

Welcome to INLS 777 – Perspectives

Instructor: Megan Winget || *Meeting:* Thursdays 5:45-8:30 pm || *Location:* Zoom

Contact Information

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Student hours: Mondays, 3-4 p.m. in my office, or by appointment via Zoom

Introduction

In this required course, we will be thinking about the question: “What the \$%@?#*? is information science, and what does it mean for me and my professional development?”

To engage with these questions, we will read and think about the ways that different people in different substrates of our field have thought about information, technology, and people. We’ll read current and historical scholarship, we’ll be asked to make connections between scholarship and contemporary practice, and we’ll engage in activities to help personalize all this information. My fondest wish is that this class will help you clarify your professional goals.

Learning objectives

By the end of this course, you will be able to

- Appreciate the diverse range of disciplines, professions, and other orientations by which people have attempted to make sense of information, technology, and people.
- Contextualize, critique, and compare disciplinary, professional, cultural, and other perspectives with which one might identify and interpret relations between information, technology, and people.
- Trace different ways of understanding current information problems through the lens of different perspectives.
- Examine how your own interests and goals intersect, align, and conflict with different disciplinary, professional, cultural, and other perspectives.
- Articulate your own emerging professional identity.

Flexibility in uncertain times

The continuing COVID-19 pandemic has affected everyone. We are all operating under a multitude of stressors. I have attempted to adjust the course in a way that I think will be manageable. But if we need to change things around as the semester proceeds, we can. If, at any time during the semester, your personal circumstances require accommodation, do not hesitate to ask for whatever you need.

Course Structure

The course is roughly organized into three parts. The first and third parts are more conceptually oriented, and the second part is more technically oriented.

- **Part 1** looks at core ideas of meaning, representation, and categorization.
- **Part 2** looks at mechanisms for modeling information computationally, to automate our interactions with information. (Our emphasis here is on understanding these mechanisms at a fundamental level, and not on implementing them.)
- **Part 3** looks at the effects of such computational models, and their associated emphasis on ranking and rating, in contemporary life.

Our time in class together will be oriented around discussion and participatory activities. There will be very little, if any, lectures during class time. Generally, the first half of class will focus on the week's assigned readings, while the second half of class will be oriented around practical dilemmas and debates—what-if scenarios, analysis of current events, and ongoing professional challenges related to the week's theme.

To ensure that our sessions run smoothly, I will include preparatory materials for each set of readings. For example, if we have a game, I'll let you know what needs to be completed before our class session. Discussion questions will be available the day before class, so that you'll have some time to prepare. There shouldn't be any surprises.

Some of our work in class will take place in groups: discussion groups and project groups. In our first session, we'll talk about how you'd like these groups to work. Some options include:

1. One consistent group for everything: all discussions, games, project work.
2. Two consistent groups: one group for discussions and games; another group for project work

The Semester Calendar (below) provides an overview of each week.

Technology

We will use the Canvas learning management system, rather than Sakai.

Everything in this syllabus will appear in its own module in Canvas. Likewise, each week's readings, lectures, and other materials will be available via Canvas modules.

Detailed instructions, requirements, and success criteria for all project work will appear in the Assignments area of Canvas, and this is where you will submit assignments as well.

Requirements, grading, and assessment

In collaboration with the other faculty teaching this course, we have decided that students will receive either a P (Pass) or F (Fail) grade (There will be no H or L grades). We do this to alleviate stress and allow for a more equitable grading system across sections.

To pass the course, students must:

- Satisfy participation & mutual aid requirements (described below).

- Complete a 4-part group project to investigate your sub-field and present your findings in the final five weeks of class.

Assigned work will receive verbal feedback aligned with each project's documented success criteria. There will be no scores or grades.

Should any assignment that you submit fail to fulfill the success criteria to a minimum standard, you will be invited to resubmit the assignment. (Complete instructions for all assigned work will be provided in Canvas. An overview of the semester project is also available in this syllabus.)

Late work

Because assignments are not given scores or grades, there are no penalties for late work. HOWEVER, Late work causes problems, both in this class and in professional environments. When you turn something in late, you affect other people whose work is dependent on your own. In this class, late work makes it more difficult for me to organize my time effectively. It also makes the course more difficult for you because we will move on to the next project immediately. So, even though there is no penalty for late work, I want you to do your best to turn in projects on time.

That said, I accept late work, because it is more important to complete a project to your best ability than it is to rush to meet a deadline, and we all occasionally encounter scheduling difficulties. However, I would like as much advance notice as possible of your intent to turn in a project late. ***There is no need to be anxious about this; just send me an e-mail that proposes a reasonable due date for you.***

One final note: late work will receive fewer comments than work submitted on time. Excessively late work may receive no comments at all.

Asking for help

It is sometimes difficult for me to know when you are confused, and our field can sometimes be very confusing. Unfortunately, this means that you will often need to ask for help when you don't understand something about course content, expectations, or logistics. Please know that it is not a sign of weakness or stupidity to be confused. Rather, questions indicate an engaged mind. All questions are welcome.

There will also be time during class sessions to ask questions, both of me and of your classmates. We will experiment with different modalities for this, such as anonymous polls.

Contacting me

For specific, concrete questions, e-mail is the most reliable means of contact for me. During the week (Monday 9 a.m. – Friday 5 p.m.) You should receive a response within 24 hours. Weekends or holidays might take 2 or 3 days. If you send a message on Friday and do not receive a response by Monday at noon, please follow up. Please keep this in mind when you are scheduling your own activities.

It is always helpful if your e-mail includes a targeted subject line that begins with "INLS 777."

For more complicated questions, conversation, or assignment feedback, make a Zoom appointment via my calendly link (<https://calendly.com/megan-winget/15min>). I love talking with students, and no meeting is a waste of time. Please feel free to make appointments with me in this way.

You are welcome to call me by my first name (“Megan”). However, you may also use “Dr. Winget” or “Professor Winget” if that is more comfortable. Either is fine. “Ma’am,” “Miss,” and “Mrs.” and the unnamed “Professor” are not appropriate.

Assignments

“Best-By” Dates

- Project 1: Dream Job (Individual) Friday September 23, 11:55pm
- Function-Group Formation Friday September 30, 11:55pm
- Project 2: Abstracting the Dream Job Friday October 21, 11:55pm
- Project 3: Annotated Bibliography Friday November 11, 2pm
- Project 4: Mini-Conference What is our field? Last day of class (in-class)
- Mutual Aid Points Wednesday December 6, 11:55pm

Project 1: Deconstructing your dream job

If you could have any job in the universe when you graduate from SILS, what would it be?

In this project, you will:

- Describe your dream job—its title, responsibilities, required skills, work environment, potential career path, and so on.
- Reflect on the aspects of your dream job that are most important for you.
- Associate your dream job with one or more professional communities (perhaps with people who perform similar functions, or perhaps with people who work in similar environments, or perhaps with people who share certain professional values or are pursuing certain social or political goals).
- Reduce your dream job to its core characteristics by, for instance, eliminating references to current technologies (which will change), to specific institutional norms, to particular audiences or clients, or other potentially dynamic elements.
- Imagine your dream job in 2047. What about your dream job might have changed in 25 years? What might you need to do to navigate those changes?
- Identify several “alternate universe” dream jobs that share core characteristics with your dream job but differ in other ways (e.g., they make use of different technologies, occur in different work environments, serve a different audience, are oriented towards different social goals).

This project will require you to do some research outside of the assigned readings, such as:

- Investigating and interrogating position announcements—current ones and older ones!
- Identifying relevant professional associations and inspecting any educational or career resources that they might provide.
- Talking with people who have similar jobs.

We will have a class discussion area in Canvas to share ideas and resources.

This will be individual work.

*NOTE: Everything following the dream job assignment has high chaos energy.
This is the first time anybody has taken or taught this course. Patience will be its own reward.*

Project 2: Abstracting the Dream Job

After students have turned in the dream job paper, I will create a form so that each student can identify the primary job function their dream job performs. Using this information, I will identify likely groups of people who are interested in the same primary job function, but perhaps not the same job title. For example, a reference librarian and a UX designer might both think of their jobs as “providing access” although they may or may not think of themselves as doing the same sort of job. These people would be in a group together. I will attempt to group people who do not have the same jobs. I won’t make groups of all archivists, for example, or all public librarians, but will group people by function.

In our field these job functions, generally, are:

- Collect
- Describe & Organize
- Manage & Preserve
- Contextualize
- Provide Access

In this project, students will:

- Read though and discuss each other’s dream job findings.
- Develop a taxonomy of group members’ dream jobs with “function” being the primary property of organization.
- To create this taxonomy, groups will need to be able to think abstractly about typical job activities and functions:
 - Identify similarities between dissimilar jobs. What are the activities each position performs, what are the functions of those activities, and how are those activities and functions **similar** across all of the positions identified by people in the group?
 - Identify dissimilarities: yes, UX designer and reference librarian share some job functions. How do these positions differ?
 - I’ll create each group around a primary job function. In what ways do the positions you’ve identified conduct the other job functions? *For example, if you’re in the “provide access” group, in what ways do the various dream jobs in your group perform the collect / organize and describe / manage & preserve / contextualize functions?*

Project 3: Annotated Bibliography

I’d like each group to find scholarly and current event readings that relate to their job functions. I would like each member of the group to identify at least 2 scholarly articles and 2 popular culture (current event) articles related to your job functions and or individual job activities.

In this project, students will

- Create an annotated bibliography, 4-6 citations per student in the research group, with a total of no more than 40 citations. The bibliography can be organized by job title, or by student, or by themes within the group.
- Each citation will include
 - Bibliographical citation (APA format)

- The names, titles, and place of employment for each author of the work.
- What type of article is it:
 - Scholarly journal article (what journal)
 - Scholarly conference article (what conference)
 - Blog post (provide a description of the blog.)
 - Presentation (where was it presented, what date)
 - Newspaper article
 - Magazine article
- How many people have cited this resource
- 1-3 paragraph description of the article
 - What is the author arguing for?
 - What methodology are they using?
 - What are the argument's strong points?
 - What are the argument's weak points?
 - What is interesting / valuable for you in this article?
- Don't know what an annotated bibliography is?
 - <https://guides.library.cornell.edu/annotatedbibliography>

Project 4: Mini In-Class Conference: Developing and defending a distinctive identity for “our field” and “our school”

Sometimes you might hear people at SILS or elsewhere talking about “our field.” But “our field” has never had a cohesive or well-encapsulated identity, or even an agreed-upon name. And the situation has only become more confusing over time: where, in another era, the only academic department concerned with “information, technology, and people” might have been called the “School of Library and Information Science” or the “School of Information Management and Systems” or the “iSchool,” today many departments take such an interest.

What is “our field” then? Is there, in short, any “there” there? And, given your perspective on that dilemma, what then should be the focus of “our school,” and how should we position ourselves to the world at large?

This final project is going to be developed by the class. We'll have discussions about how we'd like to be assessed in this final project. Perhaps we have mini-debates between groups? Perhaps a tiny conference with different groups presenting different ideas? Who knows? We will develop this final assessment collaboratively.

Participation & Mutual Aid

i.e., Be excellent to each other

Our time together will be oriented around discussion. Generally, the first half of class will focus on the week's assigned readings, while the second half of class will be oriented around practical dilemmas and debates. I expect everyone to participate in these discussions to the extent possible, and participation in these discussions must be respectful, well-reasoned, and should demonstrate knowledge of the topic (and/or the readings).

This kind of participation is integral to the success of this class **and** will not be formally assessed. My expectation is that because we all want to have a successful, interesting, engaging class – each of us will do our best to participate in the discussion.

Some guidelines for successful discussions (thanks Melanie Feinberg!):

- Complete all readings before class and be ready to discuss them.
- Adopt the Step Up/Step Back principle: consider who has been speaking and how often, and “step back” if you’ve been talking more than your share, or “step up” if you haven’t been contributing.
- Contribute actively to discussions:
 - Initiate conversations by asking questions of others.
 - Volunteer your thoughts, feelings, impressions, and examples.
 - Where appropriate, support your opinions and claims with evidence.
 - Speak up when you are confused or uncertain. (For instance, it’s absolutely fantastic to begin a conversation by saying “I’m not sure about the difference between ethics and values, can someone help me out?”)
 - Retain focus on matters germane to the course.
 - Maintain confidence that your contributions are valuable, no matter your background or level of previous knowledge or expertise.
- Listen carefully and respond thoughtfully.
 - Maintain respect and compassion for your classmates.
 - Demonstrate that you value others’ contributions. (For instance, use verbal and nonverbal cues to show that you’re paying attention to your classmates. When someone makes a good point, say so.)
 - If someone else’s perspective is different from yours, attempt to understand it rather than dismiss it. (For instance, ask questions or request explanations.)
 - Disagree constructively. (For instance, volunteer a counter-example to consider or refer everyone to the text of a reading.)

Again, I’m just going to assume that everyone will participate in the discussions to the extent possible. I don’t have a list with checkmarks to see who is talking and who isn’t.

To assess participation more formally, I’ve tried to re-think why I think it’s important to participate in a class, and therefore what it means to develop community. Towards that end, I’m trying out the idea of measuring what I’m calling “Mutual Aid.”

At the end of the semester, students will be asked to give themselves points based on the ways they take care of each other in class.

Some examples of how to get mutual aid points:

- **Scribes:** Every class, we have two notetakers who will come together and post their notes online. This will include keeping track of discussion, finding any links mentioned in discussion, and providing an overview of upcoming due dates. Sign up at this [link \(Links to an external site.\)](#)
- **Timekeeper:** I will post the "Script" for a class session up with the timing of each step at the beginning of class, and this person will help me stay on-time. I’ll ask at the beginning of class who wants to be the timekeeper. First to answer gets the job that week.
- **Class Contract:** Participate in making a class contract for shared expectations for how we all want to be treated (this is facilitated in the first two classes)
- **Work with me:** This involves doing the reading, thinking about it, and meeting with me before class (15-30 minutes) to have a brief discussion about what the class discussion questions might

be. If class is on Tuesdays, best meeting day is Monday, but I'm flexible. Two people per class session. Sign up [here \(Links to an external site.\)](#)

- **Email an author** of a text and share how it changed your thinking. Please copy me on the message.
- **Suggest readings.** If you know of an interesting reading please let me know and I'll look it over and add it to the syllabus!
- **Write a letter to future students:** on the last day, write a letter to next semester's students with tips and tricks for navigating the course (& my teaching/grading style) you wish they knew at the start.
- **Any form of mutual aid.** proof reading, showing the library, etc.
- **Annotator:** Many people read texts better when they are marked up with highlights, definitions, notes, etc. Submit a PDF that is annotated for other readers and future classes & peers. Instructions here: [https://slideplayer.com/slide/10656558/ \(Links to an external site.\)](https://slideplayer.com/slide/10656558/)
- **Breakout room reporter:** volunteer to take notes in the breakout rooms / small-group discussions and then report back for the group when we return to the main room.
- **Perfect Attendance!** If you make it to every class, you can claim a mutual aid point for your hard work!
- **Unanticipated awesome person:** Do something that helps your peers that this list did not anticipate. I am sure that we will have more items for the list every semester!

Students will keep track of their mutual aid points throughout the semester and provide a review at the end of class. I will not be keeping track of these mutual aid points! **Minimum level of expectation will be 6 points.**

(These ideas for grading mutual aid come from Dr. Max Liboiron on twitter; <https://twitter.com/MaxLiboiron>)

Schedule

- *Week 1: Introduction to the Course*

Unit 1: Meaning, Representation & Classification

- **Week 2: Information as fact vs. information as context**
 - Luciano Floridi. 2010. Information: a very short introduction. London: Oxford University Press. (Chapters 2-4, p. 19-59.) (Floridi 2010)
 - Phil Agre. 1995. Intuitional circuitry: thinking about the forms and uses of information. Information Technology and Libraries 14(4): 225-230. (Agre 1995)
- **Week 3: Information as Uncertainty**
 - James Gleick. 2011. The Information. New York: Pantheon Books. (Chapter 7, p. 204–232.) (Gleick 2011)
- **Week 4: No Class “Wellness Day”**
- **Week 5: Information as Sign**
 - John Fiske. 1990. Introduction to Communication Studies, 2nd ed. London and New York: Routledge. (Excerpts: pages 6–12, 39–46, 56–58, 64–65.) (Fiske 1990)
 - Scott McCloud. 1994. Understanding Comics. 1st Harper Perennial ed. New York: Harper-Perennial. (Chapter 2, p. 24–59.) (McCloud 1994)
 - Amanda Hess and Quatrung Bui. 2017. What love and sadness look like in 5 countries, according to their top GIFs. New York Times December 29, 2017. Available at: <https://nyti.ms/2EdPHSb> (I feel like if you access this article on campus, you should be able to read without it affecting your free articles.)
- **Week 6: Distinguishing between things**

- Patrick Wilson. 1968. Two kinds of power: an essay on bibliographical control. Berkeley, CA: University of California Press. Chapter 1 (p. 6-19). (Wilson, 1968 (ch 1))
- Kent, W. (1978). *Data and Reality: Basic assumptions in data processing reconsidered*. North Holland Publishing Company.
- Lemieux, V. L. (2019). Blockchain and Public Record Keeping: Of Temples, Prisons, and the (Re)Configuration of Power. *Frontiers in Blockchain, 2*.
<https://www.frontiersin.org/articles/10.3389/fbloc.2019.00005>
- Eviatar Zerubavel. 1991. The fine line: making distinctions in everyday life. Chicago: University of Chicago Press. Chapters 1-2, 1-32. (Zerubavel-1991)

Unit 2: Modeling

- **Week 7: Organizing Things**
 - Lorraine Daston. 2015. Cloud physiognomy: describing the indescribable. *Representations* 135, Summer 2015, 45-71. (Daston 2015)
 - John Dupre. 2006. Scientific classification. *Theory, Culture, and Society* 23(2-3): 30-32. (Dupre 2006)
 - Eric Hunter. 2009. Classification Made Simple: An Introduction to Knowledge Organisation and Information Retrieval. (Selections).
 - **Dream Job Paper Due on Friday**
- **Week 8: Computation & Boolean Algebra** (it is midterm)
 - W. Hillis. 1998. *The Pattern on the Stone*. New York: Basic Books. (Chapter 1, p. 1–38.) (Hillis 1998)
 - Edmund C. Berkeley. 1937. Boolean algebra (the technique for manipulating AND, OR, NOT and conditions). *The Record* 26 part II (54): 373–414. (Berkeley 1937)
 - Peter Pin-Shan Chen. 1976. The entity-relationship model—toward a unified view of data. *ACM Transactions on Database Systems* 1(1): (9–36. (Chen 1976)
- **Week 9: Modeling**
 - Wilson, T. D. (1999). Models in information behaviour research. *Journal of Documentation*, 55(3), 249–270. (Wilson, 1999)
 - Fidel, R. (2012). *Human information interaction: An ecological approach to information behavior*. MIT Press. Chapter 9: Models and their Contribution to Design (Fidel, 2012)
 - Choose one:
 - **Modeling information about things as sets:** Peter Pin-Shan Chen. 1976. The entity-relationship model—toward a unified view of data. *ACM Transactions on Database Systems* 1(1): (9–36. (Chen 1976)
 - **Modeling information about things as graphs:** David Easley and Jon Kleinberg. 2010. *Networks, crowds, and markets: reasoning about a highly connected world*. New York: Cambridge University Press. Chapter 1 (p. 1-20).
 - **Computationally created models – Boolean retrieval (and modeling texts for computation):** Christopher Manning, Prabhakar Raghvan, and Hinrich Schütze. 2009. *Introduction to Information Retrieval*, New York: Cambridge University Press. (Chapters 1 and 2, 1–34.)
- **Week 10: Assessing the results of computation: correctness**
 - Brian Cantwell Smith. 1985. The limits of correctness. In *Symposium on Unintentional Nuclear War*, Fifth Congress of the International Physicians for the Prevention of Nuclear War. Budapest, 1985. (Cantwell Smith 1985)
 - Cathy O’Neil. 2016. *Weapons of Math Destruction*. New York: Crown, 2016. (Chapter 1, 15–31.)
 - **Project 2 (Abstracting the Dream Job) Due on Friday**

- **Week 11: Probability and Probabilistic Retrieval**
 - Ian Hacking. 2001. *An Introduction to Probability and Inductive Logic*. Cambridge: Cambridge University Press. (Chapters 2-7, p. 11-77.) (Hacking 2001)
 - M.E. Maron. 1961. Automatic indexing: an experimental inquiry. *Journal of the ACM* 8(3): 404–17. (Maron 1961)
 - (optional, but very interesting) Laterza, V. (2021). Could Cambridge Analytica Have Delivered Donald Trump’s 2016 Presidential Victory? An Anthropologist’s Look at Big Data and Political Campaigning. *Public Anthropologist*, 3(1), 119–147. https://brill.com/view/journals/puan/3/1/article-p119_119.xml
- **Week 12: Assessing the results of computation: credibility and relevance**
 - Choose One:
 - Michael Buckland. 2017. *Information and society*. Cambridge, MA: MIT Press. (Chapter 8.) (Buckland 2017 Chapter 8)
 - Patrick Wilson. 1968. *Two kinds of power: an essay on bibliographical control*. Berkeley, CA: University of California Press. Chapter 4 (p. 41-54). (Wilson 1968 Chapter 4)
 - Soo Young Rieh. 2010. Credibility and cognitive authority of information. In *Encyclopedia of Library and Information Sciences*, Marcia Bates, ed. New York: CRC Press, 1337-1344. (Rieh 2010)
 - Kate Starbird. 2017. Information wars: a window onto the alternative media ecosystem. Medium March 14, 2017. Available at: <https://medium.com/hci-design-atuw/information-wars-a-window-into-the-alternative-media-ecosystem-a1347f32fd8f>
 - Choose a country or two and explore:
 - A guide to anti-misinformation actions around the world. (2018). *Poynter*. Retrieved August 8, 2022, from <https://www.poynter.org/ifcn/anti-misinformation-actions/>

Unit 3: The Effects of Computational Modeling

- **Week 13: Social effects of pervasive sorting & ranking**
- **Choose One**
 - Search engines
 - Factually with Adam Conover. (2020). Why Search Engines Aren’t Unbiased with Safiya Noble. <https://www.earwolf.com/episode/why-search-engines-arent-unbiased-with-safiya-noble>
 - College Rankings
 - Gladwell, M. (2021). Lord of the Rankings | Revisionist History. Pushkin Industries. Retrieved August 8, 2022, from <https://www.pushkin.fm/podcasts/revisionist-history/lord-of-the-rankings>
 - Gladwell, M. (2021). Project Dillard | Revisionist History. Pushkin Industries. Retrieved August 8, 2022, from <https://www.pushkin.fm/podcasts/revisionist-history/project-dillard>
 - Crime statistics
 - Reply All. (2019). #127 The Crime Machine, Part I. Gimlet. Retrieved August 8, 2022, from <https://gimletmedia.com:443/shows/reply-all/o2hx34>
 - Reply All. (2019). #128 The Crime Machine, Part II. Gimlet. Retrieved August 8, 2022, from <https://gimletmedia.com:443/shows/reply-all/n8hwl7>
 - **Project 3 (annotated bibliography) DUE on Friday**
- **Week 14: Economic effects of pervasive sorting & ranking (SEO)**
 - David Segal. 2011. The dirty little secrets of search. *New York Times*, February 12, 2011. Available at: <http://www.nytimes.com/2011/02/13/business/13search.html>

- Adam Duhigg. 2012. How companies learn your secrets. New York Times, February 16, 2012. Available at: <http://www.nytimes.com/2012/02/19/magazine/shoppinghabits.html>
- Jerry Useem. 2017. How online shopping makes suckers of us all. The Atlantic May 2017. <https://www.theatlantic.com/magazine/archive/2017/05/howonline-shopping-makes-suckers-of-us-all/521448/>
- Warzel, Charlie. (2022). *The Open Secret of Google Search*. The Atlantic. <https://www.theatlantic.com/ideas/archive/2022/06/google-search-algorithm-internet/661325/>
- **Week 15: Cultural effects of pervasive sorting & ranking**
 - Matthew J. Salganik, and Duncan J. Watts. "Leading the Herd Astray: An Experimental Study of Self-Fulfilling Prophecies in an Artificial Cultural Market." *Social Psychology Quarterly* 71, no. 4 (December 1, 2008): 338–55. (Salganik, 2008)

Last Day: In-Class Debates: What is our Field?

- Week 16
 - **Debates?**

Course Policies

Email Policy

It's very difficult to explain course material via email. If you need help with course content or assignments, the first step is to make an appointment for office hours, which are always online, and can be made here: <https://calendly.com/megan-winget/15min> I love to receive emails that share interesting information (videos, news as it relates to class).

Academic Honesty

Academic honesty and trustworthiness are important to all of us as individuals and are encouraged and promoted by the honor system. More information is available at <http://www.unc.edu/depts/honor/honor.html>. (Links to an external site.)The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

Services and Student Support

Please utilize me as a resource if you are having difficulty with the material or there are outside circumstances impeding your ability to learn (for example, housing insecurity, food insecurity, emotional insecurity, or need physical or mental health services). You should also know that I am a mandatory reporter if you choose to confide in me.

- **Mental Health:** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. (source: *Student Safety and Wellness Proposal for EPC, Sep 2018*)

- **Basic needs security.** Any student who faces challenges affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact the Office of the Dean of Students. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide other resources I may know of. Other resources you may find helpful:
 - [Student Support: Office of the Dean of Students](#)
 - [Carolina Cupboard: Community Food Pantry \(on-campus\)](#)
 - [Groceries for Neighbors in Need](#)
- **Accommodations:** 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 barriers to fully accessing University courses, programs, and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.
- **Title IX:** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvscc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.
- **Diversity & Inclusion:** My intention as an educator is to provide a safe and inclusive environment for all learners. I work hard to include course materials and activities that promote diversity but Information & Library Science (and most disciplines in the academy) were founded by those from a privileged background. As a cisgender, straight, white, able-bodied woman, my standpoint may exclude important points of view. It is also possible that I will make unintentional mistakes. If this happens, please come, and speak to me directly. I promise to acknowledge your concerns as valid and learn from critiques. Likewise, I'm always looking for new scholarship by women, BIPOC, LGBTQ+, and non-Western thinkers – please share resources you think would be useful. Suggestions and improvements are encouraged and appreciated.

Attendance

I do not take attendance. You do not need to inform me of absences, nor do you need to “make up” anything if you are absent. While participation is an important part of your grade, and attendance is an important part of participation, there are no requirements for mandatory attendance.

Acknowledgements & Thanks

This class is based on INLS 201, which was developed by Ryan Shaw and Diane Kelley in 2016. Many of these readings, and much of the language of this syllabus is based on the syllabus from Melanie Feinberg's 2018 version of the class.