

FACULTY OF INFORMATION AND MEDIA STUDIES
University of Western Ontario

LIS 9002: Information Organization, Curation and Access
Winter 2021 Section 001
January 3-April 8, 2022

Fridays, 9:00-11:50

Instructor: Prof. Melissa Adler

email: madler7@uwo.ca

Office hours (via zoom): Thursdays 1:00-2:00, or by appointment (in person or zoom).

Land Acknowledgement:

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In this region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First nations and all of the Original peoples of Turtle Island (North America).

This Land Acknowledgement is important for LIS 9002 for the following reasons:

- It reminds us that librarianship and scholarship do not take place in a vacuum; we are striving to do our best work within a complex, diverse, and sometimes contentious collection of social contexts and historical narratives;
- It reminds us that what seems right from one perspective can seem deeply wrong from another;
- It reminds us that information entities—authors, works, subjects, categories, locations—can hold more than one name and sustain more than one narrative;
- It reminds us that learning can be a destabilizing and painful process for all of us.

These four reminders have deep implications for information organization, curation and access.

COURSE DESCRIPTION:

An introduction to the theory and practice of organizing and curating information for optimal access in libraries, archives and other organizations, using appropriate standards and tools for information description, arrangement and classification.

OBJECTIVES:

- To provide an introduction to the history and theory of information organization as practiced in the domains of libraries, archives and records management.
- To develop an initial understanding of the practices of information classification, arrangement, description and encoding, using current tools and standards.
- To develop an ability to communicate the concepts of information organization clearly and effectively to users, colleagues, paraprofessionals and other stakeholders in information communities.

LEARNING OUTCOMES:

Upon successful completion of readings, assignments, and class participation, students will be able to:

- Recognize and comprehend how the values and principles of library and information science manifest themselves in both the historical dimensions and the theoretical principles of modern information systems (Program-Level Learning Outcome 3);
- Navigate, evaluate and use current standard tools for performing very basic tasks in information classification, arrangement, description and encoding (Program-Level Learning Outcome 7);
- Communicate concepts of information organization with a clarity and style appropriate to diverse information communities (Program-Level Learning Outcome 9).

Course Learning Outcomes:

Students who complete this course will be able to	Related MLIS Program-Level Learning Outcomes	Assessment
<p>Recognize and comprehend how the values and principles of library and information science manifest themselves in both the historical dimensions and the theoretical principles of modern information systems</p>	<p>3. Exercise and enact the values and principles of the field and its specialisations with an awareness of overarching social responsibility associated with progressive public service for the public good.</p>	<p>Essays will be directed at both the history and theory of information organization, curation and access, and designed to require students to display an understanding of the basic definitions. Cited readings in the essays, together with active participation in the class will provide evidence that the student has learned to place the practical skills into a broader professional context.</p>
<p>Navigate, evaluate and use current standard tools for performing very basic tasks in information classification, arrangement, description and encoding</p>	<p>7. Identify and explore opportunities to engage in experiential learning and to participate, advocate, and lead in professional development and training in professional organizations relevant to emerging specialisations and career paths.</p>	<p>Presence during in-class tutorials and completion of in-class assignments will provide evidence of exposure to the standard tools. The three practicum assignments will involve the use of standard tools: RDA, MARC, LCSH and DDC.</p>
<p>Communicate concepts of information organization with a clarity and style appropriate to diverse information communities</p>	<p>9. Differentiate among the numerous areas of LIS practice and scholarship, and demonstrate a facility across media when speaking, writing and presenting about them to diverse audiences in formal and informal professional and scholarly domains.</p>	<p>The written essays will be set in a contextual frame that requires the student to write for a particular community and audience. The essays will emphasize those areas where the course content intersects with professional and lay information communities</p>

REQUIRED TEXTS:

There is no required text for this class. Readings will be available electronically via OWL or the library site.

EVALUATION:

Three practicum assignments worth 10, 15 and 20 percent

Two written assignments worth 20 and 25% each

Class participation 10 %

CLASS POLICIES:

Attendance: Students are expected to attend every class in the course, and to read the required readings beforehand. Students who need to miss a class for whatever reason should inform me beforehand if possible. Students who miss more than 2 classes may be required to compensate with extra work.

Late Penalties: Late assignments will be penalized at a rate of 5 % per day, unless an extension has been negotiated beforehand.

Extensions for medical reasons must be accompanied by the appropriate documentation. **Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Enrollment in this course is restricted to graduate students in the MLIS program at FIMS.

Support Services: Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW): Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Outline of Classes

Week	Readings	Assignment due
<p>Week 1</p> <p>Jan. 7</p> <p>Introductions</p>		
<p>Week 2</p> <p>Jan. 14</p> <p>Bibliographic description</p> <p>History & context</p>	<p>Miksa, Shawne D. "Cataloging Principles and Objectives: History and Development." <i>Cataloging & Classification Quarterly</i> 59, no. 2-3 (2021): 97-128. DOI: 10.1080/01639374.2021.1883173</p> <p>Cutter, Charles. (1875). <i>Rules for a Dictionary Catalogue</i>, pp. 14-27 (General remarks), available via Project Gutenberg: https://www.gutenberg.org/ebooks/59215</p>	
<p>Week 3</p> <p>Jan. 21</p> <p>RDA</p>	<p>Rafferty, Pauline. "FRBR, Information and Intertextuality." <i>Library Trends</i> 63 no.3 (2015): 487-511.</p> <p>Intner, Sheila S. "Thoughts on Cataloger's Judgment." <i>Technicalities</i>, 34, no.1 (2014): 4-6.</p> <p>Croissant, Charles R. "FRBR and RDA: What They Are and How They May Affect the Future of Libraries." <i>Theological Librarianship</i> 5, no. 2 (2012): 6-22.</p> <p>Gilliland, Anne. Setting the Stage, In <i>Introduction to Metadata</i>, edited by Murtha Baca. (2016). http://www.getty.edu/publications/intrometadata/setting-the-stage/</p>	
<p>Week 4</p> <p>Jan. 28</p> <p>Name authorities</p>	<p>Billey, Amber. "Just Because We Can, Doesn't Mean We Should: An Argument for Simplicity and Data Privacy With Name Authority Work in the Linked Data Environment." <i>Journal of Library Metadata</i> 19, no. 1-2 (2019): 1-17.</p>	<p>Practicum 1</p>

	Hobart, Elizabeth. (2020) "Recording Creator Characteristics for Native American Authors: An Analysis of Bibliographic Records, <i>Cataloging & Classification Quarterly</i> ," 58, no.1 (2020): 59-75, DOI: 10.1080/01639374.2019.1704333	
Week 5 Feb. 4 Archival description	Duranti, Luciana. "Origin and Development of the Concept of Archival Description" <i>Archivaria</i> 35 (January 1992). https://archivaria.ca/index.php/archivaria/article/view/11884 Caswell, Michelle, Alda Allina Migoni, Noah Geraci, and Marika Cifor. "‘To Be Able to Imagine Otherwise’: Community Archives and the Importance of Representation." <i>Archives and Records</i> 38, no. 1 (2017): 5-26.	
Week 6 Feb. 11 Subject access, subject headings	Martinez-Avila, Daniel, & John Budd. "Epistemic Warrant for Categorizational Activities and the Development of Controlled Vocabularies." <i>Journal of Documentation</i> 73, no. 4 (2017): 700-715. Tennis, Joseph T. "Epistemology, Theory, and Methodology in Knowledge Organization: Toward a Classification, Metatheory, and Research Framework." <i>Knowledge Organization</i> , 35, no. 2/3 (2008): 102-112, 2008, Available at SSRN: https://ssrn.com/abstract=2879014	Written 1
Week 7 Feb. 18 Thesauri, tagging	Drucker, Donna. "How Subjects Matter: The Kinsey Institute’s Sexual Nomenclature: A Thesaurus (1976)." <i>Information & Culture</i> 52, no. 2 (2017): 207-228. Berman, Sanford and Tina Gross. "Expand, Humanize, Simplify: An Interview with Sandy Berman." <i>Cataloging & Classification Quarterly</i> 55, no. 6 (2017): 347-360, DOI: 10.1080/01639374.2017.1327468	
	****Reading week. Feb. 21-25****	
Week 8 March 4 Dewey	Wiegand, Wayne A. "The ‘Amherst Method’: The Origins of the Dewey Decimal Classification Scheme." <i>Libraries & Culture</i> 33, no. 2 (1998): 175-94. Olson, Hope A. "The Power to Name: Representation in Library Catalogs." <i>Signs: Journal of Women in Culture and Society</i> 26, no. 3 (2001): 639-668.	

Week 9 March 11 LCC	Satija, M.P., & Martinez-Avila, Daniel. Mapping of the Universe of Knowledge in Different Classification Schemes. <i>International Journal of Knowledge Content Development & Technology</i> 7, no. 2 (2017): 85-105.	
Week 10 March 18 Repairing the catalogue	Sandra Littletree, Miranda Belarde-Lewis & Marisa Duarte, "Centering Relationality: A Conceptual Model to Advance Indigenous Knowledge Organization Practices," <i>Knowledge Organization</i> , 47, no. 5 (2020): 410-426. Emily Drabinski, "Queering the Catalog: Queer Theory and the Politics of Correction." <i>The Library Quarterly</i> , 83, no. 2 (2013): 94-111. Colleen Burgess and Tom Peace, "19th Century Legacies in 21st Century Historical Research Practice," <i>Active History</i> (2018) https://activehistory.ca/2018/01/19th-century-legacies-in-21st-century-historical-research-practice/	Practicum 2
Week 11 MARC March 25	Spicher, Karen M. The Development of the MARC Format. <i>Cataloging & Classification Quarterly</i> 21, no. 3-4 (1996): 75-90, DOI: 10.1300/J104v21n03_06 Dean, Jason W. "Charles A. Cutter and Edward Tufte: Coming to a Library Near You, via Bibframe." <i>In the Library with the Lead Pipe</i> (2013). http://www.inthelibrarywiththeleadpipe.org/2013/charles-a-cutter-and-edward-tufte-coming-to-a-library-near-you-via-bibframe/?format=pdf	
Week 12 MARC April 1		
Week 13 April 8		Written 2 Practicum 3