

**Faculty of Information
University of Toronto**

**INF1321 Representing Accessing and
Documenting the Cultural Record**

Fall 2018

Section 101 in BL 507, Tuesdays from 6:30 – 9:30 **Section 102** in BL 313, Fridays 9:00–12:00

Statement of Acknowledgement of Traditional Land

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and, most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Course Contacts

Course Instructor:	Eva Jansen	TA:	Zack Batist
Contact:	eva.jansen@utoronto.ca	Contact:	z.batist@mail.utoronto.ca
Office hours:	Tuesdays 5-6 pm Fridays 12:30-1:30 pm or by appointment	Office hours:	by appointment

Course Objectives

This course considers information broadly within the context of human activity, across individual and collective experience in institutional settings. The course explores epistemological and ontological approaches to creating, organizing, preserving, and accessing information and knowledge. The course acquaints students with the design and evaluation of tools and techniques used in support of curatorship, stewardship, discovery, and use of cultural artefacts and their records.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify a range of approaches to representation and documentation pertinent to the cultural record
- Examine and critique the goals of respective approaches to representation and documentation;
- Analyze how and evaluate how well different approaches to representation and documentation enable discovery of, access to, and engagement with the cultural record;
- Understand the role of dualities in the history and design of systems (tools, technologies, processes) for representing, documenting, and accessing cultural artefacts and their records;
- Describe culturally-focused criteria underlying operational and ethical requirements for the design of various approaches to representation, documentation, and access;
- Design and/or evaluate a system for representing, documenting, and accessing the cultural record that reflects the environment (context and user group) for which it is created.

Relationship between Course Learning Outcomes and MI Program Outcomes

Identifying, describing, managing, preserving, and making accessible knowledge assets within public and private institutional contexts require a core set of theoretical and applied competencies.

Information professionals, and librarians, in particular, will exercise their understanding of the cultural record in its many forms, and with reference to the context of creation, to apply appropriate strategies, tools, and processes to ensure its discovery and preservation across time.

The theoretical, ethical, critical, strategic, and applied knowledge and skills derived from the course ensure that:

- Students understand and are conversant with fundamental concepts, theories, and practices and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society (PLO 1);
- Students understand the development of theory concerning information, where it is found, and how it is used (PLO 4);
- Students understand the application of new technologies to the preservation and communication of information, and can identify the impact of such developments on society (PLO 5).

Instructional Methods

The course meets once a week for three hours across a 12-week term. Classes will normally consist of a mix of lectures, discussion, and group activities. The Discussion Board in the course portal will also be used for additional exploration of particular topics, questions, and ideas. Course documentation and contact will be made available on the [Quercus](#) content management system provided by the University of Toronto. Course readings are required, when not available for download in Quercus, are accessible in course reserves in the Inforum. Optional course readings will be listed on Quercus and accessible through the Inforum.

Accessibility & Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please approach the instructor and/or the [Accessibility Services Office](#) as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

Academic Conduct and Plagiarism

It is the student's responsibility to become familiar with the following documents: "[The Code of Behaviour on Academic Matters](#)" and the "[Code of Student Conduct](#)." Please consult the [Inforum website](#) for helpful workshops on how to avoid plagiarism; lack of awareness of plagiarism does not excuse the student committing the offence. Turabian (2013) or similar style manuals should be consulted for ensuring correct citation.

Writing Support

As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects." With this in mind, please make use of the writing support provided to graduate students by the SGS Graduate Centre for Academic Communication. The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the [current workshop schedule](#) for more information.

Class Schedule

Session

Required Readings

1. Introduction, overview, requirements Borges pp. 101-105
2. The Cultural Record Foucault pp. xvi-xxvi; 3-18, Gleick pp 3-12; 373-426
3. Information Buckland 1991; Choo Chap 1; Weinberger pp 129-147, 199-230
4. Managing information Svenonius pp. 1-192, IFLA FRBR-LRM
5. Managing knowledge Gartner pp. 1-106
6. Representation Cornelius; Foucault pp. 51-85
7. Approaching representation Duarte & Belarde-Lewis; Duff and Harris; Olson
8. Documentation Buckland 1997; Levy pp 7-38; Rayward
reading week Nov 5-9 no classes
9. Approaching documentation Day Chapters 1,2,3 &7
10. Sorting, Categorizing, Classifying Bowker & Star 1999 pp 1-106; Bowker & Star 2000; Maciel
11. Ethical considerations Beghtol; Frohmann; Mai
12. Course wrap-up and conclusion

Assignments

1. Identifying and contextualizing an example of a cultural record.

Referencing course readings and additional research, students identify an example of a cultural record, describe its characteristics and assess what makes it a record and how and for whom it ought to be handled and preserved. This assignment is completed individually. Assignment 1 is due in Class 4 and is worth 25% of the final grade.

2. Exploring everyday representation.

Students will work in small groups to select a text, an object, an event or other agreed upon thing. They will create a representation of the selected thing. The representation when formed will be presented in class with an explanation of how it stands for the original with reference to theoretical and practical concepts present in course readings and extended readings. The presentation will be followed by a paper written collectively to describe the design and its criteria and reflect on the outcome of the effort.

This assignment is a group project, with a shared presentation, and paper component. Assignment 2 is due in Class 9 and is worth 40% of the final grade.

3. **Interrogating everyday classification**

To name, sort, include or exclude and organize information for preservation and future access are practices deeply embedded in everyday life, personal and professional. Working individually, students will write about the underlying assumptions, commitments, and biases reflected in how we categorize or classify everyday objects. The first part of the assignment, students will describe the physical and intellectual organization of a specific representation (i.e. object, place or event) and analyze that organization in relation to its underlying social and/or epistemological commitments and/or assumptions. In the second part, students will describe alternative commitments and assumptions and advocate for a different organization of the same entity. This assignment is completed individually.

Assignment 3 is due in Class 12 and is worth 35% of the final grade.

Academic Dates

See [calendar](#)

(*final date to add course is Sept 24 and final date to drop is Oct 29)

Policy on Grades

Grades are assigned in accordance with the University Assessment and Grading Policy. The School of Graduate Studies (SGS) defines the grades as follows: A+, A, A- are defined as 'Excellent'; B+, B, B- are defined as 'Good'; and FZ is defined as 'Inadequate.' The numeric ranges corresponding to the letter grades are as follows: A+ (90-100%); A (85-89%); A- (80-84%); B+ (77-79%); B (73-76%); B- (70-72%); and FZ (0- 69%).

Late Assignments

Students who request extensions on assignments from the instructor must provide supporting documentation [e.g. medical certificate]). Unless circumstances are exceptional, requests for extensions must be made no less than 5 calendar days before the assignment is due. Where these conditions are not met, deductions will accrue assigned as follows:

- Late assignment without prior approval of the instructor: minus one grade point for first 1-3 calendar days after the due date; minus one grade point for each 1-3 calendar days thereafter; assignment not accepted after 14 calendar days after the due date and the student will receive a grade of FZ on the assignment.
- Assignments that are submitted after an agreed date of extension: minus one grade point for first 1-3 calendar days after the extension date; minus one grade point for each 1-3 calendar days thereafter; assignment not accepted after 14 calendar days after the agreed date of extension and the student will receive a grade of FZ on the assignment.

Required Readings:

- Beghtol, Clare. 2005. Ethical decision-making for knowledge representation and organization systems for global use. *Journal of the American Society for Information Science* 56(9): 903-912. [[e-article](#)]
- Borges, Jorge Luis. 1973. The analytical language of John Wilkins. In *Other Inquisitions 1937-1952*. Austin, TX: University of Texas Press. [Robarts PN518 .B643 – Course Reserves – [Check Availability](#)]
- Bowker, Geoffrey C., and Star, Susan Leigh. 1999. *Sorting Things Out: Classification and its Consequences*. Cambridge, MA: MIT Press. [[e-book](#); and Inforum BD175 .B68 1999 – Course Reserves – [Check Availability](#)]
- Bowker, Geoffrey C., and Star, Susan Leigh. 2000. Invisible mediators of action: classification and the ubiquity of standards. *Mind, Culture, and Activity* 7(1&2): 147–163. [[e-article](#)]
- Buckland, Michael K. 1991. Information as thing. *Journal of the American Society for Information Science* 42(5): 351-360. [[e-article](#)]
- Buckland, Michael K. 1997. What is a ‘document’? *Journal of the American Society for Information Science* 48(9): 804-809. [[e-article](#)]
- Choo, Chun Wei. 2005. *The Knowing Organization: How Organizations Use Information to Construct Meaning, Create Knowledge, and Make Decisions*. 2nd ed. New York: Oxford University Press. Page 4 of 6 [[e-book](#), and Inforum HD30.3 .C46 2006 – Course Reserves – [Check Availability](#)]
- Cornelius, Ian. 2002. Theorizing information for Information Science. *Annual Review of Science and Technology* 36(1): 392-425. [[e-article](#)]
- Day, Ronald E. 2014. *Indexing It All: The Subject in the Age of Documentation, Information, and Data*. Cambridge, MA: MIT Press. [[e-book](#), and Inforum Z1001 .D39 2014 – Course Reserves – [Check Availability](#)]
- Duarte, Marisa, and Miranda Belard-Lewis. 2015. Imagining: creating spaces for Indigenous ontologies. *Cataloging & Classification Quarterly* 53(5-6): 677-702. [[e-article](#)]
- Duff, Wendy, and Harris, Verne. 2002. Stories and names: Archival description as narrating records and constructing meanings. *Archival Science* 2(3-4): 263-285. [[e-article](#)]
- Foucault, Michel. 2002. *The Order of Things: an Archaeology of the Human Sciences*. London: Routledge. [[e-book](#) (download up to 20%), and Inforum CB78 .F613 1994 – Course Reserves – [Check Availability](#)]
- Frohmann, Bernd. 2008. Subjectivity and information ethics. *Journal of the American Society for Information Science* 59(2): 267-277. [[e-article](#)]

- Gartner, Richard. 2016. *Metadata: Shaping Knowledge from Antiquity to the Semantic Web*. Springer. DOI: 10.1007/978-3-319-40893-4 [[e-book](#)]
- Gleick, J. 2012. *The Information: a History, a Theory, a Flood*. New York: Vintage. (Inforum Z665 .G547 2011 – Course Reserves – [Check Availability](#))
- IFLA. FRBR-Library Reference Model (LRM). 2016. [Draft for world-wide review] https://www.ifla.org/files/assets/cataloguing/frbr-lrm/ifla-lrm-august-2017_rev201712.pdf
- Levy, David M. 2001. *Scrolling Forward: Making Sense of Documents in the Digital Age*. New York: Arcade. [Inforum P214 .L48 2001X – Course Reserves – [Check Availability](#)]
- Maciel, Maria Esther. 2006. The unclassifiable. *Theory, Culture and Society* 23(2-3): 47-50. [[e-article](#)]
- Mai, Jens-Erik. 2010. Classification in a social world: Bias and trust. *Journal of Documentation* 66(5): 627-642. [[e-article](#)]
- Olson, Hope A. 2001. The Power to Name: Representation in Library Catalogs. *Signs* 26(3)(Spring): 639-668. [[e-article](#)]
- Rayward, W. Boyd. 1994. Visions of Xanadu: Paul Otlet (1868-1944) and hypertext. *Journal of the American Society for Information Science* 45(4): 235-250. [[e-article](#)]
- Svenonius, Elaine. 2000. *The Intellectual Foundation of Information Organization*. Cambridge, MA: MIT Press. [Inforum Z666.5 .S94 2000 – Course Reserves – [Check Availability](#)]
- Weinberger, David, 2007. *Everything is Miscellaneous: the Power of the New Digital Disorder*. New York: Times Books. [Inforum HD30.2 .W45 2007 – Course Reserves – [Check Availability](#)]
- Wright, Alex. 2014. *Cataloging the World: Paul Otlet and the Birth of the Information Age*. New York: Oxford University Press. [Inforum Z1004 .O83 W75 2014 – Course Reserves – [Check Availability](#)]