



**DALHOUSIE**  
UNIVERSITY

**FACULTY OF  
MANAGEMENT**

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

*We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.*

# **Department of Information Science**

## **INFO 6330 Cataloguing & Classification**

**Winter 2024**

### **Instructor Information**



**Instructor**

Louise Spiteri (she/her)

**Email**

Louise.spiteri@dal.ca

**Office location & drop-in hours**

Rowe 4018 or Hicks 207. Open-door policy. Also available by appointment via [Bookings](#)

## Introduction

I am so very pleased to welcome you to INFO 6330 Cataloguing & Classification. Metadata and knowledge organization are my happy places and I very much look forward to sharing my enthusiasm for these topics with you throughout the term. Because I think it's crucial that we not only learn the principles of metadata creation, but also how to apply them, 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 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. The examples discussed in the course aim to make your learning experience more relevant and applicable to different contexts, such as other courses, your everyday life, or your professional career.

## Contacting me outside the classroom

Because of my administrative obligations, it's difficult to set a fixed time for weekly office hours. I encourage you to contact me outside of the classroom to chat about anything related to the course or how to discuss how I could better support your learning. You can email me at [Louise.Spiteri@dal.ca](mailto:Louise.Spiteri@dal.ca). Because I think it's important to maintain a healthy work-life balance, I don't generally read my work email after 18:00 or over the weekend or holidays. I do my best to respond to your email within 24 hours, barring weekends or holidays. You can also contact me via Teams: If there is a green dot next to my name on Teams, please feel free to start a chat or a virtual meeting with me.

I am always happy to meet with you either face-to-face or virtually via Teams. If there is a green dot next to my name on Teams, please feel free to start a chat or a virtual meeting with me. I split my time between two offices: Rowe 4018 (Monday and Tuesday), which I share with Alison Brown, and Hicks 207 (Wednesday and Thursday). I have an open-door policy, so please feel free to drop by. I also indicate my office location daily on my Teams profile. You are always welcome, as welay I, to make an appointment with me via [Bookings](#).

## 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 you 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, you will have gained basic knowledge or proficiency in the following areas:

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

## Technology used

RDA Toolkit	Brightspace
WebDewey	Panopto
MARC 21	MarcEdit
Classification Web	Microsoft Teams

## Instructional methods

The course will be delivered in person. In many 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

## Discussion Boards

The Brightspace course website has an open discussion board. Please feel free to use this to discuss any questions, to upload any articles of interest relevant to the course that you may come across, or to note any interesting knowledge organization practices that you encounter (e.g., how your local pharmacy organizes its shelves). There will also be a discussion board for each of the assignments to address any general questions. Because it may be a little difficult to expand the Brightspace screen, it's a good idea to use a larger font in the discussion boards to help ensure more inclusive access to information. I recommend using 24-point font, rather than the default 19-point font.

## Methods of assessment

Detailed instructions regarding each assignment will be provided on 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 [DIS Grading Policy](#):

Assessment	Due Date	Weight
Participation	Ongoing	20%
Your dream catalogue	January 30, 2024	20%
RDA records	February 27, 2024	30%
Subject cataloguing	March 26, 2024	30%

## 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 also appreciate that we sit on different parts of the introversion-extraversion spectrum, and that some of us need more time to reflect before we engage with others. As such, I look at different ways by 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, Brightspace, or privately to me)
- Participating in in-class exercises

I am always happy to discuss different participation methods that meet your individual needs.

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.

## The relationship of this course to the MI competencies

Your learning experiences in this course will cover the entire spectrum of the [MI competencies](#). Through our readings, discussions, exercises, and assignments, we will examine the development of information managers' leadership competencies in the following areas:

- the creation and maintenance of knowledge organization (KO) systems requires information managers to consult and use **evidence-based practices**, based on an awareness of trends in the profession and scholarly literature, as well as their own efforts to evaluate their systems.
- a commitment to **learning** and **adaptation** is crucial to ensuring that KO systems continue to serve their communities effectively.

- **collaboration** and **communication** with local communities, and an active **commitment to equity, diversity, inclusion, accessibility, and decolonization** are necessary to ensure that the KO systems, and particularly metadata, reflect the needs and identities of the communities they serve.
- KO systems need to be based on an excellent understanding of **user-centered design**, as well as strong **digital and technological literacy, leadership, and management** competencies to ensure the effective and efficient operation of these systems.

## **My commitment to equity, diversity, inclusion, and accessibility**

I want to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and that honours your identities (including race, gender identity, sexual orientation, religion, and ability). Please let me know your preferred name and pronouns if you are comfortable doing so. If you think your performance in the class is being impacted by your experiences outside of class, please don't hesitate to contact 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 of 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.

## **Attendance**

It is important that you attend every class session, otherwise, you will miss out on the many learning activities that we will engage in. When possible, please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. Let me know via email or Teams, and let's discuss how you can make up missed work.

## **Citation Style**

MI 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.

## **Assignment deadlines**

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 the Department of Information Science (DIS) 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 via Brightspace 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
- Sans-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.

Please submit assignments in the Brightspace Dropbox by no later than 23:59 on the day they are due. Since I mark assignments in alphabetical order, I ask that you please label your assignments as follows:

- Surname\_INFO6330Assig01
- Surname\_INFO6330Assig02, etc.

## Grading policy

Grades are assigned in accordance with the DIS grading [policy](#):

<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.

## Accessibility

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](http://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://upto.site/3647> 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 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.

## **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.

## **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**

I 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.

I also recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi’kma’ki known as Nova Scotia for over 400 years.

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

## **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

Week	Topic	Readings
<b>Week 1:</b> <b>January 9,</b> <b>2024</b>	Course introduction  IFLA Library Reference Model	<p>Budanović, M. P., &amp; Žumer, M. (2021a). Prototype cataloging interface based on the IFLA Library Reference Model (LRM): Part 1: Conceptual design. <i>Cataloging &amp; Classification Quarterly</i>, 59(7), 619-643. <a href="https://bit.ly/442mxAb">https://bit.ly/442mxAb</a></p> <p>Budanović, M. P., &amp; Žumer, M. (2021b). Prototype cataloging interface based on the IFLA Library Reference Model (LRM): Part 1: Usability evaluation. <i>Cataloging &amp; Classification Quarterly</i>, 59(7), 644-668. <a href="https://upto.site/578a5">https://upto.site/578a5</a></p> <p>Riva, P., Le Boeuf, P., &amp; 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></p>
<b>Week 2:</b> <b>January 16,</b> <b>2024</b>	Resource Description & Access (RDA)  Recording attributes of manifestations, part 1	<p>Ducheva, D., &amp; Pennington, D. R. (2019). Resource Description and Access in Europe: Implementations and perceptions. <i>Journal of Documentation</i>, 51(2), 387-402. <a href="#">Duc</a></p> <p>Goodluck, I., Chidi, S. A., &amp; Igbisola, A. (2019) Imperatives and challenges of Resource Description and Access (RDA): Implementation in libraries in a developing country. <i>International Information &amp; Library Review</i>, 51(2), 120-127. <a href="https://bit.ly/3Ysn3Gt">https://bit.ly/3Ysn3Gt</a></p> <p>Joint Steering Committee. (2022). <i>RDA frequently asked questions</i>. <a href="http://bit.ly/2tIEk0a">http://bit.ly/2tIEk0a</a></p> <p>Panchyshyn, R. S., Lambert, F. P., &amp; 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></p>
<b>Week 3:</b> <b>January 23,</b> <b>2024</b>	The ethics of knowledge organization.  Recording attributes of manifestations, part 2	<p>Cataloging Ethics Steering Committee. (2023). <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)</p> <p>Martin, J. M. (2021). Records, responsibility, and power: An overview of cataloging ethics. <i>Cataloging &amp; Classification Quarterly</i>, 59(2/3), 281-304 <a href="https://bit.ly/3OluA5q">https://bit.ly/3OluA5q</a></p> <p>Snow, &amp; Shoemaker, B. (2020). Defining Cataloging Ethics: Practitioner Perspectives. <i>Cataloging &amp; Classification Quarterly</i>, 58(6), 533-546. <a href="https://bit.ly/3RIqXav">https://bit.ly/3RIqXav</a></p>

Week	Topic	Readings
<b>Week 4:</b> <b>January 30,</b> <b>2024</b>	User-contributed metadata  Recording attributes and content of expressions.  <b>Assignment 01 is due</b>	<p>Desrochers, Laplante, A., Martin, K., Quan-Haase, A., &amp; Spiteri, L. (2016). Illusions of a "Bond": tagging cultural products across online platforms. <i>Journal of Documentation</i>, 72(6), 1027–1051. <a href="https://bit.ly/3Oit41T">https://bit.ly/3Oit41T</a></p> <p>Spiteri, L. F. (2016). Managing user-generated metadata in discovery systems. In L. F. Spiteri (Ed.), <i>Managing metadata in web-scale discovery systems</i> (pp. 165-194). Facet. (A copy will be uploaded to Brightspace).</p> <p>Spiteri, L. F., &amp; 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="https://bit.ly/3sScPDB">https://bit.ly/3sScPDB</a></p>
<b>Week 5:</b> <b>February 6,</b> <b>2024</b>	Recording attributes of agents  Authority work	<p>Elzi, E., &amp; Crowe, K. M. (2019). This is the oppressor's language yet I need it to talk to you: Native American name authorities at the University of Denver. In J. Sandberg (Ed.), <i>Ethical questions in name authority control</i> (pp. 71-98). Library Juice Press. <a href="https://bit.ly/3Poec4M">https://bit.ly/3Poec4M</a> (Ebook can be read online. Printing of chapters is not allowed)</p> <p>Adolpho, K. (2019). Who asked you? Consent, self-determination, and the report of the PCC Ad Hoc Task Group on Gender in Name Authority Records. In J. Sandberg (Ed.), <i>Ethical questions in name authority control</i> (pp. 111-132). Library Juice Press. <a href="https://bit.ly/3Poec4M">https://bit.ly/3Poec4M</a> (Ebook can be read online. Printing of chapters is not allowed)</p> <p>Rigby, C., &amp; 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/3Poec4M">https://bit.ly/3Poec4M</a> (Ebook can be read online. Printing of chapters is not allowed)</p> <p>Wiederhold, R. A., &amp; Reeve, G. F. (2021). Authority control today: Principles, practices, and trends. <i>Cataloging &amp; Classification Quarterly</i>, 59(2/3), 129-158 <a href="https://bit.ly/3qoc5W4">https://bit.ly/3qoc5W4</a></p>
<b>Week 06:</b> <b>February 13,</b> <b>2024</b>	Subject cataloguing	<p>Cooey, N., &amp; Phillips, A. (2023). Library of Congress Subject Headings: A post-coordinated future. <i>Cataloging &amp; Classification Quarterly</i>, 61(5-6), 491-505. <a href="https://bit.ly/3DQgDaN">https://bit.ly/3DQgDaN</a></p>

Week	Topic	Readings
	FAST (Faceted Application of Subject Terminology)  Library of Congress Subject Headings, part 1	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>  Knight, F. T. (2022). Term circles: Using linked data as a tool to mitigate colonial subject bias. <i>Journal of Library Metadata</i> , 22(1-2), 105-133. <a href="https://bit.ly/3PENeEn">https://bit.ly/3PENeEn</a>
<b>February 19-23, 2024: Reading Week. No Class</b>		
<b>Week 07:</b> <b>February 27, 2024</b>	Library of Congress Subject Headings, part 2  Dealing with bias in LCSH  Subject headings related to Indigenous topics  <b>Assignment 02 is due</b>	Bullard, J. (2022, August 4). Libraries in the U.S. and Canada are changing how they refer to Indigenous Peoples. <i>The Conversation</i> . <a href="https://bit.ly/3wZvGM6">https://bit.ly/3wZvGM6</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>  Sapon-White, R., Louderback, P., & Levinson, S. (2023). <i>Creating subject headings for Indigenous topics: A culturally respectful guide</i> . <a href="https://bit.ly/3DRgRhL">https://bit.ly/3DRgRhL</a>  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 5, 2024</b>	MARC coding	Bracke, P. J., McNeil, B., (2023). Library automation and knowledge sharing. In S. Y. Nof (Ed.), <i>Springer handbook of automation</i> (pp. 1171-1186). Springer <a href="https://bit.ly/3OmTWOc">https://bit.ly/3OmTWOc</a>  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>  Welsh, A., & Batley, S. (2012). <i>Practical cataloguing: AACR, RDA and MARC 21</i> . <a href="https://bit.ly/3EM9ZCN">https://bit.ly/3EM9ZCN</a> (Ebook can be read online. Printing of chapters is not allowed) <ul style="list-style-type: none"> <li>• Chapter 7. MARC 21</li> </ul>
<b>Week 09:</b> <b>March 12, 2024</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>



Week	Topic	Readings
		<p>Conradie, E., Green, R., &amp; Kyrios, A. (2016). Crowdsourcing the Dewey Decimal Classification: When users become contributors. <i>IFLA 2016</i>. <a href="https://bit.ly/2Lez7ql">https://bit.ly/2Lez7ql</a></p> <p>Joseph, C. (2021). Move over, Melvil! Momentum grows to eliminate bias and racism in the 145-year-old Dewey Decimal System. <i>School Library Journal</i>, 67(8), 28–31. <a href="https://bit.ly/3PVgv0J">https://bit.ly/3PVgv0J</a></p>
<b>Week 10: March 19, 2024</b>	Dewey Decimal Classification, part 2	<p>Kielley, L., &amp; Myers, S. (2022). <i>Bias in the stacks: Seeking justice on the shelves (Video presentation)</i>. <a href="https://bit.ly/3znZUdv">https://bit.ly/3znZUdv</a></p> <p>Szeto, W. (2020, September 17). B.C. First Nations Council is moving to Indigenous-developed library system. CBC News, <a href="https://bit.ly/3QUkY4n">https://bit.ly/3QUkY4n</a></p>
<b>Week 11: March 26, 2024</b>	<p>Library of Congress Classification</p> <p>BIBFRAME</p> <p><b>Assignment 03 is due</b></p>	<p>Howard, S.A., &amp; 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></p> <p>Library of Congress. (n.d.) <i>Bibliographic Framework Initiative</i>. <a href="https://www.loc.gov/bibframe/">https://www.loc.gov/bibframe/</a></p> <p>Nyitray, K. J., &amp; Reijerkerk, D. (2021). Searching for Paumanok: A study of Library of Congress Authorities and Classifications for Indigenous Long Island, New York. <i>Cataloging &amp; Classification Quarterly</i>, 59(5), 409-411. <a href="https://bit.ly/3KSGzVT">https://bit.ly/3KSGzVT</a></p>
<b>Week 12: April 2, 2024</b>	<p>Brian Deer Classification (Indigenous collections)</p> <p>Indigenous ways of knowing</p> <p>Course wrap up and reflections</p>	<p>Cherry, A., &amp; 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></p> <p>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>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>

