INLS 777 – Perspectives

Welcome to INLS 777 - Perspectives!

Meets: Thursdays, 2 - 4:45 / Manning 208
Instructor: Professor Megan Winget

- Schedule Meetings: https://calendly.com/megan-winget/15min
- "Work with me" signup link: HERE
- "Work with me" meeting link: HERE

Course Learning Objectives

INLS 777: Perspectives on Information, Technology and People (3 credits): Examines the relationships between information, technology, and people from an array of disciplinary, professional, cultural, and other orientations. Survey from historical and future viewpoints. Explores the application of diverse perspective to understand current matters of concern.

Introduction

In this required course, we will be thinking about the question: "What 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 systems.
- Contextualize, critique, and compare disciplinary, professional, cultural, and other perspectives with which one might identify and interpret relations between information, technology, and systems.

- Trace different ways of understanding current information problems through the lens of different fields.
- Articulate your own emerging professional persona, goals, needs and emerging specializations.

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. Lectures are available in the modules section of the course site, and should be consumed before class. During class time, 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

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Required Text

There is no required text for this course.

Grades

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 10/13 the weekly reading / lecture quizzes.
- Complete a 4-part group project to investigate your sub-field and debate on your stance on what the field is.

Assigned work will receive written feedback aligned with each project's documented success criteria. A successful assignment will be marked as "complete." 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 is in the "Start Here: Syllabus and Canvas Help" module on Canvas.)

Course Policies

How to communicate with me

Feel free to email me at (megan.winget@unc.edu) with questions, but you ****must** include your current best answer to the question, or what you've tried so far.**

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 do not receive a response by Monday at noon, please follow up. Please keep this in mind when you are scheduling your own activities, especially those related to discussion / game preparation. If you wait until the day before something is due to ask me a clarification question, there is a good chance that you will not receive a response in time.

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

For more complicated questions or assistance, please make an appointment to talk with me at a time that is convenient for you. I cannot discuss grades over e-mail; if you have

a question about grading, you must talk with me via zoom or in person. To make appointments, please use this link: [https://calendly.com/megan-winget/15minLinks to an external site.](https://calendly.com/megan-winget/15min)

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 for you. Any is fine. Three forms of address that are not fine: "Ma'am" and "Mrs." or "Ms."

Late work

Please think of the due dates in this class as "Best By" dates.

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.***

I must turn in grades to the University registrar at the end of the semester. If we reach the end of the grading period, and I have not received some assignment from a student, I will send that student an email letting them know that they will receive an "Incomplete" in the class and what I need in order to give a passing grade. This will be the final communication I will ever send a student regarding their incomplete work. It will be entirely the student's responsibility to complete the work, turn it in, and ensure that the grade has been changed. If a student does not "complete" an incomplete in the span set by the university will automatically receive a failing grade at the end of that time-span.

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

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/Links to an external site. 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 (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 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.

Academic integrity: The UNC Honor Code states that: "It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty..."

This includes prohibitions against the following:

- Falsification, fabrication, or misrepresentation of data or citations.
- Unauthorized assistance or collaboration.

All scholarship builds on previous work, and all scholarship is a form of collaboration, even when working independently. Incorporating the work of others, and collaborating with colleagues, is welcomed in academic work. However, the honor code clarifies that you must always acknowledge when you make use of the ideas, words, or assistance of others in your work. This is typically accomplished through practices of reference, quotation, and citation.

If you are not certain what constitutes proper procedures for acknowledging the work of others, please ask the instructor for assistance. It is your responsibility to ensure that the honor code is appropriately followed. (The UNC Office of Student Conduct provides a variety of honor code resources.)
The UNC Libraries has online tutorials on citation practices and plagiarism that you might find helpful.

Use of Generative AI

Introduction

ChatGPT and other Generative Artificial Intelligence (AI) can produce text, images, and other media. These tools can assist with brainstorming, finding information, and even

reading and creating materials; however, they must be used appropriately and ethically, and you must understand their limitations. Regardless of your use of any AI tools, you are responsible for the final product of your work, both academically and in the workforce. Generative AI is extremely useful; however, it has the following limitations:

- It is unclear how AI generates its content. The internal processes used to produce a particular output within the generative AI cannot be determined.
- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions— e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.**

Usage Philosophy:

Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think. Not think for you.** Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
2. **Engage with AI Responsibly and Ethically**: Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.** You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about *any item in the output* is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.** The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.** Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

Online Class Statement

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the Acceptable Use of online resources. Please consult the [Acceptable Use Policy](#) on topics such as copyright, net etiquette and privacy protection.

As part of this course you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill [Information Security Policies](#) when participating in online classes.

When using online resources offered by organizations not affiliated with UNC-Chapel Hill such as Google or YouTube, please note that the Terms and Conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.

When links to sites outside of the [unc.edu](#) domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Assignments

In uncertain times, we all need to avoid unnecessary anxiety. In this spirit, nothing in this course will be "graded" in the sense of working toward a "grade," although all your work will be assessed, with the opportunity to improve, as described below.

In order to receive a "P" students must:

- Satisfy participation & mutual aid requirements.

- o The metric for participation includes completing 10/13 Reading & Lecture Quizzes which open at the beginning of class.
- **Project 1**: Individual Assignment: Dream Job
- **Project 2**: Group Assignment: Deconstructing and Abstracting the Dream Job
- **Project 3**: Group Assignment: Annotated Bibliography
- **Project 4**: Group Assignment: Mini-Conference / Debate Day: What Information Science Means to Me

Participation & Mutual Aid

Be excellent to each other

Our time together will be oriented around discussion and group work. Generally, the first half of class will focus on the week's assigned readings and/or book club (described below), while the second half of class will be oriented around group work. I expect everyone to participate in our 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 of the ways to ensure you're ready to participate fully include:

- Getting through the materials for each unit (readings, lectures, activities) before class.
- Regularly attending class.
- Participate thoughtfully and deliberately; not being afraid of awkward silences.
- If you don't like speaking in class, make an effort to try to talk more in class; if it's hard for you to keep quiet, make an effort to listen ("step up/step back" according to your own strengths and challenges).
- Using active listening techniques during class, so that, even when muted in Zoom, it's clear that you are paying attention (for instance, gestures, reaction emojis, chat).
- Demonstrating flexibility and graciousness in the face of technical breakdowns and other distractions.
- Taking advantage of alternate modalities (in Zoom, chat and breakout rooms; forums in Canvas).

- Acknowledging and encouraging the contributions of others; letting people know that you want to hear them (for instance, asking open-ended questions, referencing what others have said, learning each other's names).
- Taking responsibility to ask questions or get help when necessary.
- Approaching disagreement respectfully.
- Providing constructive and useful feedback for project peer reviews.

In the hopes of having successful, engaging discussions in class, I have created "practice quizzes" that give students a chance to reflect on the readings. These quizzes will be available until 45 minutes before class starts, and the question is posted in the weekly module. These questions do not have "correct" or "incorrect" answers but are a chance to briefly reflect on the reading. I'll use the answers to these questions, along with any discussions on the discussion board, to guide discussion in class. Successfully completing 10/13 of these practice quizzes will count towards a P in this class.

I've recently been thinking about why I think participation is so important, and how to more equitably "grade" students on this very subjective metric. I've realized that participation is important because it's an element of community, and I definitely think building community is important. So I've come up with a way to measure participation in a way that's more equitable and perhaps will have a greater impact on the class. I'm calling this new form of participation "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:

- **Comment on weekly discussion forum**: My imagination of this interaction is that it will be a place where students can talk to each other about readings and discussions that we've had in class. I've allowed threaded responses in the discussion forum. Students may respond via that threaded discussion.
- **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 Thursdays, best meeting day is Wednesday or even Friday, but I'm flexible. Two people per class session, please

make ONE appointment with me to discuss readings. Links to sign up and make appointments are on the homepage of this course.

- **Sharing is caring**: If you see or hear something in the news that is relevant to our class, please post in the "sharing is caring" discussion with a very brief description of why/how it's relevant to what we've been talking about!
- **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! To get credit for doing this, you **must** share this reading to the "Suggested Readings" Discussion Board.
- **Discussion board participation**: While we'll definitely be having in-class discussion, I will be generating our discussion questions from multiple sources: the weekly quizzes, the sharing is caring and suggested readings discussion boards, and a weekly discussion board. If the readings or the lecture generate any questions for you, please post them to the discussion board. If a topic on the discussion board is interesting to you, feel free to get into a discussion on the board.
- **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. You will include this letter with your points assignment.
- **Any form of mutual aid**. proof reading, showing the library, etc.
- **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.
- **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.
- **Perfect Attendance!** Remember how gratifying it was to have perfect attendance in elementary school? Here's your chance to do it again!
- **Shiny Happy People**: While I'm not grading participation during in-class discussion, I will give points to students who I believe are helping to make large group discussion interesting and engaging. I will contact students who have gone above and beyond normal discussion expectations.

I will add to this list in Canvas, as the semester progresses. Students will keep track of their mutual aid points throughout the semester and provide a numbered 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.

Project 1: Dream Job (Individual)

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

In this project, you will:

For this dream job assignment, I will ask for a 1000 - 2000 word essay on your dream job that contains four sections:

1. **Definition of the Job**: find 3 - 5 job ads that define the necessary education and skillsets. Include these job ads in your paper. Discuss the skills needed in narrative form and the classes offered (or not offered) at SILS that support these needs, and how you expect to meet the requirements for this kind of job upon graduation.
2. **Organizational Methods**: How do practitioners in this field organize and/or conceptualize information? Do they have best practices or industry standards for organizing and providing access to information? What are the tools / programming languages / etc. (depending on your field and specialization) that most people in this field use, what are some of the standardized ways to access (content management systems, online catalogs - who are the major vendors in the field...)
3. **Use of New Technology**: How has technology changed the field? Did this field exist before the advent of the Internet? Did it exist, but in a completely different form? Do a little research into the background of this kind of position. What might this position look like in 25 years?
4. **Create a strategy for your remaining time at SILS**. What classes you want to take, which professors you should work with, who will write you recommendation letters, what kinds of internships (internal or external) or jobs you need to get – to get the skills and experiences you need before you leave. If it looks like there are skills that you need, but SILS does not offer any classes for you to get those skills, how do you propose getting that experience? What resources at UNC are available for you to improve your skillset? Are there any organizations you'd like to intern for? Field experiences?

Optional, but highly recommended: Interview someone who has this position, and ask them some questions about the field, how they got their start, how their career progressed from point A to Z, their thoughts on the future of that field, what kind of training / experience they'd like to see in applicants for entry level positions, and whether they have any advice for people coming into the field.

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.

  - Creating a LinkedIn page, and following people who have careers that you admire.

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 (Group)

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.
- 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?*

- What are some questions that group members have regarding the performance of the job? These questions might refer to day-to-day activities, how do people in these positions measure success, what are the job prospects for different types of jobs in this function, what is the career trajectory for people with this job function…
- Field trip: each member of the group goes out into the world to observe this job function (or job itself) in action. To the best of your ability, see if you can answer the questions your team has come up with and
- Create one report with the questions and answers.

Project 3: Annotated Bibliography (Group)

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: World Café (Group)

- For our final class, we will be doing an online version of the "World Cafe" using Jamboard.

- Students should turn in their visual representation from Project 2 as well as their "powerful question" here, via Canvas, by 5pm on Wednesday November 29. This will give me time to create the Jam Board in time for class on Thursday.

- As a reminder, the visual representation is your group's non-textual representation of your findings from Project 2: the questions you asked, the sites you visited, and some sort of representation of what you found. It can take any form, as long as that form is not primarily textual.

- A "Powerful Question":

- • is simple and clear
  - • is thought-provoking
  - • generates energy
  - • focuses inquiry
  - • surfaces unconscious assumptions
  - • opens new possibilities

- (this is from the World Cafe website, at https://theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

Schedule (Subject to Change)

Week 1:

Syllabus Review

Week 2: What is Information

- Luciano Floridi. 2010. Information: a very short introduction. London: Oxford University Press. (Chapters 2-4, p. 19-59

- Phil Agre. 1995. Intuitional circuitry: thinking about the forms and uses of information. Information Technology and Libraries 14(4): 225-230.

Week 3: Information: A History

- James Gleick. 2011. The Information. New York: Pantheon Books. (Chapter 7, p. 204–232.)

Week 4: Information in Context

- John Fiske. 1990. Introduction to Communication Studies, 2nd ed. London and New York: Routledge. (Excerpts: pages 6–12, 39–46, 56–58, 64–65.)
- Scott McCloud. 1994. Understanding Comics. 1st Harper Perennial ed. New York: Harper-Perennial. (Chapter 2, p. 24–59.)

Week 5: Information helps you make distinctions 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)
- Kent, W. (1978). *Data and Reality: Basic assumptions in data processing reconsidered*. North Holland Publishing Company. (selections)

Week 6: Information helps you describe things

- Lorraine Daston. 2015. Cloud physiognomy: describing the indescribable. Representations 135, Summer 2015, 45-71.
- Dream job paper due

Week 7: Computation / Boolean Algebra

- Edmund C. Berkeley. 1937. Boolean algebra (the technique for manipulating AND, OR, NOT and conditions). The Record 26 part II (54): 373–414. (scan. skip the math and the algebra)
- Peter Pin-Shan Chen. 1976. The entity-relationship model—toward a unified view of data. ACM Transactions on Database Systems 1(1): (9–36.)

Week 8: No Class – University Day

Week 9: No Class – Fall Break

Week 10: Modeling

- Fidel, R. (2012). *Human information interaction: An ecological approach to information behavior*. MIT Press. Chapter 9: Models and their Contribution to Design
- Wilson, T. D. (1999). Models in information behaviour research. *Journal of Documentation*, *55*(3), 249–270.
- Abstracting the dream job is DUE

Week 11: Assessment: 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.
- Cathy O'Neil. 2016. Weapons of Math Destruction. New York: Crown, 2016. Chapter 1.

Week 12: Probability / Probabilistic Retrieval / Relevance / Credibility

- No readings, only lectures.
- Annotated bibliography DUE.

Week 13: Effects of Sorting and Ranking

- Social Effects of Pervasive Sorting (Choose one thing to listen to)
  - Search engines
    - Factually with Adam Conover. (2020). Why Search Engines Aren't Unbiased with Safiya Noble. https://www.earwolf.com/episode/whysearch-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

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  - 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)

Week 14: No Class – Thanksgiving

Week 15: Last Class – World Café Day!!!