

School of Information Management

INFO5515
Organization of Information
Fall 2022

Instructor Information

- **Instructor: Dr. Stacy Allison-Cassin (she/her)**
- **Office: TBD. Kenneth C. Rowe Management Building**
- **Online Drop-in Hours: TBD 60 minutes & 30 minutes after class**
- **Email: stacy.allison@dal.ca**

Statement of Acknowledge of Traditional Land

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.¹

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Course Description

Organization of Information introduces students to the theory and application of organizing information in various formats. Primary topics throughout the course include description and representation of information in various media; metadata; subject classification theory and techniques; authority control; controlled vocabulary; indexing fundamentals; and the relationship between organization and information retrieval systems. Traditional library-oriented practices, and more recent digital and online techniques, tools, and theories, are examined.

Description of Class Format

This course is offered fully online in a synchronous (meeting live together during class time) and asynchronous (working on your own) formats. The class will typically meet synchronously 9 am to 11 am every week (except for the first class and as otherwise communicated). Asynchronous activities will take one hour and can be completed anytime during the week.

The class will include guest speakers, recorded interviews with practitioners, and weekly class activities.

Lecture portions of the class will typically be recorded and made available after class. Please familiarize yourself with the [Classroom Recording Protocol](#).

Please note University holidays and important dates from the University calendar including withdrawal and drop dates.

Course Pre-Requisites

No pre-requisites are required for this course. The course is required for the MI degree.

Course Goals

1. The course will introduce information organization and retrieval in various media and contexts, providing a foundation for subsequent courses in the School of Information Management and for future information management (IM) professionals.
2. The course will explore a wide spectrum of situations to assist students to understand the chosen subfields within IM, as well as appreciate the complexities of managing information in other subfields.
3. Through in-class discussion, students will develop their ability to think about IM theories and practices, as well as critically examine and question those theories and practices.
4. Students will start developing an organizational vocabulary, which will facilitate further study and research in their chosen subfield and the wider IM discipline.

Course Learning Outcomes

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the [core competencies](#) of the MI program:

Learning Outcomes.	Relevant MI Core Competencies
<p>At the end of this course, you will be able to:</p> <p>Examine and critique the goals of respective approaches to the organization of information as it relates to the equitable, just, and inclusive representation and access to information</p>	<ul style="list-style-type: none"> • Commitment to equity, diversity, inclusion, accessibility, and decolonization • User-centered design • Evidence-based practices • Leadership
<p>Describe theories and practices of organizing and retrieving information and understand the role of metadata in the organization of information</p>	<ul style="list-style-type: none"> • Digital and technological literacy • Management • Adaptation
<p>Analyze and apply basic methods to describe information resources and understand the relationship between different kinds of information resources and systems of organization</p>	<ul style="list-style-type: none"> • Digital and technological literacy • Management • Adaptation • Learning
<p>Articulate the similarities and differences between categorization, classification, and subject analysis, and their application to thesaurus design, classification systems, and authority control</p>	<ul style="list-style-type: none"> • Digital and technological literacy • Management • Adaptation
<p>Apply knowledge developed in the course to create descriptions for information resources within a coherent system of organization</p>	<ul style="list-style-type: none"> • Digital and technological literacy • Management • Adaptation • User-centered design • Leadership • Evidence-based practices
<p>Describe ethical requirements and practice for the design of various approaches to the organization, representation, and access of information</p>	<ul style="list-style-type: none"> • Commitment to equity, diversity, inclusion, accessibility, and decolonization • User-centered design • Leadership • Adaptation • Evidence-based practices
<p>Disseminate your research and project work in verbal and written form</p>	<ul style="list-style-type: none"> • Collaboration • Communication • Leadership

- Evidence-based practices

Assignments & Assessments

Assignment	Weight	Due Date(s)	MI Competencies
Personal Learning Reflection Journal	10%	Every week 8:00 am Atlantic time.	<ul style="list-style-type: none"> • Learning • Communication • Leadership
Class Engagement	5%	Every week	<ul style="list-style-type: none"> • Learning • Communication • Leadership • Collaboration
Course Project: Proposal	10%	Sept. 21 st , 2022. 23:59 Atlantic time	<ul style="list-style-type: none"> • Learning • Communication • Leadership • Collaboration • Management • Adaptation • User-centered design
Course Project: Object Documentation and Report	30%	Nov. 9 th , 2022. 23:59 Atlantic time	<ul style="list-style-type: none"> • Learning • Communication • Leadership • Collaboration • Management • Adaptation • Digital and technological literacy • Commitment to equity, diversity, inclusion, accessibility, and decolonization • User-centered design • Evidence-based practices
Course Project: Class Presentation	15%	Nov. 23 rd , 30 th , Dec. 7 th , 2022. According to sign-up sheet.	<ul style="list-style-type: none"> • Learning • Communication • Leadership • Collaboration • Management • Adaptation • Digital and technological literacy

			<ul style="list-style-type: none"> • Commitment to equity, diversity, inclusion, accessibility, and decolonization • User-centered design • Evidence-based practices
Course Project: Critical Reflection Paper	30%	Dec. 12 th , 2022 23:59 Atlantic time	<ul style="list-style-type: none"> • Learning • Communication • Leadership • Collaboration • Management • Adaptation • Digital and technological literacy • Commitment to equity, diversity, inclusion, accessibility, and decolonization • User-centered design • Evidence-based practices

Personal Learning Self-reflection Journal.

Weight: 10 x 1% = 10%

Due: Sept. 14, Nov. 30, + 8 weeks of your choice

Throughout the course you will produce 10 short weekly reflections on your learning, as well as a longer reflection at the beginning and end of the course. Weekly reflections are a way for you to articulate and document your learning, ask questions, and keep in communication with the instructor.

For example, you can document whether you completed the readings and engaged with members of the class, completed the follow-up activities, how you participated in class, etc. The form of your submission is up to you, and can include notes, images, or concept maps. Journal entries do not need to be long or detailed but should demonstrate engagement.

Week one and Week twelve students will submit longer reflections. Week one's reflection focuses on your learning goal. The reflection for week twelve will be a reflection will circle back to your initial goals and whether you feel you fulfilled your goals. You are free to choose the remaining 8 weeks.

- Reflections are not graded but marked "complete" or "incomplete."
- Reflections are submitted via Brightspace
- Submission are due by 8:00 am.
- **No late submissions will be accepted.**

Class Engagement

Weight = 5%

Due: throughout the term

Consistent engagement in class activities is important for success in this course and this includes being present and engaged for synchronous class time. Further, throughout the term there will be exercises and activities during synchronous class time and in Brightspace.

You will be assigned marks based on your contributions to class and engagement in activities.

You will also be invited to complete an end-of-term self-evaluation.

Information Organization Course Project

Assignment 1: Project Proposal.	Due Sept. 28 th	Weight: 10% of final grade
Assignment 2: Information Resource Organization Documentation.	Due. Nov. 9 th	Weight: 30% of final grade
Assignment 3: Class Presentation.	Due Nov. 23 or 30	Weight: 15% of final grade
Assignment 4: Critical Analysis Paper.	Due Dec. 7 th	Weight: 30% of final grade

Project Description

The course project is comprised of four separate but interconnected assignments due throughout the term.

Naming and sorting, determining what is included or excluded, and deciding how something is to be organized for future discovery or to be preserved, are activities of everyday life, whether personal or professional. These activities are core activities within libraries, archives, museums, and other information organizations and the practice of information organization is governed by often interconnecting standards and rules.

This assignment is intended to challenge students to 1) select a collection of information resources; 2) organize and document the resources, 3) convey key aspects of your work to an audience; 4) and critically consider the underlying assumptions, commitments, and biases reflected in how we categorize or classify objects with a written, academic paper.

The objective of the course project is to:

- gain practical hands-on experience with organizing information
- model the practice of collection description
- consider critical issues within the organization of information
- gain skills and experience using tools and practices in use in the professional work of many information organizations including project management, metadata development, presentation skills, and research.

Method:

- Choose an area of focus from the list of thematic areas or choose another area with permission of the instructor
- Curate a collection of five items/information objects related to the thematic area
- Draft a project plan for your documentation project
- Create documentation of the objects using Wikidata* and/or Wikimedia Commons, another schema or develop your own approach
- Present your project to the class
- Write a final report contextualizing your collection and your experience in documenting the collection

*Note: Wikidata and Wikimedia Commons are third-party software platform run by the not-for-profit Wikimedia Foundation. Students will need to create an account to create items on the platform. Not all countries have access to the Wikimedia Platforms.

Thematic areas

- Choose an area of concentration from the list below that aligns with your personal interests or seems like an area you have some knowledge of. For example, books by Asian Canadian authors, or documentary films about Toronto.
- Try to choose an area of focus that you will enjoy working with over the course of the term. You may also consider choosing an area you feel is under-documented in mainstream libraries, archives, and museums.

Local documentation

Projects could focus on communities, buildings, venues, parks, significant local persons, public art, literary or art works, or even significant events related to a specific geographic area. Students focusing on this area could consider taking photographs as part of the documentation process.

Performing arts, film, literature, art in Canada

Projects on this topic could focus on performing artists and groups, theatre and theatrical works, filmmakers and films, authors, publishers and presses, books, artists and artworks.

GLAM (Galleries, Libraries, Archives, Museums) in Canada

Projects on this topic could focus on documenting GLAM organizations, practitioners, or significant people, buildings and systems, library organizations, and research and other publications.

Assignment 1. Project Proposal.

Weight: 10% of final mark.

Create a project proposal using the provided project proposal template. The template is in Brightspace. Pay close attention to word limits and document structure. Project proposals should be clearly and concisely written.

The purpose of this assignment is to help you articulate your area of focus, understanding your project timeline, necessary resources as well as gain experience in creating a project proposal and plan.

Assignment 2. Cultural Record Documentation Project and Report.

Weight: 30% of final mark.

This assignment is the submission point of the documentation for the five original records that have been created as part of your project.

The documentation for each cultural record is marked out of five (5) points for a total of twenty-five 25 points. An additional 5 points are available for cohesiveness of your collections (your records relate to your chosen topic) and adding more 5 statements in your records. Your report is marked out of additional 5 points.

Item records are each individual description of your information object. For example, a description of a work of art. Images uploaded to Wikimedia Commons along with their descriptions “count” as a single item.

Note: Your final report and reflection will be the place to cite course readings and give fuller explanation of your process and critique the process.

Submission format for Wikidata

- Use the suggested template available in Brightspace.
- Make sure your assignment includes your name, your Wikidata username, and the “Q” number for each original item you have created
- Your submission should include: a brief overview of each item record. Add any contextual information or a rationale to explain or contextualize the data points that are present. For example, list any constraint violations; issues with references; issues with identifiers; or any data point in need of explanation.
- You may list any further Q items you have created or edited in a separate list.

Submission format for Wikimedia Commons

- Use the suggested template available in Brightspace
- Make sure you include your name, your Wikimedia Commons user name, and the URLs for any items you have added to Wikimedia commons
- Your submission should include: a brief overview of each item record. Add any contextual information or a rationale to explain or contextualize the data points that are present. For example, list any issues with categories, descriptions, copyright, etc.
- You may list any further items you have created or edited in a separate list.

Documentation Criteria for Non-Wikidata

- Use the suggested template available in Brightspace
- Your submission should include a brief overview of your system of organization. Are you using a formal schema? A system you created yourself? How are you approaching your organizational system? Make sure you include enough information for your instructor to understand your submission
- Include a copy of each documentation record. For example, list what elements you have decided to describe, your approach to documentation, and enough context to understand your approach.
- Submit your report and records in Word, Excel, csv, pdf, or othe file type with the permission of the instructor

Assignment 3. Class Presentation

Weight: 15% of final mark

Presentations should:

- Be between a maximum of 10 minutes in length. Prepare 8 minutes of content.
- Focus on sharing interesting findings or experiences with information organization with the class.
- Relate your project work to course themes, readings, or even other courses or work you are engaged in
- Use of presentation slides or visual aids is optional but recommended
- Students may pre-record presentations. but students must be present at the tutorial session and take part in the discussion and question period.
- Class members should be prepared to ask and answer questions in a respectful and constructive manner.

Assignment 4. Final Critical Reflection Paper.

Weight: 30% of final mark.

The final paper is a critical reflection on the process of the documentation of cultural records. The paper is an opportunity to put your information organization process, course readings, and other course learning materials into context. The paper is also an opportunity to demonstrate your learning. Personal reflection is encouraged, but reflections and theories should be backed by citations and strong examples. The paper is not a report on what you did in the project.

- Your paper should be approximately 1500 to 2000 words in length.
- Use APA citation formatting.
- Use resources, research, and materials beyond the course readings.
- Discuss your applied learning (the process of documentation) in relation to course readings and other related resources as applicable. Be original.
- Write clearly and coherently. You should have a strong thesis statement that you write to throughout the paper.
- If you are not sure how to approach the paper, look for examples in course readings. Find models of writings and approaches to questions of information organization that resonate with you.
- Resources on writing and research will be posted in Brightspace.

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](#).

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.

Assignment Expectations

All assignments are to be submitted online via Brightspace. Do not send assignments to the instructor via email.

Proper formatting of citations is an important part of graduate and professional level work. Please use APA style. You may find it helpful to use [Zotero](#) to keep track of your research and create footnotes and bibliographies. Dalhousie libraries have many resources to assist with citations and keeping track of research resources.

Information Management Subject Liaison Librarian Lindsay McNiff is available for consultation to assist with research support. The [LibGuide](#) for Information Management and other supports in the Libraries are valuable resources. Please take advantage of them.

Written work should:

- Be submitted as a Word document or PDF
- Formatted using single space, 12-point Times New Roman font, page numbers in the top right corner. Use a single space between sentences and do not indent paragraphs.
- No cover page is needed
- Headings are strongly encouraged to increase clarity and organization
- Make sure to put your name in the top right corner of the first page

Assignment Deadlines, Late Assignment policy, Missed Classes

Students are strongly encouraged to submit assignments by the posted deadline.

If you are facing challenges in completing your assignment by the deadline, please contact the instructor as soon as possible. Requests for extensions must be ideally received by email a minimum of 48 hours in advance of the due date. Extensions are granted at the discretion of the instructor.

- Assignments are due by 11:59 pm Atlantic on the date they are due unless another deadline is stipulated. Submissions uploaded past this time will be considered late.
- Unexcused late assignments will not be accepted for the Project Assignment #3 (Class presentation)
- Project assignments 1, 2, and 4 deadlines are set up along a “best by” date. Submissions received by the due date will receive full feedback. Submissions will be received up to seven days after the due date will be graded but will not receive full feedback.
- Unexcused late assignments will not be accepted after seven days and will receive a grade of zero.

The current pandemic situation continues to create numerous challenging circumstances. If you are encountering circumstances that are making it difficult to meet your course obligations and/or assignment deadlines, please let me know as soon as possible so that we can adjust and accommodation.

The Student Declaration of Absence is not required and should not be used for this course.

NOTE: It is your responsibility to communicate with the instructor via email when you will be absent from class or miss an assignment deadline.

Minimal Technical Requirements

A computer (laptop or desktop), internet connection, camera and microphone are required for successful engagement in class activities and for completion of course activities. Required software and platforms will be web-based.

Students connecting to online resources outside Canada are responsible for ensuring they are aware of and are observing any applicable laws of the country they are connecting from.

Learning Management System Site Information

This course will be conducted from the learning management system (LMS) Brightspace. The Brightspace course area will contain the syllabus, all links to resources, any announcements related to class, assignments, discussions, and readings and resources. All assignments will be submitted through Brightspace.

*It is your responsibility to monitor Brightspace for communication and announcements related to the course.

Instructor Communication Policy

Please feel free to email or connect through Brightspace. On weekdays emails will usually be answered within 24 hours of receipt. No email responses will be sent between Friday evening and Monday morning at 9 am. If I do not respond to an email within the times stated in this policy, please resend your message. I will not be able to answer emails during class time.

University Policies

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.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

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).

Code of Student 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.

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.

Student Use of Course Materials

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Schedule of Weekly Topics:

Date	Topic	Readings / Activities to complete before class
Sept. 7	Introduction: Conceptualizing information	<p>Preparation Materials:</p> <p>Buckland, M. K. (1991). Information as thing. <i>Journal of the American Society for Information Science</i>, 42(5), 351–360. <a href="https://doi.org/10.1002/(SICI)1097-4571(199106)42:5<351::AID-ASIS>3.0.CO;2-3">https://doi.org/10.1002/(SICI)1097-4571(199106)42:5<351::AID-ASIS>3.0.CO;2-3</p> <p>Hartel, J. (2021, August 23). <i>Pictorial Metaphors for Information (What is Information?)</i>. https://www.youtube.com/watch?v=t213bFR4Oe4</p> <p>Activities:</p> <ul style="list-style-type: none"> • Review Syllabus and Brightspace • Introduce yourself in the Discussion group in Brightspace • Complete your first reflection journal / learning goals
Date	Topic	Readings / Activities to complete before class
Sept. 14	Concepts of knowledge organization and documentation	<p>Preparation Materials:</p> <p>Buckland, M. K. (1997). What is a “document”? <i>Journal of the American Society for Information Science</i>, 48(9), 804–809. <a href="https://doi.org/10.1002/(SICI)1097-4571(199709)48:9<804::AID-ASIS>3.0.CO;2-V">https://doi.org/10.1002/(SICI)1097-4571(199709)48:9<804::AID-ASIS>3.0.CO;2-V</p>

		<p>Svenonius, E. (2000). <i>The intellectual foundation of information organization</i>. MIT Press. https://doi-org.ezproxy.library.dal.ca/10.7551/mitpress/3828.001.0001</p> <p>Lee, D. (2011). Indigenous Knowledge Organization: A Study of Concepts, Terminology, Structure and (Mostly) Indigenous Voices. <i>Partnership: The Canadian Journal of Library and Information Practice and Research</i>, 6(1), Article 1. https://doi.org/10.21083/partnership.v6i1.1427</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete and submit the learning reflection journal for the week • Complete asynchronous activity in Brightspace • Optional: Attend APA Citation workshop • Review the course project
Sept. 21	Systems for organizing documentation or cultural records	<p>Preparation Materials:</p> <p>Glushko, R. J. (Ed.). (2013). "Chapter 1: Foundations for Organizing Systems" In <i>The Discipline of Organizing</i>. The MIT Press. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=709195&site=ehost-live</p> <p>Krajewski, M. (2011). From Library Guides to the Bureaucratic Era. In <i>Paper machines about cards & catalogs, 1548-1929</i>. MIT Press http://direct.mit.edu/books/book/2133/chapter/57045/From-Library-Guides-to-the-Bureaucratic-Era https://doi-org.ezproxy.library.dal.ca/10.7551/mitpress/8048.003.0001</p> <p>Little Bear, L. (2014). Jagged Worldviews Colliding. In M. Battiste (Ed.), <i>Reclaiming Indigenous Voice and Vision</i> (pp. 77–85). UBC Press. https://canadacommons-ca.ezproxy.library.dal.ca/artifacts/1867853/reclaiming-indigenous-voice-and-vision/2616943/read/</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete and submit the learning reflection journal for the week • Complete asynchronous activity in Brightspace • Optional: Attend APA Citation workshop
Sept. 28	Metadata	<p>Preparation Materials:</p> <p>Gartner, Richard. "What Metadata Is and Why It Matters" <i>Metadata: Shaping Knowledge from Antiquity to the Semantic Web</i>. Springer eBooks, 2016. https://doi.org/10.1007/978-3-319-40893-4</p> <p>Zeng, M. L., and J. Qin. (2016) "Introduction" In <i>Metadata</i>, American Library Association, 2016.</p>

		<p>http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=2506818&site=ehost-live</p> <p>Carlson, S., Lampert, C., Washington, A., & Melvin, D. (2020). "Enquire Within Upon Everything: The Origins of Linked Data. In <i>Linked Data for the Perplexed Librarian</i>. American Library Association. http://ebookcentral.proquest.com/lib/dal/detail.action?docID=6167564</p> <p>Radio, E., Fletcher, K., & Merredyth, A. (2020). Creating and Using a Glacier Authority Index to Document Climate Change. <i>Cataloging & Classification Quarterly</i>, 58(5), 486–504. https://doi.org/10.1080/01639374.2020.1762144</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete and submit the learning reflection journal for the week • Complete asynchronous activity in Brightspace • Course Project Proposal due • Optional: Attend Ontario Library Service Panel on Indigenous Subject Headings (Sept. 22nd course access only. details in Brightspace)
Oct. 5	Classifying and Sorting and its implications in everyday life and in information organizations.	<p>Preparation Materials:</p> <p>Bowker, G. C., and Star, S. L. (1999.) "Introduction: To Classify Is Human" and "Of Tuberculosis and Trajectories" In <i>Sorting Things Out: Classification and its Consequences</i>. MIT Press. https://doi-org.ezproxy.library.dal.ca/10.7551/mitpress/6352.001.0001</p> <p>Cherry, Alissa, and Keshav Mukunda. "A Case Study in Indigenous Classification: Revisiting and Reviving the Brian Deer Scheme." <i>Cataloging & Classification Quarterly</i> 53, no. 5–6 (July 4, 2015): 548–67. https://doi.org/10.1080/01639374.2015.1008717.</p> <p>Costanza-Chock, S. Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination. (2020). In <i>Design Justice</i> (1st ed.). Retrieved from https://design-justice.pubpub.org/pub/ap8rgw5e</p>
Oct. 12	Affect, Emotion and Organizing Information.	<p>Preparation Materials:</p> <p>Paton, D. "The Bookness of a Book: Cataloging Affect in South African Artists' Books." <i>Library Trends</i> 68, no. 3 (2020): 521–48. https://doi.org/10.1353/lib.2020.0004.</p>

		<p>Caswell, M., & Cifor, M. (2016). From Human Rights to Feminist Ethics: Radical Empathy in the Archives. <i>Archivaria</i>, 81(1), 23–43. https://escholarship.org/uc/item/0mb9568h</p> <p>Klein, L. F., & D'Ignazio, C. (2020). On Rational, Scientific, Objective Viewpoints from Mythical, Imaginary, Impossible Standpoints. In <i>Data feminism</i>. The MIT Press. https://data-feminism.mitpress.mit.edu/pub/5evfe9yd</p>
Oct. 29	Documenting Identities.	<p>Adler, M. (2017). Introduction: A Book Is Being Cataloged. In <i>Cruising the library: Perversities in the organization of knowledge</i>. Fordham University Press.</p> <p>Billey, Amber, Emily Drabinski, and K. R. Roberto. "What's Gender Got to Do With It? A Critique of RDA Rule 9.7." <i>University Libraries Faculty and Staff Publications</i>, April 24, 2014. https://scholarworks.uvm.edu/libfacpub/19</p> <p>Olson, Hope A. "The Power to Name: Representation in Library Catalogs." <i>Signs</i>, vol. 26, no. 3, 2001, pp. 639–668. www.jstor.org/stable/3175535</p> <p>Panigabutra-Roberts, A. (2018). The Tale of Three Service Types for Researcher Identifiers and the Ethical Implication on Access to Information and Representation of Authors. In <i>Ethical questions in name authority control</i>. Sandberg, J. (Ed.). Litwin Books, LLC. https://ebookcentral-proquest-com.ezproxy.library.dal.ca/lib/dal/reader.action?docID=5741915&ppg=269</p>
Oct. 26	Ethics and Responsibilities in the Creation and Maintenance of Cultural Records	<p>Bergis, J., Summers, E., & Mitchell, V. (2018). Ethical Considerations for Archiving Social Media Content Generated by Contemporary Social Movements: Challenges, Opportunities, and Recommendations. https://www.docnow.io/docs/docnow-whitepaper-2018.pdf</p> <p>Cataloging Ethics Steering Committee. "Cataloging Ethics Steering Committee Website." A Code of Ethics for Catalogers, 2020. https://sites.google.com/view/cataloging-ethics.</p> <p>Snow, Karen, and Beth Shoemaker. "Defining Cataloging Ethics: Practitioner Perspectives." <i>Cataloging & Classification Quarterly</i> 58, no. 6 (August 17, 2020): 533–46. https://doi.org/10.1080/01639374.2020.1795767.</p>
Nov. 2	Information Organization, and	<p>Duarte, Marisa Elena, and Miranda Belarde-Lewis. "Imagining: Creating Spaces for Indigenous Ontologies." <i>Cataloging & Classification Quarterly</i> 53, no. 5–6 (July 4, 2015): 677–702. https://doi.org/10.1080/01639374.2015.1018396.</p>

	(De)Colonization	<p>Tharani, Karim. "Just KOS! Enriching Digital Collections with Hypertexts to Enhance Accessibility of Non-Western Knowledge Materials in Libraries." <i>Knowledge Organization</i> 47, no. 3 (2020): 220–30. https://doi.org/10.5771/0943-7444-2020-3-220</p> <p>Turner, H. (2020). Writing Desiderata: Defining Evidence in the Field. In <i>Cataloguing culture: Legacies of colonialism in museum documentation</i>. UBC Press. https://books-scholarsportal-info.myaccess.library.utoronto.ca/uri/ebooks/ebooks5/upress5/2020-06-13/1/9780774863940</p>
Nov. 16	Materiality and Intangible Culture	<p>Bell, G. J. (2021). Gramophone, Masinatahikan – Typewriter, Press, Our Mother(s) Tongue: Reflections on Indigenous (First Nations and Métis) Literacies and Media. <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies</i>, 5(1), Article 1. https://doi.org/10.18357/kula.142</p> <p>Schmitt, T. M. (2008). The UNESCO Concept of Safeguarding Intangible Cultural Heritage: Its Background and Marrakchi Roots. <i>International Journal of Heritage Studies</i>, 14(2), 95–111. https://doi.org/10.1080/13527250701844019</p>
Nov. 23	Organizing Information: Rights, Usage and Access	<p>Callison, C., Ludbrook, A., Owen, V., & Nayyer, K. (2021). Engaging Respectfully with Indigenous Knowledges: Copyright, Customary Law, and Cultural Memory Institutions in Canada. <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies</i>, 5(1), Article 1. https://doi.org/10.18357/kula.146</p> <p>Lovett, R., Lee, V., Kukutai, T., Cormack, D., Rainie, S. C., & Walker, J. (2019). Good data practices for Indigenous data sovereignty and governance. <i>Good data</i>, 26–36. https://researchcommons.waikato.ac.nz/bitstream/handle/10289/12919/data%20practices.pdf?sequence=5&isAllowed=y.</p> <p>OpenGLAM. "OpenGLAM Principles." https://openglam.org/principles/.</p> <p>Whalen, Maureen. "Rights Metadata Made Simple." In <i>Introduction to Metadata</i>, edited by Murtha Baca, Third Edition., 8. Getty Research Institute, 2016. https://www.getty.edu/publications/intrometadata/rights-metadata/</p>
Nov. 30	Conclusion & Looking to the Past and to the Future	<p>Howarth, L.C. "Stepping Out: Organizing Information in the 21st Century." In <i>The Emerald Handbook of Modern Information Management</i>, edited by James M. Matarazzo, and Toby Pearlstein, Emerald Publishing Limited, 2017. https://search-ebscohost-com.ezproxy.library.dal.ca/login.aspx?direct=true&db=e000xna&AN=1579296&site=ehost-live</p>

		<p>Adler, Melissa. "Afterword: The Strangeness of Subject Cataloging." <i>Library Trends</i> 68, no. 3 (2020): 549–56. https://doi.org/10.1353/lib.2020.0005.</p> <p>Provo, A. (2022). Semantic Encyclopedias and Boolean Dreams. <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies</i>, 6(3), 1-15. https://doi.org/10.18357/kula.155.</p>
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Recommended Readings:

Antracoli, Alexis A., and Katy Rawdon. *What's in a Name? Archives for Black Lives in Philadelphia and the Impact of Names and Name Authorities in Archival Description*, 2019. <https://scholarshare.temple.edu/handle/20.500.12613/377>.

Bergis, Jules, Ed Summers, and Vernon Mitchell. "Ethical Considerations for Archiving Social Media Content Generated by Contemporary Social Movements: Challenges, Opportunities, and Recommendations," April 2018.

Berman, Sanford. *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People*. McFarland & Company Incorporated, 1993. <https://www.sanfordberman.org/prejant.htm>.

Bowker, Geoffrey C., and Star, Susan Leigh. 2000. Invisible mediators of action: classification and the ubiquity of standards. *Mind, Culture, and Activity* 7(1&2): 147–163.

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Costanza-Chock, S. Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination. (2020). In *Design Justice* (1st ed.). Retrieved from <https://design-justice.pubpub.org/pub/ap8rgw5e>

Christen, Kimberly A. "Does Information Really Want to Be Free? Indigenous Knowledge Systems and the Question of Openness." *International Journal of Communication* 6, no. 0 (November 30, 2012): 24. <https://ijoc.org/index.php/ijoc/article/view/1618>.

Cushman, Ellen. "Supporting Manuscript Translation in Library and Archival Collections: Toward Decolonial Translation Methods." In *Libraries and Archives in the Digital Age*, edited by Susan L. Mizruchi, 1st ed. 2020. Cham: Springer International Publishing : Imprint: Palgrave Macmillan, 2020.

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Drabinski, Emily. "Teaching the Radical Catalog." In *Radical Cataloging: Essays at the Front*, edited by K.R. Roberto, 8. Jefferson, N.C.: McFarland, 2008. http://www.emilydrabinski.com/wp-content/uploads/2012/06/drabinski_radcat.pdf

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Evans, Siân, Anna Perricci, and Amy Roberts. "'Why Archive?' And Other Important Questions Asked by Occupiers." In *Informed Agitation: Library and Information Skills in Social Justice Movements and Beyond*, edited by Melissa Morrone. Sacramento, CA: Library Juice Press, 2014. <https://academiccommons.columbia.edu/doi/10.7916/D80R9MGR>.

Foucault, Michel. *The Order of Things: An Archaeology of the Human Sciences*. London: Routledge, 2002.

Gorman, M. J. (2020). Windows: Ten Shifts: Redefining Cultural Institutions. In *Idea Colliders: The Future of Science Museums*. The MIT Press

Guins, R. (2014). Museified. In *Game after: A cultural study of video game afterlife*. MIT Press. <https://doi-org.myaccess.library.utoronto.ca/10.7551/mitpress/9289.001.0001>

Kukutai, Tahu, and John Taylor. *Indigenous Data Sovereignty: Toward an Agenda*. ANU Press, 2016. <http://press-files.anu.edu.au/downloads/press/n2140/pdf/ch01.pdf>

Leung, Sofia. "Knowledge Justice." Sofia Leung, September 1, 2020. <https://www.sofiayleung.com/thoughts/knowledgejusticekeynote>

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Martin, Jennifer M. "When Public Identity Meets Personal Privacy: Ethical Considerations for the Use of Dates of Birth in Name Authority Records for Living Persons," March 15, 2019. <https://doi.org/10.13016/m2wghp-ucjy>.

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UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#).

Important student information, services and resources are available as follows:

University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- Elders-in-Residence: The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at elders@dal.ca or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)