LIS 9002-650:
Information Organization, Curation and Access

Fall 2023

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Class lectures will be delivered asynchronously on OWL.
Synchronous tutorials and discussion sessions will be arranged on selected weeks according to need and to student availability.

ENROLLMENT RESTRICTIONS: Enrollment in this course is restricted to graduate students in the Master of Library and Information Science Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

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 practised 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).

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).

Western University is committed to taking an active and conscientious part in processes of reconciliation, in conformity with the findings of the Truth and Reconciliation Commission. In LIS 9002, this process focuses on the recommendation of the Canadian Federation of Library Associations to focus on the analysis and revision of library systems of cataloguing and classification, in the interests of protecting Indigenous knowledge.

While this analysis and revision will take place throughout the course, it will be particularly prominent in the following sections:

Week 5: Authority Files for Personal and Geographic Names
Week 9: Subject Headings
Week 11: Classification

The course reading list contains a generous number of citations to support research into indigeneity and library cataloguing.

Course Learning Outcome: Students who complete this course will be able to:	Related MLIS Program-Level Learning Outcomes	What assignments provide evidence of learning outcomes?	How will instructors assess mastery of learning outcome?
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	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.	Essay assignments	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 will provide evidence that the student has learned to place the practical skills into a broader professional context.
Navigate, evaluate and use current standard tools for performing very basic tasks in information classification, arrangement, description and encoding	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.	Practicum assignments	The three practicum assignments will involve the use of standard tools: RDA, MARC, LCSH and DDC.
Communicate concepts of information organization with a clarity and style appropriate to diverse information communities	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.	Essays	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

REQUIRED TEXTS:

There is no required text for this class. Readings will be available in the "Course Readings" section on the OWL site.

EVALUATION:

Three practicum assignments worth 15, 20 and 15 percent **September 29, October 27, December 8**	50 %
2 written assignments worth 25 % each **November 10, December 8**	50 %

CLASS POLICIES:

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

The use of any AI-powered language generator such as ChatGPT is forbidden for any and all assignments.

No plagiarism-checking software will be used in this course.

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.
http://academicsupport.uwo.ca/accessible_education/index.html

COURSE TOPICS AND READINGS

Week 1: September 11-15 a. Introduction to the Course b. Introduction to Bibliographic Control c. Introduction to FRBR **Readings:** Cutter, C. A. (1876). *Rules for a Printed Dictionary Catalogue*. U.S. Government Printing Office. See summary at: https://www.librarianshipstudies.com/2020/03/charles-ammi-cutters-objects-catalogue-objectives-library-catalog.html Dobreski, B. (2021). Descriptive Cataloging: The History and Practice of Describing Library Resources. *Cataloging & Classification Quarterly*, *59*(2–3), 225–241. https://doi.org/10.1080/01639374.2020.1864693
Week 2: September 18-22 a. Introduction to RDA b. Application Profile c. The ISBD as Structured Description **Readings:** Green, A. M. (2021). Metadata Application Profiles in U. S. Academic Libraries: A Document Analysis. *Journal of Library Metadata*, *21*(3–4), 105–143. https://doi.org/10.1080/19386389.2022.2030172 RDA Toolkit. (2019). Objectives and principles governing RDA. (From main screen, select "Guidance," then "Introduction to RDA," then "Objectives and principles governing RDA."
Week 3: September 25-29 a. Creating an ISBD Record b. Input Conventions: Capitalization, punctuation **Readings:** RDA Toolkit. (2019). Guidelines on normalized transcription. (From main screen, select "Guidance," then "Transcription Guidelines," then "Guidelines on normalized transcription."

Week 4: October 2-6
a. Bibliographic relationships related to the work
b. Bibliographic relationships related to the expression
c. Syntax of access points
Readings:
Flanders, J. (2020). *A place for everything: The curious history of alphabetical order* (First US edition.). Basic Books. Introduction, pp. xvii-xxviii

Week 5: October 9-13
a. Introduction to Authority Files
b. Personal names
c. Geographic names
Readings:
Boyle, W., Dudley, M., & Hatinguais, C. (2022). Tongue-Tied by Authorities: Library of Congress Vocabularies and the Shakespeare Authorship Question. *Cataloging & Classification Quarterly*, *60*(8), 736–774. https://doi.org/10.1080/01639374.2022.2124473
Nyitray, K. J., & Reijerkerk, D. (2021). Searching for Paumanok: A Study of Library of Congress Authorities and Classifications for Indigenous Long Island, New York. *Cataloging & Classification Quarterly*, *59*(5), 409–441. https://doi.org/10.1080/01639374.2021.1929627

Week 6: October 16-20
a. History of MARC
b. Navigation of MARC 21
c. Creating a MARC Record
Readings:
Joudrey, D. N. (2015). Chapter 21: MARC encoding. *Introduction to cataloging and classification* (Eleventh edition / Daniel N. Joudrey, Arlene G. Taylor, and David P. Miller.). Libraries Unlimited, 795-846. (Read pp. 795-822 only.)

Week 7: October 23-27
a. Records Management
b. Archives: The Record and the FOND
c. Archives: The Finding Aid
Readings:
Millar, L. (2017). Chapter 1: What are archives? *Archives: Principles and practices* (Second edition). Facet, 3-22.

MLIS RESEARCH WEEK: NO CLASSES

Week 8: November 6-10
a. Introduction to Subject Cataloguing
b. Indexing: the Lancaster Model
c. Precoodordinate vs. Postcoordinate Indexing

Readings:

Lancaster, F. W. (1986). *Vocabulary control for information retrieval* (2nd ed.). Information
    Resources Press. Chapters 1, 2. pp. 1-12.

Week 9: November 13-17

a. Introduction to LCSH

b. Subject Headings

c. Cross-References

Readings:

Chan, L. M. (2005). *Library of Congress subject headings: Principles and application* (4th ed.).
    Libraries Unlimited. Chapter 5: Subdivisions

Week 10: November 20-24

a. Introduction to Classification

b. Enumerative vs. Analytico-Synthetic Systems

c. Introduction to DDC

Readings:

Introduction to DDC, available through *WebDewey*

Week 11: November 27-December 1

a. Basic Number-Building

b. Subdivisions

c. Tables of Preference

Readings:

Olson, H. A. (2001). The Power to Name: Representation in Library Catalogs. *Signs: Journal of
    Women in Culture and Society*, *26*(3), 639–668. https://doi.org/10.1086/495624

Week 12: December 4-7

a. Introduction to LCC

b. Finding Numbers

c. Tables of Local Application

Readings:

Joudrey, D. N. (2015). *Introduction to cataloging and classification* (Eleventh edition / Daniel
    N. Joudrey, Arlene G. Taylor, and David P. Miller.). Libraries Unlimited. Chapter 18,
    "Library of Congress Classification," pp. 737-766.

Week 13: December 11-13

a. Classification as a Research Tool in Knowledge Organization

b. Course Conclusion **Readings:** None

Additional Readings

Bardenheier, P., Wilkinson, E. H., & Dale, H. (2015). Ki te Tika te Hanga, Ka Pakari te Kete: With the Right Structure We Weave a Strong Basket. *Cataloging & Classification Quarterly*, *53*(5–6), 496–519. https://doi.org/10.1080/01639374.2015.1008716

Berman, S., & Gross, T. (2017). Expand, Humanize, Simplify: An Interview with Sandy Berman. *Cataloging & Classification Quarterly*, *55*(6), 347–360. https://doi.org/10.1080/01639374.2017.1327468

Bowker, G. C. (1999). *Sorting things out: Classification and its consequences*. MIT Press.

Broughton, V. (2006). The need for a faceted classification as the basis of all methods of information retrieval. *Aslib Proceedings*, *58*(1/2), 49–72. https://doi.org/10.1108/00012530610648671

Buckland, M. K. (1991). *Information and information systems*. Greenwood Press.

Chan, L. M. (2005). *Library of Congress subject headings: Principles and application* (4th ed.). Libraries Unlimited.

Chan, M., Daniels, J., Furger, S., Rasmussen, D., Shoemaker, E., & Snow, K. (2022). The Development and Future of the Cataloguing Code of Ethics. *Cataloging & Classification Quarterly*, *60*(8), 786–806. https://doi.org/10.1080/01639374.2022.2134247

Dobreski, B., Snow, K., & Moulaison-Sandy, H. (2022). On Overlap and Otherness: A Comparison of Three Vocabularies' Approaches to LGBTQ+ Identity. *Cataloging & Classification Quarterly*, *60*(6–7), 490–513. https://doi.org/10.1080/01639374.2022.2090040

Duarte, M. E., & Belarde-Lewis, M. (2015). Imagining: Creating Spaces for Indigenous Ontologies. *Cataloging & Classification Quarterly*, *53*(5–6), 677–702. https://doi.org/10.1080/01639374.2015.1018396

DuBose, J. (2023). Cataloging Virtual Reality Programs: Making the Future Searchable. *Cataloging & Classification Quarterly*, *61*(2), 189–202. https://doi.org/10.1080/01639374.2023.2197899

Farnel, S., Shiri, A., Campbell, S., Cockney, C., Rathi, D., & Stobbs, R. (2017). A Community-Driven Metadata Framework for Describing Cultural Resources: The Digital Library North Project. *Cataloging & Classification Quarterly*, *55*(5), 289–306. https://doi.org/10.1080/01639374.2017.1312723

Functional Requirements for Bibliographic Records (FRBR) – IFLA. (n.d.). Retrieved July 20, 2023, from https://www.ifla.org/references/best-practice-for-national-bibliographic-agencies-in-a-digital-age/resource-description-and-standards/bibliographic-control/functional-

requirements-the-frbr-family-of-models/functional-requirements-for-bibliographic-records-frbr/

Gnoli, C. (2020). *Introduction to knowledge organization*. Facet.

Green, A. M. (2021). Metadata Application Profiles in U. S. Academic Libraries: A Document Analysis. *Journal of Library Metadata*, *21*(3–4), 105–143. https://doi.org/10.1080/19386389.2022.2030172

Green, A. M. (2022). Metadata Application Profiles in U. S. Academic Libraries: A Document Analysis. *Journal of Library Metadata*, *21*(3–4), 105–143. https://doi.org/10.1080/19386389.2022.2030172

Guerrini, M. (2022). Metadata: The Dimension of Cataloging in the Digital Age. *Cataloging & Classification Quarterly*, *60*(5), 411–423. https://doi.org/10.1080/01639374.2022.2095069

Hobart, E. (2020). Recording Creator Characteristics for Native American Authors: An Analysis of Bibliographic Records. *Cataloging & Classification Quarterly*, *58*(1), 59–75. https://doi.org/10.1080/01639374.2019.1704333

Howarth, L. (2022). Introduction to Empowering Representations: Rethinking Surrogates from the Margins. *Cataloging & Classification Quarterly*, *60*(6–7), 461–466. https://doi.org/10.1080/01639374.2022.2133039

Littletree, S., & Metoyer, C. A. (2015). Knowledge Organization from an Indigenous Perspective: The Mashantucket Pequot Thesaurus of American Indian Terminology Project. *Cataloging & Classification Quarterly*, *53*(5–6), 640–657. https://doi.org/10.1080/01639374.2015.1010113

Nicolas, Y. (2005). Folklore Requirements for Bibliographic Records: Oral Traditions and FRBR. *Cataloging & Classification Quarterly*, *39*(3–4), 179–195. https://doi.org/10.1300/J104v39n03_11

Nyitray, K. J., & Reijerkerk, D. (2021). Searching for Paumanok: A Study of Library of Congress Authorities and Classifications for Indigenous Long Island, New York. *Cataloging & Classification Quarterly*, *59*(5), 409–441. https://doi.org/10.1080/01639374.2021.1929627

Oudenaar, H., & Bullard, J. (2023). NOT A BOOK: Goodreads and the Risks of Social Cataloging with Insufficient Direction. *Cataloging & Classification Quarterly*, *61*(2), 203–227. https://doi.org/10.1080/01639374.2023.2207189

Smiraglia, R. P. (2014). *The Elements of Knowledge Organization [electronic resource]* (1st ed. 2014.). Springer International Publishing. https://doi.org/10.1007/978-3-319-09357-4

Snow, K., & Dunbar, A. W. (2022). Advancing the Relationship between Critical Cataloging and Critical Race Theory. *Cataloging & Classification Quarterly*, *60*(6–7), 646–674. https://doi.org/10.1080/01639374.2022.2089936

Svenonius, E. (2000). *The intellectual foundation of information organization.* MIT Press.

Swanson, R. (2015). Adapting the Brian Deer Classification System for Aanischaaukamikw Cree Cultural Institute. *Cataloging & Classification Quarterly*, *53*(5–6), 568–579. https://doi.org/10.1080/01639374.2015.1009669