

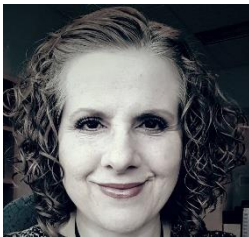
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.  
We are all Treaty people

# School of Information Management

## INFO 6330 Cataloguing & Classification

### Winter 2022

#### Instructor Information



#### Instructor

Louise Spiteri (she/her)

#### Email

Louise.spiteri@dal.ca

#### Office Location & Hours

Available by appointment via  
[Bookings](#)

#### Introduction

Welcome to INFO 6330 Cataloguing & Classification. This course has an even mix of theory and practice, as we will discuss later in the syllabus. Although the content of this course focuses on standard metadata systems and practices used in public and academic libraries, the principles and skills you will learn in this course can be applied to any environment, as good metadata records play an essential role in information discovery and retrieval. By the end of the course, you will have built a portfolio of metadata records that you can use to demonstrate tangible skills to potential employers.

## How to reach me

Email ([Louise.Spiteri@dal.ca](mailto:Louise.Spiteri@dal.ca)) is the most efficient way to reach me. On weekdays, I respond to messages within 24 hours. I don't generally read my work email after 18:00 or over the weekend. Because of my heavy Chair of Senate responsibilities, it's difficult to assign a fixed time every week for office hours. If my office door is open, you are most welcome to drop in. You can book an appointment with me via [Bookings](#). Another option is to contact me via the Microsoft Teams created for this course to which you will be added. Through Teams, you can chat with me in person via the video link (keep an eye on my status: If the button next to my name is green, that means I'm available for a video chat, so please don't hesitate to click on that video icon), share your files, check your in-class exercises, and so forth.

## Course Description

This course addresses the theories, principles, and practices of bibliographic description, and the application of national standards to the construction of metadata records in libraries. The course covers the fundamental concepts of descriptive and subject cataloguing, including: The elements of bibliographic description, the choice of access points, the formulation of authorized headings, the principles and practices of authority work, the application of encoding standards, and the use of bibliographic classification systems. The course includes examinations of trends and future directions of bibliographic description.

## Course pre-requisites

INFO 5515 Organization of Information

## Course goals

This course will introduce students to the theories and applications of the design of library metadata records. The course will cover essential principles and topics of bibliographic description and classification, including:

1. The use of library metadata standards, such as Resource Description and Access, Library of Congress authority files, Dewey Decimal Classification System, and the Library of Congress Classification System.
2. An understanding of the IFLA Library Reference Model (IFLA LRM) and its impact on information retrieval and cataloguing.
3. An understanding of the Bibliographic Framework (BIBFRAME) Initiative
4. The principles of bibliographic description.
5. The principles of library classification.
6. The principles of authority control.
7. The principles of subject description.
8. User-contributed metadata in library catalogues.

## 9. Representing Indigenous knowledges.

### 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 Outcome	Relevant MI Core Competencies
The role of the catalogue and cataloguing in information retrieval.	Management of Information Technology Information Management Leadership User-Centred Information Services
The ethical and values-based principles of knowledge organization.	Information Management Leadership
The design of bibliographic and authority records using Resource Description and Access	User-Centred Information Services
The role of user-generated metadata in library catalogues.	Management of Information Technology User-Centred Information Services
The principles, structure, and application of the Library of Congress authority files.	User-Centred Information Services
The principles, structure, and application of the digital metadata framework Machine Readable Cataloging (MARC).	Management of Information Technology User-Centred Information Services
The principles of authority control, and the creation of standardized language by which to describe the names and content associated with published works	Information Management Leadership User-Centred Information Services
The principles, structure, and use of the Dewey Decimal Classification System and the Library of Congress Classification System.	User-Centred Information Services
The evaluation of the effectiveness of existing metadata codes and subject analysis systems in an ever-changing information environment	Information Management Leadership User-Centred Information Services
The creation of metadata records in a collaborative work environment.	User-centred Information Services Workplace Skills & Attributes
Methods by which to decolonize library metadata records and metadata standards	Information Management Leadership User-Centred Information Services

### Technology used

RDA Toolkit

WebDewey

MARC 21

Classification Web

Brightspace

Panopto

MarcEdit

Microsoft Teams

## Instructional methods

This course will be offered in-person. In most cases, the first half of the class will cover theoretical concepts and principles, while the second half will consist of in-class exercises that will allow us to apply these concepts and principles to the creation of metadata records. These in-class exercises are not formally marked, and you are welcome to work on your own, or with a partner(s). For these exercises, please bring items for which you wish to create metadata records. I suggest the following formats: Monographs, ebooks, DVDs, CD, and online streaming media (e.g., music or films). You are very welcome to share your in-class exercises with me to verify their content, either in person, or via Microsoft Teams.

## Learning materials

All course materials will be housed in Brightspace, including Panopto recordings that I make for the following items:

- Tour of the syllabus
- Explanation of the assignments
- Examples of how I create:
  - RDA records
  - Subject headings
  - MARC records
  - Dewey Decimal Classification numbers
  - Library of Congress Classification numbers

## Required Materials

We will be using the online RDA Toolkit website. Access information to the RDA Toolkit is provided in Brightspace. The School has kindly agreed to bear the full cost of the subscription to the Toolkit.

The course schedule provides a list of readings per week and will form the basis of class questions and discussions. You are encouraged to share with the class any items of relevance to the course that you may encounter during the term.

## Methods of assessment

Detailed instructions regarding each assignment will be provided in Brightspace. 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](#)

Assessment	Due Date	Weight	MI Competency
Participation	Ongoing	20%	User-Centred Information Services Workplace Skills & Attributes
Your dream catalogue	January 31, 2022	20%	Management of Information Technology User-Centred Information Services Research and Evaluation
RDA records	February 28, 2022	30%	Information Management Leadership User-Centred Information Services
Subject cataloguing	March 28, 2022	30%	Information Management Leadership User-Centred Information Services

## Assessment of participation

Participation in a course can manifest in several ways. I realize that we all have different levels of comfort when it comes to engaging in class discussions and group interactions. I appreciate also that we sit on different parts of the introversion-extraversion spectrum, and that some of us need more time to reflect before we speak. As such, I look at different ways in which to assess participation, including:

- Coming to class prepared to discuss and consider the week's topics
- Making thoughtful contributions to class discussions
- Asking questions to clarify matters discussed
- Actively listening to discussions and others' views
- Responding to comments from others
- Demonstrating interest in, and respect of, others' views
- Sharing questions and reflections in written form (e.g., on Teams, or privately to me)
- Participating in in-class exercises

I am always happy to discuss different participation methods that meet your individual needs; what matters to me is that you have the opportunity to contribute to the course and to your colleagues.

Criterion	Weight	Indicators
Preparation	40%	The student demonstrates consistent preparation for class. The student can relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's contributions are relevant and reflect the understanding of readings and other course material.
Frequency of participation	20%	The student engages actively and frequently in class discussions and activities.

## My commitment to diversity and inclusion

I want to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honours your identities (including race, gender identity, sexual orientation, religion, ability, etc.). Please let me know your preferred name and pronouns. If you think your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback.

It is my intent to present materials and activities that are inclusive and respectful of diversity. Your suggestions are encouraged and appreciated. Knowledge organization (KO) systems are not perfect. In our examination and use of different KO systems in the course, we may encounter language and biases that we find offensive and outdated. I think it is important that we discuss these problematic aspects of KO systems, as well as what needs to be done to address them. While I expect there to be rigorous discussion and even disagreement in our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable. Critically examining and assessing our most basic assumptions and values is vital to the creation of metadata records and KO systems. I urge you to have the courage to be uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

Please let me know if something said or done in the classroom, by either me or other students, is particularly troubling or causes discomfort or offense. The impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to your experiences and want to work with you to find acceptable ways to process and address the issue.

2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

## **Class policies**

### **Attendance**

Class attendance is required in all MI courses and is included in the participation mark. If you know that you may need to miss a class, please let me know via email.

### **Citation Style**

SIM courses use the Publication Manual of the American Psychological Association (APA) as the default standard citation style. 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](#) or the [Frequently Asked Questions](#) about APA.

### **Late penalties for assignments**

Managing deadlines can be challenging and difficult, and I understand that life happens. If you have difficulty meeting an assignment deadline because of circumstances such as illness, medical and family emergencies, and so forth, please contact me in advance to discuss options for possible extensions. Late assignments submitted without my permission will be assessed a penalty of five percent per day, including weekends, in keeping with SIM policy. 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 absences**

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 fewer) 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.

## Assignment Format

Reading digital assignments can be hard on the eyes; as such I ask that you observe the following formats to provide an optimal reading environment:

- You can submit documents as Word or Google Docs. Please do not use PDF, as I like to use the track change feature, which is not available in PDF.
- Double space your assignments
- Use 12-point font
- Serif fonts are preferred (e.g., Arial, Tahoma, Verdana). Please do not use a compressed font, as this can cause a lot of eye strain.

Assignments must be submitted via Dropbox in Brightspace by no later than 23:59 on the day they are due. I mark assignments in alphabetical order therefore I ask that you label your assignments as follows:

- Surname\_INFO6330Assig01
- Surname\_INFO6330Assig02, etc.

## Grading policy

Grades are assigned in accordance with the School of Information Management's grading [policy](#):

### Letter value Numeric value Description

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



## Academic integrity

At Dalhousie University, we are guided in all 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 the work you do. The University provides [policies and procedures](#) 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 that 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.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto: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 authorized 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 authorized otherwise.

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 authorized 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.

## **Territorial acknowledgement**

I would like to acknowledge that Dalhousie is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory has been a site of human activity for at least 10,000 years. This territory is covered by the Peace and Friendship Treaties, which Mi'kmaq, Wəlastəkwiyyik (Maliseet), and Passamaquoddy Peoples first signed with the British Crown in 1726. The treaties did not deal with surrender of lands and resources but, in fact, recognized Mi'kmaq and Wəlastəkwiyyik title and established the rules for what was to be an ongoing relationship between nations. I make this acknowledgment as a first step in fulfilling my responsibility to look critically

at colonial histories, and to work towards dismantling the ongoing legacies of settler colonialism. I commit myself to the struggle against the systems of oppression that have dispossessed Indigenous peoples of their lands and denied their rights to self-determination.

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](mailto:elders@dal.ca) or 902-494-6803

## Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student 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. Please visit <https://bit.ly/3lXSAPi> to obtain the Request for Accommodation form.

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)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

## 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.

## **Originality Checking Software**

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

## Course schedule

Week	Topic	Readings
<b>Week 1:</b> <b>January 10,</b> <b>2022</b>	Course introduction  IFLA Library Reference Model	Riva, P., Le Boeuf, P., & Žumer, M. (2017). <i>IFLA Library Reference Model: A conceptual model for bibliographic information</i> . <a href="https://upto.site/3e9212">https://upto.site/3e9212</a>  Riva, P., & Žumer, M. (2017). <i>The IFLA Library Reference Model, a step toward the Semantic Web</i> . <a href="https://bit.ly/2SDHnUD">https://bit.ly/2SDHnUD</a>  Žumer, M. (2018). IFLA Library Reference Model (IFLA LRM) - Harmonisation of the FRBR family. <i>Knowledge Organization</i> , 45(4), 310-318. <a href="https://upto.site/1d00c5">https://upto.site/1d00c5</a>
<b>Week 2:</b> <b>January 17,</b> <b>2022</b>	Resource Description & Access (RDA)  Recording attributes of manifestations, part 1	Ducheva, D., & Pennington, D. R. (2019). Resource Description and Access in Europe: Implementations and perceptions. <i>Journal of Documentation</i> , 51(2), 387-402. <a href="http://bit.ly/2Q6Qcrt">http://bit.ly/2Q6Qcrt</a>  Panchyshyn, R. S., Lambert, F. P., & McCutcheon, S. (2019). Resource Description and Access adoption and implementation in public libraries in the United States. <i>Library Resources &amp; Technical Services</i> , 63(2), 119-130. <a href="http://bit.ly/2Q4xGjo">http://bit.ly/2Q4xGjo</a>  Joint Steering Committee. (2021). <i>RDA frequently asked questions</i> . <a href="http://bit.ly/2tIEk0a">http://bit.ly/2tIEk0a</a>
<b>Week 3:</b> <b>January 24,</b> <b>2022</b>	The ethics of knowledge organization.  Recording attributes of manifestations, part 59	Cataloging Ethics Steering Committee. (2021). <i>A code of ethics for catalogers</i> . <a href="https://bit.ly/3dFjaZf">https://bit.ly/3dFjaZf</a> (Link to the final version is provided as a Google Docs).  El Hadi, W. M. (2019). Cultural frames of ethics, a challenge for information and knowledge organization. <i>Zagadnienia Informacji Naukowej–Studia Informacyjne</i> , 57(2), 23-39. <a href="http://ojs.sbp.pl/index.php/zin/article/download/452/412">http://ojs.sbp.pl/index.php/zin/article/download/452/412</a>  Ridi, R. (2013). Ethical values for knowledge organization. <i>Knowledge Organization</i> , 40(3), 187-196. <a href="http://bit.ly/2Q4RX8y">http://bit.ly/2Q4RX8y</a>
<b>Week 4:</b> <b>January 31,</b> <b>2022</b>	User-contributed metadata	Spiteri, L. F. (2016). Managing user-generated metadata in discovery systems. In L. F. Spiteri (Ed.), <i>Managing metadata</i>

Week	Topic	Readings
	Recording attributes and content of expressions.  <b>Assignment 01 is due</b>	<i>in web-scale discovery systems</i> (pp. 165-194). Facet. (A copy will be uploaded to Brightspace).  Spiteri, L. F., & Pecoskie, J. (2016). In the readers' own words: How user content in the catalog can enhance readers' advisory services. <i>Reference and User Services Quarterly</i> , 56(2), 91-95. <a href="http://bit.ly/2Q3FH82">http://bit.ly/2Q3FH82</a>
<b>Week 5: February 7, 2022</b>	Recording attributes of agents  Authority work	Ahronheim, J., Case, B., DeGeorge, D., & Sears, J. (2015). <i>The value of authority control in a next generation OPAC</i> . <a href="http://bit.ly/1T1mPy1">http://bit.ly/1T1mPy1</a>  Hobart, E. (2020). Recording creator characteristics for Native American authors: An analysis of bibliographic records. <i>Cataloging &amp; Classification Quarterly</i> , 58(1), 59-75. <a href="https://buit.ly/2Wr2cUr">https://buit.ly/2Wr2cUr</a>  Rigby, C., & Gallant, R. (2019). Creating multilingual and multiscript name authority records: A case study in meeting the needs of Inuit language speakers in Nunavut. In J. Sandberg (Ed.), <i>Ethical questions in name authority control</i> (pp. 351-378). Library Juice Press. <a href="https://bit.ly/39gaiqW">https://bit.ly/39gaiqW</a>
<b>Week 06: February 14, 2022</b>	Subject cataloguing  FAST (Faceted Application of Subject Terminology)  Library of Congress Subject Headings, part 1	Ashton, J., & Kent, C. (2017). New approaches to subject indexing at the British Library. <i>Cataloging &amp; Classification Quarterly</i> , 55(7-8), 549-559. <a href="https://bit.ly/3dIQMne">https://bit.ly/3dIQMne</a>  Biswas, P. (2018). Rooted in the past: Use of "East Indians" in Library of Congress Subject Headings. <i>Cataloging &amp; Classification Quarterly</i> , 56(1), 1-18. <a href="http://bit.ly/2Q3LgDs">http://bit.ly/2Q3LgDs</a>  Edge, S. J. (2018). A Subject "Queer"-y: A literature review on subject access to LGBTIQ materials. <i>Serials Librarian</i> , 75(1-4), 81-90. <a href="https://bit.ly/368cGOP">https://bit.ly/368cGOP</a>
<b>February 21-25: Reading Week. No Class</b>		
<b>Week 07: February 28, 2022</b>	Library of Congress Subject Headings, part 2  Dealing with bias in LCSH	Bone, C., & Lougheed, B. (2018). Library of Congress Subject Headings related to Indigenous peoples: Changing LCSH for use in a Canadian archival context. <i>Cataloging &amp; Classification Quarterly</i> , 56(1), 83-95. <a href="http://bit.ly/33YmLJA">http://bit.ly/33YmLJA</a>  Doyle, A. M., Lawson, K., & Dupont, S. (2015). Indigenization of knowledge organization at the Xwi7xwa Library. <i>Journal of Librarianship and Information Science</i> , 13(2), 107-134. <a href="https://bit.ly/3yALJPI">https://bit.ly/3yALJPI</a>

Week	Topic	Readings
	Subject headings related to Indigenous knowledges  <b>Assignment 02 is due</b>	Vaughan, C. (2018). The language of cataloguing: Deconstructing and decolonizing systems of organization in libraries. <i>Dalhousie Journal of Interdisciplinary Management</i> , 14. <a href="https://bit.ly/39gTH4k">https://bit.ly/39gTH4k</a>
<b>Week 08:</b> <b>March 7, 2022</b>	MARC coding  BIBFRAME	Library of Congress. (2009). What is a MARC record and why is it important? <a href="https://bit.ly/35vtBsC">https://bit.ly/35vtBsC</a>  Library of Congress. (n.d.) <i>Bibliographic Framework Initiative</i> . <a href="https://www.loc.gov/bibframe/">https://www.loc.gov/bibframe/</a>
<b>Week 09:</b> <b>March 14, 2022</b>	Dewey Decimal Classification, part 1	Adler, M., & Harper, L. M. (2018). Race and ethnicity in classification systems: Teaching knowledge organization from a social justice perspective. <i>Library Trends</i> , 67(1), 52-73. <a href="https://bit.ly/367VFnK">https://bit.ly/367VFnK</a>  Conradie, E., Green, R., & Kyrios, A. (2016). <i>Crowdsourcing the Dewey Decimal Classification: When users become contributors</i> . <a href="https://bit.ly/2Lez7ql">https://bit.ly/2Lez7ql</a>  Kislev, S.F. (2021). Hegel and knowledge Organization, or Why the Dewey Decimal Classification is not Hegelian. <i>Information &amp; Culture</i> 56(1), 32-48. <a href="https://bit.ly/3tveYQx">https://bit.ly/3tveYQx</a>
<b>Week 10:</b> <b>March 21, 2022</b>	Dewey Decimal Classification, part 2	In-class exercises
<b>Week 11:</b> <b>March 28, 2022</b>	Library of Congress Classification  <b>Assignment 03 is due</b>	Hoffman, G. L. (2015). What's the difference between soul food and southern cooking? The classification of cookbooks in American libraries. In Wallach, J. J. (Ed), <i>Dethroning the deceitful pork chop: Rethinking African American foodways from slavery to Obama</i> , (61-78). Fayetteville, AR: University of Arkansas Press. <a href="https://bit.ly/2QlvN2D">https://bit.ly/2QlvN2D</a>  Howard, S.A., & Knowlton, S.A. (2018). Browsing through bias: The Library of Congress Classification and Subject Headings for African American studies and LGBTQIA Studies. <i>Library Trends</i> 67(1), 74-88 <a href="https://bit.ly/35wH2IR">https://bit.ly/35wH2IR</a>
<b>Week 12:</b> <b>April 4, 2022</b>	Brian Deer Classification (Indigenous collections)	Cherry, A., & Mukunda, K. (2015). A case study in Indigenous classification: Revisiting and reviving the Brian Deer scheme. <i>Cataloging &amp; Classification Quarterly</i> , 53(5-6), 548-567. <a href="https://bit.ly/3AoEsCP">https://bit.ly/3AoEsCP</a>

Week	Topic	Readings
	Indigenous ways of knowing Course wrap up and reflections	<p data-bbox="646 170 1372 306">             Duarte, M. E., &amp; Belarde-Lewis, M. (2015). Imagining: Creating spaces for Indigenous ontologies. <i>Cataloging &amp; Classification Quarterly</i>, 53(5-6), 677-702. <a href="https://bit.ly/3sauJNx">https://bit.ly/3sauJNx</a> </p> <p data-bbox="646 363 1386 499">             Littletree, S., Belarde-Lewis, M., &amp; Duarte, M. (2020). Centering relationality: A conceptual model to advance Indigenous knowledge organization practices. <i>Knowledge Organization</i>, 47(5), 410-426. <a href="https://bit.ly/2X2bXwg">https://bit.ly/2X2bXwg</a> </p>