School of Information Management
INFO 5500.01 - Information in society
Winter 2021

Course Type: Face to face
Room: Kenneth C Rowe Management 1007
Day and time: Thursday, 5:35 pm - 8:25 pm
Instructor: Philippe Mongeon (he/him)
Office: Rowe 4032
Contact info: PMongeon@dal.ca
Preferred method of contact: Walk-in or scheduled meeting, email
Office hours: If my office door is open, I'm available. You can also book a virtual or in-person meeting anytime you want: https://calendly.com/pmongeon/

Students are encouraged to take advantage of my office hours even if their questions are not strictly related to the content of the course. I try to respond to emails promptly but may take up to 72 hours.

COURSE DESCRIPTION
INFO5500 introduces the field of information and the economic, political, and social dimensions of the information society.

COURSE PRE-REQUISITES
There are no pre-requisites for this course.

LEARNING OUTCOMES
Upon completion of this course, students should be able to:

1. Explain the general significance of information in contemporary society.
2. Understand the nature and social roles of the information professions.
3. Identify contemporary issues and their relationship with information and the information field.
4. Provide an informed and critical perspective on information phenomena and processes.

TECHNOLOGY REQUIREMENTS
None

INSTRUCTIONAL METHODS
Readings, discussions, and invited speakers.

LEARNING MATERIALS
All materials will be posted on the course website.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the SIM Grading Policy.

COMPONENT	DETAILS	DUE DATE	VALUE
1. Analysis of an information setting	Analysis of an information setting	15 October	35%
2. Essay plan	Plan of the essay	29 October	5%
3. Essay	Essay on a topic related to the course.	10 December	45%
4. Participation	Attendance, preparation and engagement	n/a	15%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Attendance	33.3%	Punctuality and no unexcused absences.
Preparation	33.3%	Evidence of having read the materials.
Engagement	33.3%	Active engagenement in class discussions.

INTEGRATION OF MI Competencies

PROGRAM COMPETENCY	LEARNING OUTCOME	ASSESSMENT
Information Management Leadership	1, 2, 3, 4	1, 2, 3, 4
User-centred Information Services	1, 2, 3, 4	1
Management of Information Technology	2, 3	
Research and Evaluation	4	1, 2, 3
Risk Management		
Change Management		
Workplace Skills & Attributes		
Collaborate & communicate		1, 3, 4
Organize, Plan & Manage		1, 2, 3
Develop Personally & Professionally	1, 2, 3, 4	1, 2, 3, 4

CLASS POLICIES

Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).
If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to

demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner— perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

DATE	TOPICS	READINGS
Week 1 2021-09-09	*Introduction*	
Week 2 2021-09-16	*What is information?*	Buckland, M. K. (1991). Information as thing. *Journal of the American Society for Information Science*, 42(5), 351–360. Bates, M. J. (2006). Fundamental forms of information. Journal of the American Society for Information Science and Technology, 57(8), 1033–1045. https://doi.org/10.1002/asi.20369 Hjørland, B. (2007). Information: Objective or subjective/situational? *Journal of the American Society for Information Science and Technology*, 58(10), 1448–1456. Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science.*
Week 3 2021-09-23	*Foundations of library and information science*	Chapter 2 (pp. 31-82) in Rubin, R. E. (2016). *Foundations of library and information science* (4th ed). American Library Association. Chapter 2 (pp. 23-38) in Gorman, M. (2015). *Our Enduring Values Revisited: Librarianship in an Ever-Changing World*. American Library Association. Bates, M. J. (2015). The information professions: Knowledge, memory, heritage. *Information Research, 20*(1), Paper 665.
Week 4 2021-09-30	*National Day for Truth and Reconciliation **(no class)***	Chapter 2 (pp. 10-23) in Webster, F. (2014). In *Theories of the Information Society* (4th ed). Routledge.
Week 5 2021-10-07	*Work and business in an information society* *Invited speaker:* *- Jennifer Grek Martin*	Chapter 4 (pp. 32-59) and Chapter 5 (pp. 60-97) in Webster, F. (2014). In *Theories of the Information Society* (4th ed). Routledge. Chapter 1 (pp. 1-28) in Choo, C.W. (2006). *The knowing organization. How organizations use information to construct meaning, create knowledge, and make decisions*. New York: Oxford University Press Chapter 1 (pp. 3-20) and Chapter 2 (pp. 21-41) in Shumaker, D. (2012). *The Embedded Librarian: Innovative Strategies for Taking Knowledge Where It's Needed*. Information Today, Inc.
Week 6 2021-10-14	*Time, space and the human condition in the global network* *Invited Speaker:* *- Colin Conrad*	Chapter 6 (pp. 106-136) and Chapter 7 (pp. 137-148) in Webster, F. (2014). In *Theories of the Information Society* (4th ed). Routledge. Turkle, S. (2012). Connected, but alone? *TED Talk.* https://www.ted.com/talks/sherry_turkle_connected_but_alone

		Star, S. L. (1990). Power, technology and the phenomenology of conventions: On being allergic to onions. *The Sociological Review, 38*(S1), 26–56.
		Papacharissi, Z. (2012). Without You, I'm Nothing: Performances of the Self on Twitter. *International Journal of Communication*, *6*, 18.
		Lee, A. (2019). Towards Informatic Personhood: Understanding contemporary subjects in a data-driven society. *Information, Communication & Society*, 1–16.
Week 7 2021-10-21	*The information economy* *Invited speakers:* *- Lucie Guibault*	Chapter 8 (pp. 149-195) in Webster, F. (2014). *Theories of the Information Society* (4th ed.). Routledge. Buranyi, S. (2017). Is the staggeringly profitable business of scientific publishing bad for science? *The Guardian.* https://www.theguardian.com/science/2017/jun/27/profitable-business-scientific-publishing-bad-for-science Al-Sharieh, S. (2018). Securing the Future of Copyright Users' Rights in Canada. *Windsor Yearbook of Access to Justice*, 35, 11–39. Nikzad, R., & Solomon, R. (2019). The value of copyright-based industries in Canada. *Creative Industries Journal, 12*(2), 204-228. Geist, M. (2018, July 17). The first rule of copyright reform: Don't mess with free speech and net neutrality. Retrieved from http://www.michaelgeist.ca/2018/07/the-first-rule-of-copyright-reform-don't-mess-with-free-speech-and-net-neutrality/
Week 8 2021-10-28	*The public sphere, censorship, and democracy*	Chapter 9 (pp. 196-250) Webster, F. (2014). *Theories of the Information Society* (4th ed.). Routledge. Walsh, J. P. (2020). Social media and moral panics: Assessing the effects of technological change on societal reaction. *International Journal of Cultural Studies.* Turner, F. (2015). L'utopie numérique [The digital utopia]. https://vimeo.com/124476893 Tufekci, Z. (2017). Online social change: easy to organize, hard to win. *TED Talk*. https://www.ted.com/talks/zeynep_tufekci_online_social_change_easy_to_organize_hard_to_win Greyson, D. (2019). The Social Informatics of Ignorance. *Journal of the Association for Information Science and Technology, 70*(4), 412–415.
Week 9 2021-11-04	*The attention economy, privacy, surveillance, and control* *Invited speaker:*	Chapter 11 (pp. 277-305) in Webster, F. (2014). *Theories of the Information Society* (4th ed.). Routledge. Tufekci, Z. (2017). We're building a dystopia just to make people click on ads. *TED Talk.*

	- Carla Heggie	https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads Harris, T. (2017). How a handful of tech companies control billions of minds every day. *Ted Talk.* https://www.ted.com/talks/tristan_harris_how_a_handful_of_tech_companies_control_billions_of_minds_every_day Draper, N. A., & Turow, J. (2019). The corporate cultivation of digital resignation. *New Media & Society, 21*(8), 1824–1839. Fisher, E. (2018). When information wanted to be free: Discursive bifurcation of information and the origins of Web 2.0. *The Information Society, 34*(1), 40–48.
Reading week 2021-11-11	***No class***	
Week 10 2021-11-18	*Misinformation, disinformation, and fake news* *Invited speaker:* *- TBD*	Chapter 12 (pp. 306-352) in Webster, F. (2014). *Theories of the Information Society* (4th ed.). Routledge. Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. *Science, 359*(6380), 1146–1151. De Paor, S., & Heravi, B. (2020). Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news. *The Journal of Academic Librarianship, 46*(5), 102218.
Week 11 2021-11-25	*Informational justice* *Invited speaker:* *- TBD*	Drabinski, E. (2013). Queering the Catalog: Queer Theory and the Politics of Correction. *The Library Quarterly: Information, Community, Policy, 83*(2), 94–111. Mathiesen, K. (2015). Informational justice: A conceptual framework for social justice in library and information services. *Library Trends, 64*(2), 198-225. McCracken, K. (2019). Challenging Colonial Spaces: Reconciliation and Decolonizing Work in Canadian Archives. *Canadian Historical Review, 100*(2), 182–201.
Week 12 2021-12-02	*Towards the knowledge society: big issues, challenges, and solutions* *Invited speakers:* *- TBD*	