? How do the variety of different information studies disciplines relate to one another? What was the most interesting, frustrating, or memorable reading, module, or discussion we have had this semester?

The majority of this essay will be your opinion (feel free to use first person voice, imagine you are having a conversation with me), but if you use or refer to the ideas of other authors, you must use APA citation to support those ideas. You should refer to at least five of the readings we have done this semester.

The essay includes four steps:

1. **Step 1 - Outline and resource list:** Make a list of the sources you might use for your essay in APA format. This can be used directly as your bibliography in your essay (copy

and paste). Write a two-page outline that organizes the ideas you plan to explore in your essay. You can submit these both in one word document.

2. **Step 2 - Draft:** Write a rough draft of your essay. This should be about five pages long. I recommend you do the best you can so that your peer can give you excellent feedback and help you earn that A!
3. **Step 3 - Peer Review:** Using the Canvas tools, you will review your peer's essay.
4. **Step 4 - Final Version:** Review the feedback from your peer and revise your essay to submit as a final version! 3 - 5 pages, APA format, 12-point font, double spaced, cover page and bibliography do not count toward page numbers.

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](#):

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](#) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](#) and [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](#). For more information, visit the [Dean of Students' site](#).

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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.

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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](#) 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/>.

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

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](#).

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. 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, 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>

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>

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.

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