


Course Syllabus

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Welcome to INLS 777 – Perspectives

Class Times: Monday & Wednesdays 9:05-10:20am

Class Location: Manning 307

Instructor: Rob Capra (he/him/his)

E-mail: rcapra@unc.edu

Office: Manning 210

Office hours: by appointment via Zoom, <https://go.unc.edu/rcapra-officehours> (<https://go.unc.edu/rcapra-officehours>)

Introduction

NOTE: This semester is the first time anyone has taken or taught this course. Flexibility, patience, and feedback will be required(!). We all have a role to play in shaping what this course will be for future students.

This course, required of all SILS master's students, attempts to grapple with the questions "What is information science?" and "What professional activities and scholarly disciplines does it encompass?"

To engage with these questions, this course will explore different conceptions of information, technology, and people—the putative focus of "our field"—as articulated through both historical and current scholarship. Our focus will be comparative: we will seek to understand, for instance, how certain ideas and perspectives appear across academic and professional contexts and, how ideas and perspectives from the past prefigure those of the present. We will seek to understand how concepts put forth in relation to one configuration of information, technology, and people might speak to other, very different configurations. In making these comparisons, we will seek to identify shifts and changes, as well as what remains stable.

Concurrently, as we engage with these diverse scholarly texts, you will consider how various instantiations and arrangements of information, technology, and people might figure into your own 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

As we start this semester, the coronavirus pandemic is still affecting many aspects of our lives. We will start this class using the in-person, mask-optional format for our class meetings. If the pandemic situation changes, we may need to adjust this format as advised by the university and local health officials.

My goal for this semester is for us to have a rich, supportive, interactive learning community. In addition, I want us to get to know each other as a class, so we will do some activities designed to help us not only learn course material, but also to build learning relationships.

I understand that this is a challenging time for many people – I have designed the class to allow for flexibility and adjustment as needed. If you face personal challenges this semester, I encourage you to be in contact with me and I will be happy to talk through options (e.g., for turning in an assignment late, etc.).

Course Structure

This course has been designed as an in-person course, meeting twice a week. Attendance and participation in the class discussions and activities is an essential part of this course. **I am NOT planning to make recordings or host Zoom sessions for this class.**

Our time in class together will be oriented around discussion and participatory activities. You will be expected to have read the assigned materials before class and be prepared to talk about them.

Generally, the first part of class will focus on the assigned readings, while the second part of class will be oriented around practical dilemmas and debates—what-if scenarios, analysis of current events, and ongoing professional challenges related to the day's theme.

The readings for this class may seem tough at first. It will often employ technical terminology that will vary from reading to reading (e.g., sometimes it will be “old” technology like “indexing,” and sometimes it will be “new” technology like NFTs). Part of the goal in this course is to learn to read beyond these immediate contexts, and to surface the important ideas and concepts from the particulars. I hope that you will consider this an exciting prospect! It is an invaluable professional skill.

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 information, information institutions, and information professionals. We will also discuss common functions that LIS professional engage in across a wide variety of job roles.
- **Part 2** looks at mechanisms for organizing and modeling information, and how these mechanisms are important to people's information needs and goals. (Our emphasis here is on understanding these mechanisms at a fundamental level, and not on implementing them.)
- **Part 3** looks at computation and the effects of computational models on information retrieval, especially the effects of ranking and rating in contemporary life.
- **Part 4** considers how users are at the center of information science. We will discuss information behaviors, user experience, and user-centered design.

Some of our work in class will take place in groups: discussion groups and project groups. Discussion groups will be fluid and may change over the course of the semester (and may depend on where you are seated). Project groups will be established in the first few weeks of class and will be consistent for the whole semester.

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

Technology

We will use the Canvas learning management system.

Everything in this syllabus will appear in its own module in Canvas. Likewise, each week's readings 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.

Assigned work will receive written 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

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. It also makes the course more difficult for you because we will move on to the next project immediately.

That said, I understand that we all occasionally encounter things in life that create scheduling difficulties. If you need an extension on an assignment, I will be happy to discuss it with you. However, I would like as much advance notice as possible. ***There is no need to be anxious about this; just send me an e-mail that explains your situation and 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 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 may 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. Please start your email subject line with "INLS 777." During the academic year, I do receive a large amount of email, so it may take me a few days to reply. If you don't receive a response after 3 or 4 days, please follow up.

If you need a response sooner than email may afford, you may wish to talk to me before or after class.

For more complicated questions, conversation, or feedback on an assignment, make a Zoom appointment via my Outlook Bookings link (<https://go.unc.edu/rcapra-officehours> [_ \(https://go.unc.edu/rcapra-officehours\)](https://go.unc.edu/rcapra-officehours)). I am always happy to talk with students, and no meeting is a waste of time. Please feel free to make appointments with me in this way.

Assignments

Due Dates

Reading discussion points	1:00pm the day before the class period of the reading
Project 1: Dream Job (Individual)	Friday September 23, 11:55pm
Project 2: Abstracting the Dream Job	Friday October 21, 11:55pm
Project 3: Annotated Bibliography	Friday November 11, 2pm
Project 4: Poster sessions	Beginning Tuesday November 15 (in-class)
Mutual Aid Points	November 29, 11:55pm

Reading discussion points

Our class time together will be oriented around discussion and activities. 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, debates, and in-class activities. I expect everyone to

participate to the extent possible, and participation should be respectful, well-reasoned, and demonstrate knowledge of the topic (and/or the readings).

For each assigned reading, you will prepare and turn-in a list of 3 to 4 reading discussion points. The goal of creating these discussion points is to help you reflect on the reading and come to class prepared to talk about it. Your discussion points need not be extensive, but should reflect a thoughtful reading of the paper. To receive credit, you should submit your discussion points by 1:00pm on the day before the class period of the assigned reading. There will be place in Canvas for each reading for you to submit your discussion points. Before class, I may review the discussion points to help guide our in-class discussion. I may also call on you in class and ask you to describe your discussion point so that the whole class can engage with it.

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, likely salary range, location, 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.
- Identify what you think the primary function is of your dream job and briefly describe why you think this is the primary function.
- 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.

Project 2: Abstracting the Dream Job

After students have turned in the dream job paper, I will identify groups of people who have expressed interest 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 may be placed 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 create groups by similar and complementary job functions.

In this project, students will:

- Read though and discuss each other’s dream job findings.
- Develop an inventory and comparison of the various functions and skills involved in group members’ dream jobs.
- To create this, groups will need to think abstractly about typical job activities and functions:
 - Identify, list, and describe the job functions of the group members dream jobs
 - 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: for example, UX designer and reference librarian share some job functions, but how do these positions differ?
- In what ways do the positions you've identified involve the other job functions? *For example, if you're in a "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 (in support of Project 4)

For Project 3, your group will develop an annotated bibliography with two complimentary goals: 1) to learn more about your dream job, and 2) to help address the question "What is Information Science?". Each group member will 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. You should select articles that will also help you address the question – "What is Information Science?"

In Project 3, 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?
 - How does this article help address "What is Information Science?"
 - Don't know what an annotated bibliography is? <https://guides.library.cornell.edu/annotatedbibliography> (<https://guides.library.cornell.edu/annotatedbibliography>)

Project 4: Poster Session – What is Information Science?

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. 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," but today many departments take such an interest.

What is "our field" then? 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?

For this final project, each group will create and present a poster to address the prompt, "What is Information Science?" The poster should be based on scholarly and current event readings, presumably most of which were identified in the annotated bibliography (of course it is also okay to use new sources). The poster should address what information science is, what it is not, what skills and knowledge is involved, what theories and frameworks connect the field, and how differences manifest across the field. To adequately prepare, each member of the group should be able to speak to the main points presented on the poster and to make a solid argument to support the group's answer to "What is Information Science?"

Participation & Mutual Aid

i.e., Be excellent to each other

Our time together will be oriented around discussion. 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. 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.)

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
- **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.
- **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!
- **Breakout group reporter:** volunteer to take notes in the breakout 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 5 points.

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

Schedule

Part 1: Information, Institutions, Professionals

- **August 15: Introduction to the Course**

- **August 17: What is information?**

- Required:
 - Luciano Floridi. 2010. Information: a very short introduction. London: Oxford University Press. (Chapters 2-4, p. 19-59.)
- Optional:
 - Phil Agre. 1995. Intuitional circuitry: thinking about the forms and uses of information. Information Technology and Libraries 14(4): 225-230.
 - Buckland, M. K. (1991). Information as thing. Journal of the American Society for information science, 42(5), 351-360.

- **August 22: What is Information Science? (current views)**

- Required:
 - Saracevic, T. (2017). Information Science. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - ASIST website. (2022) What is Information Science. <https://www.asist.org/about/what-is-information-science/> (<https://www.asist.org/about/what-is-information-science/>)

- **August 24: What is Information Science? (historical views)**

- Required:
 - Borko, H. (1968). Information science: what is it?. American documentation, 19(1), 3-5.
 - Martha Williams. (1988). Defining information science and the role of ASIS. Bulletin of the American Society for Information Science, 14(2), 17-19.
 - Soergel, D. (1997). An Information Science Manifesto. Bulletin of the American Society for Information Science, Dec/Jan 1998, 10-12.

- **August 29: Libraries and Librarianship**

- Required:
 - Arns, J.W. (2017). Libraries. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Clubb, B. (2017). Public Libraries. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
- Optional:
 - de la Peña McCook, K., and Phenix, K.J. (2017). Public Librarianship. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.

- **August 31: Theory and Practice, Institutions**

- Required:
 - Hjørland, B. (2000). Library and information science: practice, theory, and philosophical basis. Information processing & management, 36(3), 501-531.
- Optional:
 - Hjørland, B. (2000). Documents, memory institutions and information science. Journal of documentation, 56(1).

- **September 5: Labor Day – No Class**

- **September 7: Information Professions and Careers**

- **Functions: Collect, describe, manage, contextualize, provide access**
- **Assignment: collect job postings**

- Read ONE of these four articles (your choice) in Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Anderson, K. Careers and Education in Archives and Records Management. 685-692.
 - Gray, P., & Olfman, L. Careers and Education in Information Systems. 693-705.
 - Varlejs, J. Careers and Education in Library and Information Science. 706-714.
 - Choksy, C.E.B. Careers and Education in Records and Information Management. 715-721.

- **September 12: Guest video**
 - **Functions: Collect, describe, manage, contextualize, provide access**

- **September 14: Organizing Information – Foundations**
 - Eviatar Zerubavel. 1991. The fine line: making distinctions in everyday life. Chicago: University of Chicago Press. Chapters 1-2, 1-32. (Zerubavel-1991)
 - Eric J. Hunter. 2002. Classification made simple. 2nd ed. Aldershot, England: Ashgate. Chapters 1-5.

- **September 19: Organizing Information – Cataloging/Classification**
 - Required:
 - Jourdre, D.N. (2017). Cataloging. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Beghtol, C. (2017). Classification Theory. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Optional
 - Cooper, W.S. (1978). Indexing Documents by Gedanken Experimentation. Journal of the American Society for Information Science 29(3):107-119.

- **September 21: Organizing Information – Metadata/Controlled Vocabulary**
 - Required:
 - Greenberg, J. (2017). Metadata and Digital Information. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Gebru, T., Morgenstern, J., Vecchione, B., Vaughan, J. W., Wallach, H., Iii, H. D., & Crawford, K. (2021). Datasheets for datasets. Communications of the ACM, 64(12), 86-92.
 - Optional:
 - Baca, M. (2017). Controlled Vocabularies for Art, Architecture, and Material Culture. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Furnas 1987 Vocab Problem.

- **September 26: Well-Being Day – No Class**

- **September 28: Information structures – Lists, Hierarchies, Graphs, Networks**
 - 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). (Easley and Kleinberg 2010 Chapter 1)

- **October 3: Guest video**
 - **Functions: Collect, describe, manage, contextualize, provide access**

- **October 5: Information structures – Relational Databases**

- TBD
- **October 10: Information structures – Markup Languages/Semantic markup**
 - **TBD**
- **October 12: Computation – Bits and Bytes; Boolean algebra**
 - TBD
 - Hillis. 1998. *The Pattern on the Stone*. New York: Basic Books. (Chapter 1, p. 1–38.) (Hillis 1998)
- **October 17: NO CLASS**
- **October 19: Guest video**
- **October 24: Information Access – Libraries and services**
 - Orlean, S. 2019. *The Library Book*. Carole Phillips Memorial Lecture. Free Library of Philadelphia. Recorded Nov 14, 2019. 65 minutes. <https://libwww.freelibrary.org/podcast/episode/188>
- **October 26: Information Access – The Internet, part 1**
 - **TBD**
- **October 31: Information Access – The Internet, part 2**
 - **TBD**
- **November 2: Information Retrieval – Probabilistic Retrieval, Large Language Models**
 - Required:
 - Larson, R. 2017. *Information Retrieval Systems*. *Encyclopedia of Library and Information Sciences*, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Optional:
 - Ian Hacking. 2001. *An Introduction to Probability and Inductive Logic*. Cambridge: Cambridge University Press. (Chapters 2-7, p. 11-77.) (Hacking 2001)
 - Christopher Manning, Prabhakar Raghvan, and Hinrich Schütze. 2009. *Introduction to Information Retrieval*, New York: Cambridge University Press. (Chapters 1 and 2, 1–34.)
- **November 7: Information Retrieval – Ranking, Relevance, Effects**
 - Required:
 - Michael Buckland. 2017. *Information and society*. Cambridge, MA: MIT Press. (Chapter 8.) (Buckland 2017 Chapter 8)
 - Shah, C., Bender, E. 2022 *Situating Search*.
 - Optional:
 - Skov, M., Järvelin, K., Ingwersen, P. (2017). *User-Oriented and Cognitive Models of Information Retrieval*. *Encyclopedia of Library and Information Sciences*, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
- **November 9: Guest video**

- **November 14: Information Behaviors – Information seeking behavior**
 - Bates, M.J. (2017). Information Behavior. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.
 - Wilson, T.E. (2017). Information Behavior Models. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.

- **November 16: Information Behaviors – Information Architecture**
 - Morville, P., Rosenfeld, L. (2006). Information Architecture for the World Wide Web, 3rd Chapters 1 and 2. O'Reilly.
 - Resmini, A., Rosati, L. (2011). A Brief History of Information Architecture. Journal of Information Architecture 3(2):33-46.

- **November 21: Information Behaviors – User-Centered Design, UX, and HCI**
 - Toms, E. (2017). User-Centered Design of Information Systems. Encyclopedia of Library and Information Sciences, Fourth Edition. McDonald, J. D., & Levine-Clark, M. (Eds.). CRC Press.

- **November 23: Thanksgiving Break – No Class**

- **November 28: Presentations (half of the class)**

- **November 30: Presentations (other half of the class)**

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://go.unc.edu/rcapra-officehours> (<https://go.unc.edu/rcapra-officehours>).

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.](http://www.unc.edu/depts/honor/honor.html)) (<http://www.unc.edu/depts/honor/honor.html>). 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/> (<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** (<https://dos.unc.edu/student-support/>)
 - **Carolina Cupboard: Community Food Pantry (on-campus)** (<https://carolinacupboard.web.unc.edu/>)
 - **Groceries for Neighbors in Need** (<https://www.ifcweb.org/services/food-pantry>)
- **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> (<https://ars.unc.edu/>) or email ars@unc.edu (<mailto: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 – allison@unc.edu (<mailto:Adrienne.allison@unc.edu>)), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu (<mailto:reportandresponse@unc.edu>)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu (<mailto:gvsc@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 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 straight, white, able-bodied man, 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. 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.