

Instructors: Evelyn Daniel; Angela Murillo
Email: daniel@ils.unc.edu;
amurillo@email.unc.edu
Meeting Time: Wednesday 3:35-6:20pm
Location: Manning Hall Room 304

Office Hours: After class or by appointment
Course Website:
<https://sakai.unc.edu/portal/site/inls758.001>.
FA16

About the Instructors:

Evelyn Daniel is dean and professor emeritus from the School of Information and Library Science (SILS). Her teaching interests center on information policy, management, organization theory and marketing, and instructional design. She is an eager consumer of information and likes books, people, plants and animals (in particular, her dog, Margarita and her dog's cat, Cali). She has a particular interest in how information flows enabled by technology are changing the way people interact with one another and form identities. Evelyn has received two outstanding teaching awards from SILS. Homepage: <http://ils.unc.edu/daniel/homepage.html>

Angela Murillo is a doctoral candidate with the School of Information and Library Science (SILS) and will defend her dissertation during the Fall 2016 semester. Angela's research and teaching interest include scientific data management, information sharing and collaboration, and international and cross-cultural information. Along with finishing her dissertation, Angela works as a Research & Development Information Scientist at Novozymes a biotech company headquartered in Copenhagen, Denmark. Her role with Novozymes intersects her interests and expertise as an earth scientist, information scientist, and researcher. Angela loves books, magazines, music (both listening and playing), hiking, people, and her cat, Colby. Homepage: <https://amurillo.web.unc.edu/>

Official Description and Rationale for Course:

Examines information in society for selected nations/cultures. Compares institutions, processes, and trends in the globalization of information management in the face of barriers of language and culture.

As information professionals you will encounter not only diverse information users and patrons, but also a diverse set and variety of information sources from around the world. Learning to analyze information, sources, and cross cultural perspectives through a critical lens is vital in order to be able to provide the highest quality services. This course will examine information in society for selected nations/cultures. Exercises and class discussion will enable you to compare institutions, processes, and trends in the globalization of information management in the face of barriers of language and culture.

Course Content:

This course is organized into three modules with a written assignment at the conclusion of each module. The modules are:

- Understanding Global Perspectives through Personal Stories
- Culture and Information Management in Organizations and Countries
- Applying Information Management Skills to Intercultural Problem Solving

Learning Objectives:

On completing the course, you will be able to:

1. Explain how language, place and religion influence culture.

2. Show how cultural aspects of race, identity, language and geopolitical issues affect our ability to understand one another.
3. Analyze and evaluate the information management practices of an organization offering global services.
4. Generate a plan for information services for a particular place to solve a current social problem.
5. Create an effective learning community within the class.
6. Appreciate the contributions that a diverse human population can provide.

Readings and required texts:

This course has a heavy reading load and three required textbooks. The books are listed below and also on reserve in the SILS library.

1. *Organizations and Cultures: Software of the Mind*, by Geert Hofstede, Gert Jan Hofstede, and Michael Minkov. \$15.62 from Amazon.
<http://www.amazon.com/Cultures-Organizations-Software-Mind-Third/dp/0071664181>
2. *Human Geography: A Concise Introduction*, by Mark Boyle
Free through UNC library online.
<http://search.lib.unc.edu/search?R=UNCb8398333>
\$38.55 on Amazon
<http://www.amazon.com/Human-Geography-Concise-Introduction-Introductions/dp/1118451503>
3. *Sapiens: A Brief History of Humankind*, by Yuval Noah Harari. \$22.24 on Amazon
<http://www.amazon.com/Sapiens-Humankind-Yuval-Noah-Harari/dp/0062316095?>

You are expected to read the international news as relevant to the class. *The Economist* is a recommended source. Unbound issues are in the Undergraduate Library Reserve Reading Room and full text is also available through UNC Libraries. Other readings will be listed on a weekly agenda provided to you through the course Sakai website with access information.

Assignment Overview

Through your reading, posting, and in-class discussion and exercises, you will be able to demonstrate your attainment of the six objectives. The three written assignments will provide opportunities for you to further display the level of your attainment of objectives 3 and 4. A brief description of each written assignment and its contribution to your overall course grade plus a description of the determination of the participation component appears below:

- **Assignment 1: 15% of Final Grade.** *Understanding Global Perspective through Personal Story.*
In this first assignment you are asked to select a geographic region of the world (The Americas, Asia, China, Middle East and Africa, Europe) such that we have maximum diversity in the class. Each student will then find a memoir or other personal narrative by an individual from a place or a culture within that region (Some suggestions will be provided). You are then asked to read and synthesize the story in a 5-10 minute Power Point or Poster presentation. Please include in your presentation the identification of at least three information problems that the narrator encountered and at least partially solved.

- **Assignment 2: 25 % of Final Grade.** *Culture and Information Management in Organizations and Countries.* You are to select a non-profit global organization that delivers services to a geographic region of the world (from the five areas listed above but different from that chosen for your first assignment and different from other students in the class insofar as possible). You will then study the organization's website and other documents as available to analyze the information management practices used by the organization (information collecting, organizing, repackaging and disseminating, preserving, archiving, reporting, etc.). Organize the results of your findings into a professional written report and shared with other members of the class in an informal exercise comparing and contrasting information management practices functionally across agencies and countries.
- **Assignment 3: 30% of Final Grade.** *Applying Information Management Skills to Intercultural Problem Solving.* You are to select a third geographic region (different from your first two and different as possible from other members of the class). Within that region, choose a particular country or region. Do some background investigation to determine a particular social problem confronting it, for example, an epidemic; an environmental issue; immigration; war; political, linguistic or religious division; water. Optionally, students may choose a trans-border data flow problem, for example; the right to be forgotten; global banking and/or alternative banking systems; privacy and protection of customer data. You are to determine what information resources currently exist that are helping or might help to solve the problem. What barriers prevent solutions? Please conclude your investigation by recommending an ongoing plan to alleviate the problem. Please provide a professionally-written executive summary of the problem, the current situation, and your recommendations.
- **Participation and Preparedness: 30% of Final Grade.**
Your participation grade is based on your preparedness, your engagement with your fellow students in class discussions and exercises, your thoughtful postings on the Sakai discussion forums and your insightful comments and discussions. A participation grade will be provided as feedback to you three times during the course.

Conduct of the Class

An underlying assumption of this class is that students learn best and retain knowledge longer through active participation in the learning process. Therefore, class sessions will consist of a mixture of short lectures, student presentations, discussions of material and assignments, case studies, active learning exercises, and some lively and inspiring guest speakers.

Class policies that you should be aware of:

- We will use a Sakai class management site for course documents and other resources, for discussion forums, and possibly a class blog. Plan to access the course site at least twice a week.
- All deadlines will be posted in advance. If a deadline adjustment is announced during a class session, you are responsible for it. It is useful to have a class buddy who will take notes and handouts for you if you are unavoidably absent.
- You will be asked to post written responses on designated forums within Sakai before most of the class sessions. Please post your comments in timely fashion to allow class colleagues to read and possibly respond to before class.
- An open atmosphere in which members of the course assist one another is encouraged. You may consider doing one of the assignments as a member of a two-person team. If so, both

members of the team will receive the same grade unless there is substantial evidence to the contrary.

- Attendance at every class session is expected. If you have an unavoidable absence, please let one of the instructors know and arrange to learn about what happened in the class (see comment above about a class buddy).
- Assigned chapters of a text and other readings are to be completed prior to scheduled sessions.
- You may use a laptop to take class notes but you will often be asked to put it away to participate more actively in class discussions. Please silence your cell phone during class.

UNC Honor Code

UNC has an Honor Code which is available online at <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>. This approximately 50 page document describes the University community's shared commitment to intellectual honesty and personal integrity. Pay careful attention to section II.B. which defines academic dishonesty. We know that you will demonstrate integrity and professionalism in your participation in this course and in fulfillment of your course assignments. Your instructors, in turn, will prepare for classes with effort and care to make the experience worthwhile for you and pledge to provide feedback on your work promptly.

Grading Policy

Graduate students may receive the following grades:

- H – Clear excellence
- P – Entirely satisfactory (the norm for good quality graduate work)
- L – Low pass
- F – Fail
- IN – Work incomplete

Undergraduate students may receive the following grades:

- A – Mastery of course content at the highest level
- A-, B+, B, B- - Totally acceptable performance with adequate level of attainment
- C+, C, C-, D+, D – Marginal performance demonstrating minimal passing level
- F – Fail. Unacceptable performance

Schedule of Weekly Activities

This is available as a separate document.