

Welcome to the INLS 758 course
International and Cross-Cultural Perspectives for Information Management

University of North Carolina
at Chapel Hill
School of Information and
Library Science, Manning Hall

Fall 2020
INLS 758 – 3 credits
Instruction mode:
remote, asynchronous



Creation of World (1973), Marc Chagall (France)

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COURSE SYLLABUS

The UNC Syllabus Guidelines underscore the importance of delineating and mapping all courses according to a set of criteria; this includes readings, assignments, policies, etc. The INLS 758 syllabus is aligned with the UNC guidelines requirements. The syllabus outlines the pathway to foster a meaningful academic experience for all individuals.

Catalogue description: 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.

Course overview: INLS 758 examines information in society through the lenses of four interconnected themes. The first theme explores multimodal discourse on “The Other/Otherness”; this overarching concept encircles a myriad of approaches from an interdisciplinary standpoint in cultural studies and visual culture. The second theme examines the interplay of language and nationhood, language and culture, language and identity, language and gender, and endangered languages and world preservation initiatives. The third theme introduces the seemingly binary juxtaposition of Eastern and Western belief systems that have demarcated world history, geographical, warfare, and sociocultural boundaries. The fourth theme aims to contextualize the symbiotic relationship between space and place from a multidisciplinary approach, including the space and place of today’s libraries. The course resources fuse the themes within other subjacent subtopics on comparative perspectives of culture, intercultural communication, intercultural competence, and intercultural information. The four themes epitomize well-defined fields of study; for this reason, the emphasis on selected topics are envisioned as a means to underpin relevant frameworks essential in library studies.

Prerequisites: Graduate program enrollment.

Learning objectives:

- › Explain the extent to which cultural differences can potentially influence librarians’ notions of “The Other/Otherness.”
- › Formulate conceptions and misconceptions about language speakers that explicitly or implicitly perpetuate gender and ethnic stereotypes and cultural inequality.
- › Analyze the symbiotic relationships of space and place and their correlation with communities, multicultural groups, and intercultural relations.
- › Explore how visual information draws attention to a repertoire of images, symbols, and diagrams that accentuate the sociocultural schism at the epicenter of societies.
- › Acquire a better understanding of the intricate correlation between images and implicit and explicit texts that convey an array of sensory messages for spectators.
- › Synthesize intercultural perspectives and demonstrate their applicability in professional settings, such as libraries or professional organizations.

Teaching philosophy: Feminist pedagogy, intersectionality, and human rights in librarianship are the conceptual frameworks that funnel the pedagogical premises for the course. The fusion of these approaches is rooted in instructional methodologies that the instructor proposes and endorses in today's higher education.

Syllabus: Sakai provides guidelines for each assessment and additional resources that will be essential to completing the course requirements. Access the course by using student's ONYEN and password.

This upcoming 2020 fall semester compels us to reflect on our academic and professional experiences in view of the tangible public health crisis. Consequently, I would like to convey the following core areas of the syllabus to draw attention to certain subject matters that can influence learning outcomes throughout the semester.

Course materials: All materials for the course are available on the online course platform (Sakai). The instructor has selected articles, videos, and resources that are on the public domain; for this reason, it was not possible to include a series of articles because they require membership to a particular journal. Some class themes have been studied for decades, thus, one can find numerous articles that are well-researched; however, there are other topics that do not have a comprehensive list of references available.

Assessment –

Pedagogical criteria for the course assessment:

- Pursuing educational standards that bolster a learner-centered approach in higher education;
- Evaluating venues to applying course content into prospective professional endeavors;
- Fostering interdisciplinary learning that leads to adequate competence as a channel to further develop skills and abilities relevant in library settings; and
- Engaging learners in a continuous process of self-assessment on an array of topics that are ingrained in today's transformative higher education ethos.



Three Gold Circles with Blue Full Circle
(1922), Erich Buchholz (Germany)

Course assessment: In INLS 758 there will not be any exam. Each selected project epitomizes the learning goals and outcomes that will be instrumental to achieve a full understanding of the course description and objectives. From examining major concepts and notions through visual culture, to strengthening other pathways in librarianship, to designing original projects, to considering interdisciplinary approaches in library science, INL 758 synthesizes an adequate theoretical and pragmatic framework.

Student performance in the course will be evaluated as follows:

Percentage	Description	Date
10%	Formative assessment: Film critique Theme I	Tuesday, September 1, 2020
25%	Formative/Summative assessments: Rationale, questions, interview, and critical reflection Theme II	Thursday, October 1, 2020
10%	Formative assessment: Infographic Theme III	Thursday, October 22, 2020
25%	Summative assessment: Preliminary outline and final project Theme IV and/or Themes I - IV	Final exams week Date: TBA
30%	Formative/Summative assessments: Class participation (Reflective journals and reading critiques) Themes I - IV	August 10 – November 17

Assessment: Course work submissions should be entirely aligned to the content of INLS 758. Applying the adequate nomenclature and analyzing and examining original channels within the four themes of the course represent an enriching experience for every person and will ensure completion of the class learning objectives.

Every student should communicate with the instructor about any potential situation affecting a timely task submission as soon as possible. Early notification of late work allows the instructor to adjust the evaluation time frame accordingly.

Late submission: As a standard approach based on fairness for all class participants, no late work will be accepted for a grade unless extenuating circumstances can be legitimized according to university policies. It is highly suggested to avoid sending late work unless it has been previously approved by the instructor. Thank you in advance for cooperation on this.

Grading scale:

H	95 – 100	High pass – Clear excellence
P	85 – 90	Entirely satisfactory graduate work
L	70 – 79	Low pass – Inadequate graduate work
F	Below 69	Fail

Students' self-evaluation: Students will conduct a self-assessment of their classwork during the academic semester. This evaluation will highlight class components and other relevant aspects that constitute the core of the learning/teaching experience. Students' overviews are essential to contextualize the final grade.

INLS 758 - ASSESSMENT



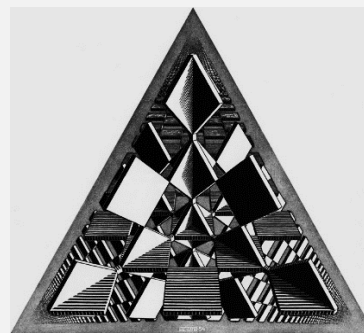
*Design for the Film Spellbound (2) (1945),
Salvador Dalí (Spain)*

Film critique: "The Other/Otherness" in Film

Objective: Application, reflection, and exploration of representations of "The Other/Otherness". The critique should interlace the framework presented in the first theme of the course. It should be noted that this analysis is circumscribed to the specific concept of "The Other/Otherness"; this is not a critique based on theoretical analysis of film. Nevertheless, those who are particularly interested in interlacing a cinematic approach or who are proficient in the field of film studies are encouraged to apply appropriate film terminology.

Interview project topic: Intersections of Languages, Cultures, and Information in Society

The interview is considered the midpoint assessment of the semester. The project is divided into a series of steps specified in the calendar. The aim of these steps is to identify resources in a timely manner and address relevant questions that may shape the outcomes of the interview project. The major sections of the interview project are the following: questions, interview, summary, and critical reflection.



*Three Intersecting Planes (1954)
M.C. Escher (Holland)*

Infographics, information + graphic, displays visuals, charts, and text through a medium that facilitates information in order to engage an audience about a challenging public matter, to bolster a cultural awareness initiative, and/or to introduce an outreach program.



The Blue Window (1911)
Henri Matisse (France)

Infographic: Reconciling International Voices and Cultures in Librarianship

The third theme on the “Multiple voices of the East-West | West-East” compels us to reflect on the notions of boundaries, binarism, and cultural stereotypes, among other topics in library settings. For example, what are the mechanisms to reconcile the plethora of cultural voices represented in communities through the library’s mission? How can one convey a persuasive story to transmit the significance of cultural awareness in librarianship? Reconciling international voices and cultures in librarianship is the primordial theme of the Infographic. One of the pedagogical learning outcomes of this task is the integration of the conceptual knowledge acquired through presentations, readings, and videos when designing the content and format of the infographic.



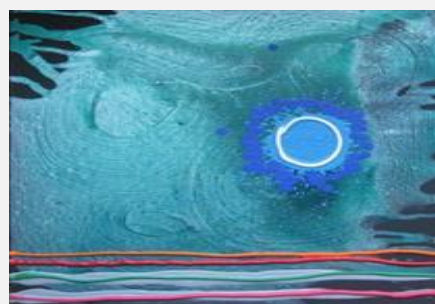
Paris Vol. 2 (1995),
Martha Boto (Argentina)

Final project: International and Cross-Cultural Perspectives for Information Management

This project assessment substitutes the final exam. The design of the project is aligned to the four themes of the course; nevertheless, every person can choose the alternative that represents the academic or professional interests within the solely scope of the course description, content, and learning objectives. Students can choose one of the following alternatives: Book review, Conference paper, and Creative project.

Class participation:

Reflective journals and critiques (articles and films) are the two components of class participation that are ongoing throughout the semester. For this reason, the submission dates for these tasks have been adjusted according to other class assessments.



Blue Moon (2006), John Hoyland (United Kingdom)

Reflective journals: The weekly reflective journals are part of class participation criteria. All journals are based on short readings, videos, podcasts, magazine articles, or the INLS 758 BlogSpot; these resources are interwoven to the four class themes.

Readings: Readings were carefully selected according to each of the four themes. It should be noted that the publication year was a central factor in the preselection process; however, since readings must be open access, some readings were not included in the final selection.

Technical support: Remote courses can create some technological challenges. Plan your work submission in a timely manner. We all have dealt with technical issues and can understand that circumstances beyond our control can influence our academic work; however, technical issues should not impede appropriate class submission tasks in a timely manner. Please refer to the link below to contact computer personnel when encountering technical difficulties: <https://its.unc.edu/>.

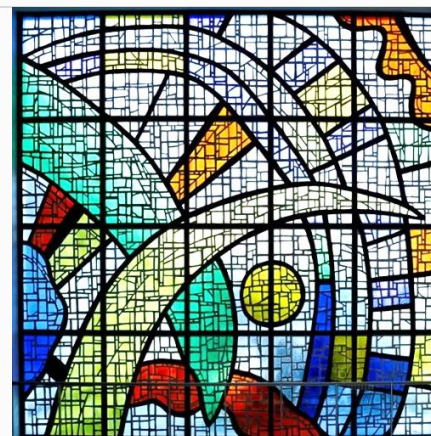
University of North Carolina: Statements

Honor Code – UNC Statement

“You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the University’s Honor Code.”

Accessibility Resource & Service – UNC Statement

“The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.” <https://ars.unc.edu/>



Stained Glass Windows for the University of Caracas, Fernand Leger (France)



Painting (1933), Joan Miró (Spain)

UNC-Chapel Hill - COVID-19 Resources

<https://diversity.unc.edu/covid-19-resources/>

UNC-Chapel Hill – Health Sciences Library

<https://guides.lib.unc.edu/COVID19>

Diversity:

The instructor values the perspectives of individuals from all backgrounds reflecting the diversity of our students. The instructors broadly defines diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, culture, and physical and learning ability. I strive to make this classroom an inclusive space for all members.

Learning community:

- › Respects an array of interests, abilities, and ideas in order to attain community goals.
- › Promotes an inclusive setting to ensure a sense of being and belonging for all participants.
- › Envisions the classroom as a mirror that replicates future roles in society and in today's global world.

Instructor's electronic communication:

The instructor will respond to email communication within 24 hours, Monday through Friday.

Zoom meetings: Zoom meetings will take place by appointment. The instructor can meet with anyone who needs to set up an appointment to address class matters. If a student needs to schedule an appointment and needs to cancel a previously scheduled appointment, the student should inform the instructor as soon as possible.

Office hours: Face-to-face and virtual hours – TBA.

SAKAI—Weekly schedule:

The weekly sections specify the readings with their links, websites, videos, podcasts, and presentations. The weekly schedule highlights dates, selection of resources, and general instructions.

INLS 758:

The calendar is a vital document used to gain a succinct understanding of class procedures and objectives. Students should be encouraged to email the instructor to further clarify any questions/concerns.

Instructor's PowerPoint presentations:

The presentations are introduced at the beginning of each of the four themes. It should be noted that the majority of the presentations are based on the books assigned for INLS 758 in past years. The presentations aim to underpin information, concepts, quotations, and videos that are interwoven to key concepts of the four themes; for this reason, the presentations will be used for more than one class session/week. It is recommended to read these presentations, to watch the videos, and to reflect on the array of concepts for each theme. The presentations can be used as a point of reference for the class participation tasks (reading critique and reflective journals), assignments, and as general reference documents throughout the semester.



By the Stream, Autumn (1885)
Paul Gauguin (France)

In addition to the instructor's presentations, there are numerous resources that expand our perspectives of each class theme. These resources will deepen our knowledge of the course's overarching theme.

INLS 758 BlogSpot: Dr. Ronald Bergquist provided a link to BlogSpot. One can find a myriad of resources that will be interlaced to the course as part of the reflective journal. In addition, one can use BlogSpot to explore topics of interest for the major class assessments. BlogSpot has fascinating links about all class topics.

Academic assistance: The instructor will assist all students in succeeding in class. It is highly recommended that students communicate any concerns with the instructor. Transparent and respectful communication is essential to class success for all.

INLS 758 – GENERAL CALENDAR

Fall 2020 Week	SAKAI – FOLDER: RESOURCES Presentations, readings, videos, podcasts, and the INLS 758 BlogSpot	Weekly objectives Instructions Course submissions
Week 1 - August 10 – 14	Introduction - Syllabus: INLS 758 Theme I: How Do We Understand the Other? PowerPoint Presentation: The Other/Otherness Film ~ Other/Otherness	Readings Reflective journal Film
Week 2 - August 17 – 21	Theme I: How Do We Understand the Other? PowerPoint Presentation: The Other/Otherness PowerPoint Presentation: HAAS Institute (Part I)	Reading critique Film critique (pre-activity for paper)
Week 3 - August 24 – 28	Theme I: How Do We Understand the Other? PowerPoint Presentation: HAAS Institute (Part II)	Readings Reflective journal Paper - Phase I
Week 4 - August 31 – September 4	Theme II: Is Culture Dependent on Our Tongues? PowerPoint Presentation: <i>Empires of the Word, A Language History of the World</i> , Nicholas Ostler Websites: Minority languages	Reflective journal Paper - Phase II
Week 5 - September 7 – 11	Theme II: Is Culture Dependent on Our Tongues? PowerPoint Presentation: <i>Empires of the Word, A Language History of the World</i> , Nicholas Ostler	Reflective journal Reading critique
Week 6 - September 14 – 18	Theme II: Is Culture Dependent on Our Tongues? PowerPoint Presentation: Languages of the World	Reflective journal Interview project - Phase I Reading critique
Week 7 - September 21 – 25	Theme II: Is Culture Dependent on Our Tongues? PowerPoint Presentation: <i>Languages – Organizations and Foundations</i> PowerPoint Presentation: Language and gender	Reflective journal Interview project - Phase II Reading critique
Week 8 - September 28 – October 2	Theme III: Do We Operate from the Same Terms of Reference? PowerPoint Presentation: <i>Multiple Voices: East and West West and East</i> Website: East-West	Reflective journal Interview project - Phase III
Week 9 - October 5 – 9	Theme III: Do We Operate from the Same Terms of Reference? PowerPoint Presentation: <i>Multiple Voices: East and West West and East</i>	Reflective journal Reading critique

Week 10 - October 12 – 16	Theme III: Do We Operate from the Same Terms of Reference? PowerPoint Presentation: <i>The Geography of Thought: How Asians and Westerners Think Differently...and Why</i> , Richard E. Nisbett	Reflective journal Infographic - Phase I Reading critique
Week 11 - October 19 – 23	Theme III: Do We Operate from the Same Terms of Reference? Theme III: Infographics Video and website: <i>Visual culture, East and West</i>	Reflective journal Infographic - Phase II
Week 12 - October 26 – 30	Theme IV: How Do We Relate to Place and Space? PowerPoint Presentation: <i>Space and Place</i>	Reading critique
Week 13 - November 2 – 6	Theme IV: How Do We Relate to Place and Space? PowerPoint Presentation: <i>Space and Place</i> PowerPoint Presentation: International libraries	Reading critique Final project - Phase I
Week 14 - November 9 – 13	Theme IV: How Do We Relate to Place and Space? Topic: Space and Place Videos	Reading critique Reflective journal Final project - Individual work
November 16 – 17 November 17, Classes end	PowerPoint Presentation: <i>The Other, Languages, East and West, and Space and Time</i> Concluding remarks -	Reflective journal Final project - Individual work
November 18 – 24 Exam days		Submission: Final project Date: TBA