# Human Information Interactions (INLS 500)

Instructor: Amelia N. Gibson

Email: [angibson@email.unc.edu](http://chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/qowt.html)

Tuesdays and Thursdays 9:30-10:45 am (Spring 2022)

Join Zoom Meeting

<https://unc.zoom.us/j/94258230576?pwd=RFlmT250V2NaQlpQTFExZ1ZWTUt0Zz09>

Office hours: Tuesday and Thursday 11:00 am- noon via zoom

<https://unc.zoom.us/j/94258230576?pwd=RFlmT250V2NaQlpQTFExZ1ZWTUt0Zz09>

## Course Overview

This course surveys human information interactions through a broad examination of the development of information science literature over time. Students examine cognitive, affective, social, and organizational/institutional approaches to understanding interactions between people and information. During the class, we will place special emphasis on the role of information professionals and information systems as mediators. I encourage students in this course to apply theories and concepts to analysis of current events and issues, and to apply concepts, models and theories to their own information practice.

### Course objectives

Students successfully completing this course will:

* become familiar with empirical and theoretical literature related to information seeking, including the recognition of information needs, actions taken to resolve those needs, the roles of intermediaries (both human and machine), and the retrieval and use of information;
* understand key concepts related to the effects, influences, and impacts of information on people (individually and in groups);
* develop skills in reading, writing, and discussing information science concepts, models, frameworks, and theories;
* *critically* apply theories and empirical findings to the definition and solution of problems related to human information interactions.

### Teaching Philosophy

Although this is a survey course, this class is not intended to be a “slow” introduction to information science theory or to “ease you into” graduate school. The readings cover a broad range of information science theory (which may be different from readings you have done previously). Developing an understanding of theory may be a difficult process for some students, but I fully expect you to take responsibility for your part in the co-creation of your learning experience. Additionally, this is not a lecture-heavy course. Most of your learning will be done via readings and discussions with your peers. As the professor, I will provide you with appropriate materials and supports, and answer your questions. I will guide your exploration as you consider the implications of these concepts and theories for *your* practice. I repeat – the bulk of your inquiry will be done in conjunction with your classmates. This class is a space in which I expect brave (but respectful) exploration of issues – a space to ask big (and little) questions, to work through messy concepts, and to think about how they apply to your own practice of information science. Read! Ask! Participate! Personalize! Let’s make the semester a dynamic one!

### Course Materials

No textbook is required. Students will be expected to complete readings in preparation for each class meeting. The assigned readings are listed on the course schedule and will be made available electronically, through the UNC libraries, e-reserves, or the Teams site for the course.

## Course Policies

### Counseling and Psychological Services

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)

### Accessibility Resources and Service Office

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.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email [ars@unc.edu](mailto:ars@unc.edu).

If you need an accommodation but have not yet gone through the steps it takes to establish a formal relationship with University ARS, please let me know, and I will do my best to accommodate your needs.

Relevant policy documents as they relation to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](https://ars.unc.edu/about-ars/policies).

### Respect for All Persons

Respectful engagement is an expectation of this course. We will discuss ground rules for engagement in class. While I expect robust discussion, disrespect for colleagues and/or the instructor will not be tolerated. Additionally, class time will not be spent debating the right of any person to exist.

### Honor Code

The Honor Code, which prohibits giving or receiving unauthorized aid in the completion of assignments and exams is in effect in this class. Whenever you use the words or ideas of others, they should be properly marked as a quotation (and referenced) or the source of the ideas should be cited. APA citation format is required for assignments in this class. Please contact the instructor if you have any questions about the application of the Honor Code to your work in this class. You can learn more about the UNC Honor Code at <https://studentconduct.unc.edu/> and about the Instrument of Student Governance at <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>. I also expect that students will give proper credit to other researchers through proper use of citation. APA citation style will be used for this course.

### **Community Standards in Our Course and Mask Use**

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in on campus classrooms and other spaces. This requirement is to protect our educational community — your classmates and me – as we learn together. If you choose not to wear a mask in on campus spaces, your instructor may ask you to leave immediately, and submit a report to the [Office of Student Conduct](https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23).  At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception.  For additional information, see [Carolina Together](https://carolinatogether.unc.edu/university-guidelines-for-facemasks/).

### Attendance

The success of this course relies on active participation from class members. While I do not take attendance, I do grade participation.

### Assignments

(See Teams Assignments for more detailed criteria)

|  |  |
| --- | --- |
| Plagiarism Tutorial | 1 point |
| Participation | 29 pts. |
| What is Your Information Science 1 & 2? | 10 pts. (5 pts. each) |
| Description/Analysis of an Information Seeking Event | 30 pts. |
| System/Service Assignment | 30 pts. |

### Grading Scale

A “P” in this course requires earning a total of 65% of the available course points.

### Syllabus and Schedule Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible. (source: [*http://faccoun.unc.edu/files/2011/03/Res-2012-11OnSyllabusGuidelines\_v4FinalAsApproved.pdf*](http://faccoun.unc.edu/files/2011/03/Res-2012-11OnSyllabusGuidelines_v4FinalAsApproved.pdf))

## Weekly Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **Classes** | **Before this session** |
| **Tuesday, January 11, 2022** | Class 1 | **Introductions and Overview**  To prepare for this class session...  **Read**   1. Samek, T. (2014). *Librarianship and Human Rights: A Twenty-First Century Guide*. Oxford: Chandos. (Read Chapter 1: An Urgent Context for Twenty-first Century Librarianship, p. 3-22) 2. Noble, S. (2020). The Loss of Public Goods to Big Tech.  *NOEMA.* <https://www.noemamag.com/the-loss-of-public-goods-to-big-tech/>   **Skim**   1. Wilson, T.D. (2010). Fifty years of information behavior research. Bulletin of the American Society for Information Science & Technology, 36(3), 27-34. 2. Wildemuth, B.M., & Case, D.O. (2010). Early information behavior research. Bulletin of the American Society for Information Science & Technology, 36(3), 35-38.   **Sign Up**   1. Sign up for our class hypothes.is group for collective (and individual) annotations: <https://hypothes.is/groups/xBWAZAN8/inls-500-sp22-section-1> |
| **Thursday, January 13, 2022** | Class 2 | **"What are we doing here?": Theoretical Perspectives and Basic Concepts**  To prepare for this class session...    **READ**   1. Halverson, C. A. (2002). Activity theory and distributed cognition: Or what does CSCW need to DO with theories? *Computer Supported Cooperative Work: CSCW: An International Journal*, *11*(1-2), 243–267. <http://doi.org/10.1023/A:1015298005381> (Read through the end of section 2 – “Why Theory?”) 2. Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science, 50*(12), 1043-1050. <https://pages.gseis.ucla.edu/faculty/bates/substrate.html> 3. Choose one of the following:    * Angwin, J., Larson, J., Mattu, S., & Kirchner, L. (2016). Machine bias. *Pro Publica*. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>    * Winn, S. (2017). The Hubris of Neutrality in Archives. <https://medium.com/on-archivy/the-hubris-of-neutrality-in-archives-8df6b523fe9f>    * Bourg, C. Bathrooms, libraries, and the limits of welcoming. Retrieved from <https://chrisbourg.wordpress.com/2017/07/28/nc-is-a-no-go-bathrooms-libraries-and-the-limits-of-welcoming/>    * Timberg, S. (2016, May 3). Could Google results change an election? Retrieved from <http://www.salon.com/2016/05/10/could_google_results_change_an_election_theres_never_been_a_more_efficient_way_to_shift_swing_voters_than_this/>    * Petty, T. (2020). Safe or Just Surveilled?: Tawana Petty on the Fight Against Facial Recognition Surveillance.  Logic Magazine. Retrieved August 3, 2020, from <https://logicmag.io/security/safe-or-just-surveilled-tawana-petty-on-facial-recognition/>    * Pinkerton, B. (2016, August 12). He's brilliant, she's lovely: Teaching computers to be less sexist. NPR. Retrieved from <http://www.npr.org/sections/alltechconsidered/2016/08/12/489507182/hes-brilliant-shes-lovely-teaching-computers-to-be-less-sexist>   **WATCH**  Catherine D'Ignazio & Data Feminism Reading Group Week 1. <https://youtu.be/PFKSs0qH_wU> (1 hour and 4 minutes) |
| **January 17 - MLK Day** | | |
| **Tuesday, January 18, 2022** | Class 3 | **“This was never just dancing”: Emotion and Affective Approaches to Information**  To prepare for this class session...  **Read**   1. Lorde, A. (1981). The uses of anger. *Women's Studies Quarterly*, *25*(1/2), 278-285. 2. Kuhlthau, C., Heinström, J., & Todd, R.J. (2008). The 'information search process' revisited: Is the model still useful? Information Research, 13(4), Proceedings of the 7th Conference on Information Seeking in Context, Vilnius, September 2008). <http://informationr.net/ir/13-4/paper355.html> 3. Lopatovska, I., & Arapakis, I. (2011). Theories, methods and current research on emotions in library and information science, information retrieval and human-computer interaction. Information Processing & Management, 47(4), 575-592. [UNC libraries] (*Focus your reading on sections 2 and 4.1*.) 4. Cambria, E., Poria, S., Gelbukh, A., & Thelwall, M. (2017). Sentiment analysis is a big suitcase. *IEEE Intelligent Systems*, *32*(6), 74-80.   **Watch**   1. Frohman, Denice. [Sharvon Urbannavage]. (2012, March 8). Abuela [Video File]. Retrieved from <https://www.youtube.com/watch?v=nOnQch7bhVY>   [What is Your Information Science Pt. 1 Assignment Due](https://sakai.unc.edu/x/jAS0FI) |
| **Thursday, January 20, 2022** | Class 4 | **Cognitive Approaches to Information Behavior**  **To prepare for this class session...**  **Read**   1. Arguello, J., & Choi, B. (2019). The Effects of Working Memory, Perceptual Speed, and Inhibition in Aggregated Search. *ACM Transactions on Information Systems, 37*(3), 1–34. https://doi.org/10.1145/3322128 2. Middleton, L., Hall, H., & Raeside, R. (2019). Applications and applicability of Social Cognitive Theory in information science research. *Journal of Librarianship and Information Science, 5*1(4), 927–937. https://doi.org/10.1177/0961000618769985 3. Belkin, N. J. (1990). The cognitive viewpoint in information science. Journal of information science, 16(1), 11-15. <https://doi.org/10.1177/016555159001600104> |
| **Tuesday, January 25, 2022** | Class 5 | **Experiencing Information Needs**  To prepare for this class session...    **Read**   1. Belkin, N. (1980). Anomalous states of knowledge as a basis for information retrieval. Canadian Journal of Information Science, 5,133-143. (Pay special attention to his explanation of the specifiability of an information need, p.136-139, with Figure 3.) 2. Case, D.O. (2012). Information needs and information seeking. In Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. 3rd edition. Boston: Academic Press, 77-93. 3. Taylor, R.S. (1968). Question negotiation and information seeking in libraries. College & Research Libraries, 29(3),178-194. (Read about the four levels of "questions," on pages 182-183; we'll come back to the rest in a few weeks.) 4. Schlegel, C. S., Yoder, L. H., & Jones, T. L. (2019). Clinical Information Needs: A Concept Analysis. ANS. Advances in nursing science.   **Watch**   1. [Lecture: Experiencing Information Needs](https://adminliveunc.sharepoint.com/sites/INLS500Fall2020Section1/Shared%20Documents/Class%205_August%2025_Experiencing%20Information%20Needs/Experiencing%20Information%20Needs.mp4) |
| **January 27 – Flex Day** | | |
| **Tuesday, February 1, 2022** | Class 6 | **Expressing Information Needs**  To prepare for this class session...  **Read**   1. Bates, M.E. (1998). Finding the question behind the question. Information Outlook, 2(7), 19-21. 2. Sparck-Jones, K., Robertson, S.E., & Sanderson, M. (2007). Ambiguous requests: Implications for retrieval tests, systems and theories. ACM SIGIR Forum, 41(2), 8-17. [Online] 3. Nückles, M., & Ertelt, A. (2006). The problem of describing a problem: Supporting laypersons in presenting their queries to the internet-based helpdesk. International Journal of Human-Computer Studies, 64(8), 648-669. (Read sections 1-3, p. 648-651.)   **Watch**  Lecture: [Expressing Information Needs](https://adminliveunc.sharepoint.com/sites/INLS500Fall2020Section1/Shared%20Documents/Class%206_August%2027_Expressing%20Information%20Needs/Expressing%20Information%20Needs.mp4) (17 minutes) |
| **Thursday, February 3, 2022** | Class 7 | **Academic Databases and Search Lab**  **Do**  Bring a draft of your system/service proposal population and an outline of a preliminary plan for literature searching. We will work on a search strategy during this class session.  [Plagiarism Tutorial Assignment Due](https://sakai.unc.edu/x/jAS0FI) |
| **Tuesday, February 8, 2022** | Class 8 | **Choosing Information Sources**  To prepare for this class session...  **Read**   1. Costello, K. L. (2017). Social relevance assessments for virtual worlds Interpersonal source selection in the context of chronic illness. Journal of Documentation, 73(6), 1209–1227. https://doi.org/10.1108/JD-07-2016-0096 2. Lu, L, & Yuan, Y.C. (2011). Shall I Google it or ask the competent villain down the hall? The moderating role of information need in information source selection. Journal of the American Society for Information Science & Technology, 62(1), 133-145. [UNC libraries] 3. Gibson, A. N., Hughes-Hassell, S., & Bowen, K. (2021). Navigating ‘danger zones’: social geographies of risk and safety in teens and tweens of color information seeking. *Information, Communication & Society*, 1-18. [Full article: Navigating ‘danger zones’: social geographies of risk and safety in teens and tweens of color information seeking (tandfonline.com)](https://www.tandfonline.com/doi/full/10.1080/1369118X.2021.2013920?casa_token=aQO-pf-HnOgAAAAA%3A4acvYjqpneE-XqahYpNazwK2ea9-DHNbAF6Xej9qv5f9fTQ6BpQiKXvbjT83kr1WqonO3hODweU)   **Watch**  Lecture: [Selecting Information Sources and Horizons](https://adminliveunc.sharepoint.com/sites/INLS500Fall2020Section1/Shared%20Documents/Class%208_September%203_Choosing%20Information%20Sources/Source%20Selection%20and%20Horizons%20Lecture.mp4)  [**System/Service Proposal: Setting/Target Audience Description Due**](https://sakai.unc.edu/x/jAS0FI) |
| **Thursday, February 10, 2022** | Class 9 | **Browsing and Serendipity**  To prepare for this class session...  **Read**   1. Bawden, D. (2011). Encountering on the road to Serendip? Browsing in new information environments. In Foster, A., & Rafferty, P. (eds.), Innovations in Information Retrieval: Perspectives for Theory and Practice. London: Facet Publishing, 1-22. 2. Bates, M.J. (2007). What is browsing -- really? A model drawing from behavioural science research. Information Research, 12(4), Paper 330. [[http://informationr.net/ir/12- 4/paper330.html](http://informationr.net/ir/12-4/paper330.html)] 3. Bates, M.J. (1989). The design of browsing and berrypicking techniques for the online search interface. Online Review, 13(5), 407-424. (Skim quickly; pay special attention to the techniques listed on page 412).   **Watch**  Lecture: Browsing and Serendipity |
| **February 15 – Flex Day** | | |
| **Thursday, February 17, 2022** | Class 10 | **Searching and Information Retrieval**  To prepare for this class session...  **Read**   1. Croft, B., Metzler, D., & Strohman, T. (2015). Chapter 1: Search Engines and Information Retrieval in Search Engines: Information Retrieval in Practice. 2. Arguello, J., Choi, B., & Capra, R. (2018). Factors Influencing Users' Information Requests: Medium, Target, and Extra-Topical Dimension. *ACM Transactions on Information Systems*, *36*(4), 41:1–41:37. https://doi.org/10.1145/3209624 |
| **Tuesday, February 22, 2022** | Class 11 | **"But is it really good enough?": Assessing Information Quality**  To prepare for this class session...  **Read**   1. Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining “fake news” A typology of scholarly definitions. Digital journalism, 6(2), 137-153. <https://www.tandfonline.com/doi/full/10.1080/21670811.2017.1360143> 2. European Commission. (2018). Final report of the High Level Expert Group on Fake News and Online Disinformation. (Focus on Section 4: Responses and Actions) <http://ec.europa.eu/newsroom/dae/document.cfm?doc_id=50271> 3. Donovan, J., & Friedberg, B. (2019). Source hacking: Media manipulation in practice. Data + Society. Retrieved from <https://datasociety.net/wpcontent/uploads/2019/09/Source-Hacking_Hi-res.pdf>   **Watch**   1. NYT Opinion. (2019). Deepfakes: Is This Video Even Real? <https://youtu.be/1OqFY_2JE1c> |
| **Thursday, February 24, 2022** | Class 12 | Workshop/Project Day  [Description and Analysis of an Information Seeking Event Due](https://sakai.unc.edu/x/jAS0FI) |
| **Tuesday, March 1, 2022** | Class 13 | **What does it mean to be about something? Judging Relevance**  To prepare for this class session...  **Read**   1. Saracevic, T. (2007). Relevance: A review of the literature and a framework for thinking on the notion in information science. Focus on Part III: Behavior and effects of relevance. Journal of the American Society for Information Science & Technology, 58(13), 1915-1933, 2126-2144. [UNC libraries: Part II, Part III] 2. Xie, I., & Benoit, E., III. (2013). Search result list evaluation versus document evaluation: Similarities and differences. Journal of Documentation, 69(1), 49-80. 3. Olson, H. A. (2001). The Power to Name: Representation in Library Catalogs. Signs, 26(3), 639–668. Retrieved from <http://www.jstor.org/stable/3175535>   **Watch**  [Relevance Lecture (11 minutes)](https://adminliveunc.sharepoint.com/sites/INLS500Fall2020Section1/Shared%20Documents/Class12_September%2022_Relevance/Relevance%20Lecture.mp4)  ([Slides without narration](https://adminliveunc.sharepoint.com/:b:/r/sites/INLS500Fall2020Section1/Shared%20Documents/Class12_September%2022_Relevance/Relevance.pdf?csf=1&web=1&e=Kg3G2L)) |
| **Thursday, March 3, 2022** | Class 14 | **Human Intermediaries**    To prepare for this class session...  **Read**   1. Roberts. S. (2016). Commercial Content Moderation: Digital Laborers' Dirty Work. <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1012&context=commpub> 2. Bates, M.E. (1998). Finding the question behind the question. Information Outlook, 2(7), 19-21. 3. Ettarh, F. (2018). Vocational Awe and Librarianship: The Lies We Tell Ourselves.  <http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>     **Listen**   1. Code Switch. (2019, September 4). Searching for Punks. <https://one.npr.org/?sharedMediaId=754918412:757302554>   **Watch**  Al Jazeerah English. (2017). Scrubbing the net: The content moderators - The Listening Post. <https://www.youtube.com/watch?v=IpqKRaKiG-w>   (In lieu of a separate lecture) |
| **Tuesday, March 8, 2022** | Class 15 | **Personal Information Management and Re-finding**    To prepare for this class session...  **Read**   1. Teevan, J., Capra, R., and Perez-Quinones, M.A. (2007). How People Find Personal Information. In Jones, W. and Teevan, J. (Eds.), Personal Information Management. (pp. 22- 34). Seattle, WA: University of Washington Press. [Available Online via UNC Libraries: <https://ebookcentral-proquestcom.libproxy.lib.unc.edu/lib/unc/detail.action?docID=3444281>] 2. Capra, R., Khanova, J., Ramdeen, S. (2013). Work and personal e-mail use by university employees: PIM practices across domain boundaries. Journal of the American Society for Information Science and Technology, 64(5): 1029-1044. 3. Dearman, D., & Pierce, J. (2008). It’s on my other computer! Computing with multiple devices. Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI 2008), ACM Press, 767-776     **Watch**  Stanford Medicine. (2009). Risks of sharing genetic information online. <https://www.youtube.com/watch?v=l6NS2hXKQMQ&feature=emb_logo> (2 minutes 36 seconds)  Lanier, J. (2019). Jaron Lanier Fixes the Internet | NYT Opinion. <https://youtu.be/Np5ri-KktNs> (13 minutes, 11 seconds) |
| **Thursday, March 10, 2022** | Class 16 | **Everyday Life Information Seeking**  To prepare for this class session...  **Read**   1. Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of "way of life". Library & Information Science Research, 17(3), 259-294. [UNC libraries] 2. Rieh, S.Y. (2004). On the Web at home: Information seeking and web searching in the home environment. Journal of the American Society for Information Science and Technology, 55(8), 743-753. [UNC libraries] (Focus special attention on the literature review, and the results for research questions 1 & 2) 3. McKenzie, P.J. (2003). A model of information practices in accounts of everyday-life information seeking. Journal of Documentation, 59(1), 19-40. [UNC libraries] |
| **March 12-20 – Spring Break** | | |
| **Tuesday, March 22, 2022** | Class 17 | **Introduction to the Social Paradigm**  To prepare for this class session...  **Read**   1. Punzalan, R. L., & Caswell, M. (2016). Critical directions for archival approaches to social justice. The Library Quarterly, 86(1), 25-42. <http://rpunzalan.com/wp/wp-content/uploads/2017/11/Punzalan-and-Caswell-CriticalDirections.pdf>   **Watch**   1. Benjamin, R., Barrentine, A., Copeny, J., Gebru, T., & Honeycomb Petty, T. [Data4BlackLives]. (2019). What is a movement scientist? https://www.youtube.com/watch?v=jMgjeXyINtk (1 hour, 6 minutes) |
| **Thursday, March 24, 2022** | Class 18 | **Community Contexts**  To prepare for this class session...  **Read**   1. Yu, L. (2006). Understanding Information Inequality: Making Sense of the Literature of the Information and Digital Divides. Journal of Librarianship and Information Science, 38(4), 229–252. http://doi.org/10.1177/0961000606070600 2. Gibson, A. N., & Kaplan, S. (2017). Place, community and information behavior: Spatially oriented information seeking zones and information source preferences. Library & Information Science Research, 39(2), 131-139. 3. Fisher, K.E., & Naumer, C.M. (2006). Information grounds: Theoretical basis and empirical findings on information flow in social settings. In Spink, A., & Cole, C. (eds.), New Directions in Human Information Behavior. Springer, 93-111. 4. Our Data Our Bodies. (2019). Digital Defense Playbook.   **Watch**   1. Foss, A., Sinyangwe, S., Angwin, J., Arthur, C., & Foxx, K. [Data4BlackLives]. (2019). Automating (In)justice: Policing and Sentencing in the Algorithm Age   <https://www.youtube.com/watch?v=VjX8qjwxNcw>    **IF YOU DON'T KNOW THE HISTORY OF REDLINING IN THE US:**   1. Watch this 6 minute video explainer by NPR on the practice of redlining and how it shaped US neighborhoods and schools today:  <https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything> 2. For a map of redlining maps in the United States:  <https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>   None of this gets into the progressive and systemic stripping of agricultural land from Black landowner in rural spaces in the US (<https://modernfarmer.com/2019/08/how-did-african-american-farmers-lose-90-percent-of-their-land/>). This is necessary context for understanding modern community contexts in the United States. |
| **Tuesday, March 29, 2022** | Class 19 | **Lies, Disclosure, and Subversion**  To prepare for this class session...  **Read**   1. Gibson, A. N., & Martin III, J. D. (2019). Re‐situating information poverty: Information marginalization and parents of individuals with disabilities. Journal of the Association for Information Science and Technology, 70(5), 476-487. https://asistdl.onlinelibrary.wiley.com/doi/full/10.1002/asi.24128 2. Costello, K. L., Martin III, J. D., & Brinegar, A. E. (2017). Online Disclosure of Incriminating Information: Patterns of Risky Information Behavior in Two Drug Forums. 3. Chatman, E. A. (1996). The impoverished life‐world of outsiders. Journal of the American Society for information science, 47(3), 193-206. https://search.proquest.com/docview/216900346?pq-origsite=360link |
| **Thursday, March 31, 2022** | Class 20 | **Domain, Disciplinary, and Organizational Contexts**  To prepare for this class session...  **Read**  1. Taylor, R.S. (1991). Information use environments. Progress in Communication Sciences, 10, 217-255.  2. Chancellor, R. (2015). Getting It from the Source: What Librarians Think About Lawyer Search Behavior. Law Libr. J., 107, 287.  3. Fang, L. (2020). Facebook Pitched New Tool Allowing Employers To Suppress Words like "Unionize" in Workplace Chat Product. https://theintercept.com/2020/06/11/facebook-workplace-unionize/ |
| **Tuesday, April 5, 2022** | Class 21 | **Machines as Intermediaries**  To prepare for this class session...  **Read**   1. Mathur, A., Acar, G., Friedman, M., Lucherini, E., Mayer, J., Chetty, M., & Narayanan, A. (2019). Dark Patterns at Scale: Findings from a Crawl of 11K Shopping Websites. <https://arxiv.org/pdf/1907.07032.pdf> (Summary/Visualization at https://webtransparency.cs.princeton.edu/dark-patterns/) 2. Noble, S. U. (2013). Google Search: Hyper-visibility as a Means of Rendering Black Women and Girls Invisible. InVisible Culture: Issue 19. <http://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/> |
| **Thursday, April 7, 2022** | Class 22 | **Being Social Online**  To prepare for this class session...  **Read**   1. Hu, J. (2020). The second act of social media activism. <https://www.newyorker.com/culture/cultural-comment/the-second-act-of-social-media-activism> 2. Goodyear, V., & Armour, K. (2018). Young people’s perspectives on and experiences of health-related social media, Apps, and wearable health devices. Social Sciences, 7(8), 137.   And *one* of the following:   1. Clark, M. (2015). Black Twitter: Building Connection through Cultural Conversation. In Hashtag Publics: The Power and Politics of Discursive Networks (N. Rambukkana, Ed.). Peter Lang. <http://meredithdclark.com/wp-content/uploads/2019/03/Clark_HashtagPublicsChapter.pdf> 2. Brock, A. (2012). From the blackhand side: Twitter as a cultural conversation. *Journal of Broadcasting & Electronic Media*, *56*(4), 529-549. <https://www.tandfonline.com/doi/abs/10.1080/08838151.2012.732147> |
| **Tuesday, April 12, 2022** | Class 23 | **Scholarly Communication and Public Engagement**  To prepare for this class session...  **Read**   1. TBA   [System/Service Final Deliverables Due](https://sakai.unc.edu/x/jAS0FI) |
| **April 14 – Wellness Day** | | |
| **Tuesday, April 19, 2022** | Class 24 | **Protecting Our Ideas**  To prepare for this class session...  **Read**   1. Harnad, S., Brody, T., Vallieres, F., Carr, L., Hitchcock, S., Gingras, Y., Oppenheim, C., Hajjem, C., & Hilf, E.R. (2008). The access/impact problem and the green and gold roads to open access: An update. Serials Review, 34(1), 36-40. 2. Cole, A. (2022, Jan 3). [Winnie the Pooh should have been free decades ago (fullstackeconomics.com)](https://fullstackeconomics.com/winnie-the-pooh-should-have-been-free-decades-ago/). Full Stack Economics (Blog).   **Watch**   1. Heather Brooke: My battle to expose government corruption (TED Talk). <http://www.ted.com/talks/heather_brooke_my_battle_to_expose_government_corruption> |
| **Thursday, April 21, 2022** | Class 25 | **How Ideas Move**  To prepare for this class session...  **Read**   1. Haythornthwaite, C. (1996). Social network analysis: An approach and technique for the study of information exchange. Library & Information Science Research, 18, 323-342. [UNC libraries] (Be sure you understand all the basic concepts described on pages 323-331; then you can skim lightly to page 338, then focus on the last section (pages 338-340).) 2. Lundblad, J. P. (2003). A review and critique of Rogers' diffusion of innovation theory as it applies to organizations. Organization Development Journal, 21(4), 50. 3. Cottom, T. M. (2019, January 9).  The Poor Can’t Afford Not to Wear Nice Clothes. In Thick, and other essays. The New Press. <https://medium.com/s/story/the-poor-cantafford-not-to-wear-nice-clothes-b015f6a79561> 4. Isser, M. (2020). The Grooming Gap: What “Looking the Part” Costs Women [http://inthesetimes.com/article/22197/grooming-gap-women-economics-wage-gendersexism-make-up-styling-dress-code](http://inthesetimes.com/article/22197/grooming-gapwomen-economics-wage-gender-sexism-make-up-styling-dress-code) |
| **Tuesday, April 26, 2022** - **Flex day**  [What is Your Information Science? (Final version) due](https://sakai.unc.edu/x/jAS0FI) | | |

**Exam period for this class: May 3, 2022, 8 am-noon**

Final projects are due at the end of this period (by noon on May 3)