

INF1320: Knowledge Organization

Winter 2017

January 10 – April 4, 2017

Section 1: Tuesdays, 9am – 12pm, Bissell 205

Section 2: Tuesdays, 1pm – 4pm, Bissell 325

Instructor: Patrick Keilty, MLIS, PhD

Office Hours: By appointment

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Email: p.keilty@utoronto.ca

Teaching Assistants:

Section 1: Elysia Guzik: elysia.guzik@mail.utoronto.ca

Section 2: Anh Nguyen: hanhthu.nguyen@mail.utoronto.ca

Texts

All required course readings have been made available online through Course Reserves.*

Aims and Objectives of Seminar

The main purpose of this course is to examine the principles and methods of describing, analyzing and organizing information and materials for storage and retrieval. The course will focus on analyzing systems and practices that respond to social and cultural needs, practically and ethically. The course also provides brief experience with bibliographic utilities, description, metadata, and encoding schemes, choice of entry, construction of headings, authority control, Dewey and Library of Congress classification schemes, and Library of Congress Subject Headings. For more detailed knowledge of these systems, take INF2145: Creation and Organization of Bibliographic Records.

Class discussions will consider the divergent theoretical, disciplinary, methodological, and interdisciplinary orientations of cataloging and classification. The selected readings act as a provocation to discussion, encouraging students to evaluate the current practices involved in cataloging and classification. Students' individual understandings of the role of the catalog and of classification in society are at the center of this course's aims and objectives. The main objective of this course is to transform students from passive receivers of knowledge into active and autonomous cultural critics.

* I have assigned way too much reading! This class is a drastically brief introduction to a large subfield. In order to provide an accurate overview of each topic, I have assigned several seminal articles each week. However, I understand that students' individual interests in each topic will vary and students' workload varies from week to week. Read what you can, and prioritize the readings that interest you.

Assessment

Assessment is based upon participation in class discussions, four writing responses, and a final creative project. The writing assignments can be handed in any time during the semester but are due no later than the last day of class. This is meant to give you greater flexibility, but it also means you need to pace your assignments so you don't leave everything to the last minute.

Writing response #1: This 500-word exercise should analytically engage at least one reading from class with one of the following films: *Desk Set* (1957), *Party Girl* (1994), and *The Man Who Wanted to Classify the World* (2004), which will be screened in class. Responses should not summarize the film.

Writing response #2: This 500-word response should engage at least one reading from class with one research talk from outside of class in the Faculty of Information. I have circulated a list of pre-approved talks. I will approve additional talks as I hear about them, so please feel free to make suggestions.

Writing response #3: This 500-word response should appraise the effectiveness of a "non-traditional" or "alternative" metadata or classification schema of your choice and relate it to at least one reading from class. Papers should move beyond description. Past students have written about the Brian Deer Classification Schema at the xwi7xwa Library, PornHub.com, the Kinsey Institute Library and Special Collection, and the Maori Subject Heading Project, to name only a few.

Writing response #4: This 1000-word response should engage at least one reading from class in summarizing your 30-minute interview of a librarian or information professional. I suggest interviewing a co-worker if you currently work or intern in a library or information environment. You can also contact librarians in the UTL system or elsewhere. Interviews can be done in person or by phone, skype, etc. You get to decide the questions, so long as they relate to the class. I suggest preparing your question in advance of the interview.

Creative assignment: In groups of five, students will create a representative project that responds to a specific issue from class that is of interest to the group. This representative work can take whatever form you would like (comic book strip, photograph, reconstructed image, sculpture, film, etc.). You can approach this project in two ways: You can create one collective artistic piece that represents all the members who participated in making the project. Or, you can create a curated submission that has distinct contributions by each member of the group. The only stipulation if you choose the latter option is that your larger project is cohesive and speaks to the same issue. Alongside your creative project, you must also have one artistic statement, a 300-word explanation of your project and its significance to the requirement of the exercise (So, what issue are you responding to? How does the project respond to this issue, and why?). Each group will have 10 minutes to present their

project on the last day of class. A week before this date, I will have a check-in to make sure that you have begun finalizing your projects. During this check in, I expect groups will be nearly done with their projects, with concepts and themes ironed out.

All assignments are pass/ fail (A/F). Students receive a letter grade, weighted as follows: 30% for the creative assignment, 15% for each writing response (totaling 60%), and 10% for participation. All assignments are due no later than the last day of class.

Late Assignments

I will not accept late assignments (defined as an assignment submitted after the deadline). Extensions will only be granted in the event of illness or emergency. Students will not receive credit for unexcused late assignments. Please let me know of your extenuating circumstance as soon as possible so that we can make reasonable accommodations.

Email Policy

Email inquires about the course material are welcome. Messages should be composed carefully and professionally, including proper salutation, and should include the student's full name. The subject line should include the course number and section. Emails should be concise and state the purpose of the inquiry in the first sentence. Inquiries that do not follow this protocol or are already addressed by the syllabus will not receive replies. Please allow two business days for replies.

Schedule of Readings

Week One: History

In-class film: *The Man Who Wanted to Classify the World* (2004)

Bush, Vanenevar. (1945). As we may think. *Atlantic Monthly* (July 1945): 101-108. Retrieved from <http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>

Rayward. W. B. (1994). Visions of Xanadu: Paul Otlet (1868 – 1944) and hypertext. *JASIS* 45(4): 235-250.

Wright, Alex (2008). The web time forgot. *New York Times*, June 17. Retrieved from <http://www.nytimes.com/2008/06/17/science/17mund.html?pagewanted=1;oref=slogin&r=2>

Clark, William. (2006). The library catalogue. In *Academic charisma and the origins of the research university* pp. 297-335. Chicago: University of Chicago Press.

Avram, Henriette D. (2003). Machine-Readable Cataloging (MARC) Program. In *Encyclopedia of Library and Information Science* 45: 82-109

Week Two: Standards and Tools

Furrie, Betty. (2003). Understanding MARC Bibliographic: Machine-Readable Cataloging. Retrieved from <http://www.loc.gov/marc/umb>

- Cutter, C. A. (1985). Rules for a dictionary catalog: Selections. In E. Svenonius & M. Carpenter (Eds.), *Foundations of cataloging: A sourcebook* (pp. 62-71). Littleton, CO: Libraries Unlimited. (Reprinted from *Rules for a dictionary catalog*, 1904, 4th ed., rewritten, Washington, DC: Government Printing Office)
- Lubetzky, S. (1985). Objectives of the catalog. In E. Svenonius & M. Carpenter (Eds.), *Foundations of cataloging: A sourcebook* (pp. 186-191). Littleton, CO: Libraries Unlimited. (Reprinted from *Principles of cataloging. Final report, Phase I: Descriptive cataloging*, pp. 11-15, 1969, Los Angeles: Institute of Library Research)
- Lubetzky, S. (1985). Principles of descriptive cataloging. In E. Svenonius & M. Carpenter (Eds.), *Foundations of cataloging: A sourcebook* (pp. 106-112). Littleton, CO: Libraries Unlimited. (Reprinted from *Studies of descriptive cataloging*, pp. 25-33, by Library of Congress, Processing Department, 1946, Washington, DC: Library of Congress)
- Gilliland, Anne. (2000). Setting the Stage. In Baca, M., ed. *Introduction to metadata: pathways to digital information*, ver. 2.1. Los Angeles, CA: Getty Information Institute. Retrieved from:
http://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.html
- Svenonius, E. (2003). Design of controlled vocabularies. In *Encyclopedia of library and information science* (pp. 822-838). New York: Marcel Dekker.

Week Three: The Library of Congress and Dewey Decimal Classification

Guest Lecturer and Visit: Don Charuk, Toronto Public Library, Cataloging Division, Scarborough, 1076 Ellesmere Road (allow extra time for travel)[†]

Lopes, M. I., & Beall, J. (Ed.). (1999). *Principles underlying subject heading languages (SHLs)*. Munchen: K. G. Saur.

Part I. Background, Definitions and Principles (p.1)

Construction Principles (p. 2)

Application Principles (p. 3)

Introduction. *Library of Congress Subject Headings* (32nd ed.). (2010). Washington, DC: Cataloging Distribution Service, Library of Congress. Retrieved from

Chan, L. M. (1995). Classification, present and future. *Cataloging & Classification Quarterly*, 21(2), 5-17.

Interview with Barbara Tillett. August 9, 2006. Retrieved from
<http://libraryjuicepress.com/blog/?p=115>

Classification. General. F10. General Principles of Classification. *Classification and shelving manual*. (2008). Washington, DC: Cataloging Policy and Support Office.

Browse the following:

Library of Congress Authorities: <http://authorities.loc.gov/>

[†] Because The Cataloging Division at the Toronto Public Library can only handle groups of 25 students in tours, we will be staggering the times of your visits. I will ask students in Section 1 to sign-up for 9am, 10am, or 11am, and students in section 2 to sign-up for 1pm or 2pm.

Library of Congress Subject Headings (32nd ed.). (2010). Washington, DC: Cataloging Distribution Service, Library of Congress. (Available in most libraries.)

Subject headings manual (1st ed.) (2008). Washington, DC: Cataloging Distribution Service, Library of Congress. (Available in most libraries.)

Free-floating subdivisions: An alphabetical index. (19th ed.) (2007). Washington, DC: Cataloging Distribution Service, Library of Congress. (Available in most libraries.)

Library of Congress Classification Outline: <http://www.loc.gov/catdir/cpsolcco/>

Dewey Decimal Classification (22nd ed.). (2003). Introduction.

DDC Summaries: <http://www.oclc.org/dewey/resources/summaries.en.html>

DDC Tutorial: <http://www.oclc.org/dewey/resources/tutorial/>

Week Four: Order

Guest Lecture: Elysia Guzik, PhD Student, Faculty of Information, University of Toronto

Foucault, Michel. (2001). *Order of Things: An Archeology of the Human Sciences*. New York: Routledge, pp. 136-179

Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. Chicago: University of Chicago Press, pp. 5-57

Mudimbe, V. Y. *The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*. Bloomington, IN: Indiana University Press, pp. 1-23.

Gould, Stephen Jay. (1981). *The Mismeasure of Man*. New York: Norton, pp. 105-141.

Week Five: Standards

Lampland, Martha and Susan Leigh Star. (2009). Reckoning with standards: In *Standards and Their Stories: How Quantifying, Classifying, and Formalizing Practices Shape Everyday Life*. Ithaca: Cornell University Press: 3-24.

Bowker, Geoff and Star, Susan Leigh. (2000). *Sorting Things Out: Classification and Its Consequences*. Cambridge, MA: MIT Press, pp. 1-50, 195-226

Spade, Dean. (2011). "Administrating Gender." *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Cambridge, MA: South End Press, pp. 137-169

Week Six: Metadata and Representation

In-class film: *Desk Set* (1957)

Cheney-Lippold, John. (2011). "A New Algorithmic Identity." *Theory, Culture, and Society* 28(6): 164-181.

Olson, Hope A. (2002). *The Power to Name: Locating the Limits of Subject Representation in Libraries*. Boston, MA: Kluwer, pp. 1-15

Drabinski, Emily. 2013. Queering the catalog: Queer Theory and the politics of correction. *Library Quarterly* 83: 94-111.

Duarte M. and M. Belarde-Lewis. 2015. Imagining: Creating Spaces for Indigenous Ontologies. *Cataloging & Classification Quarterly* 53: 677-702

Keilty, Patrick. 2012. "Sexual Boundaries and Subcultural Discipline." *Knowledge Organization* 39: 417 – 431.

Reading Week

Week Seven: Authority Control and Vocabularies

In-class film: *Party Girl* (1994)

Furnas, G. W. et al. (1987). The vocabulary problem in human-system communication. *Communications of the ACM* 30: 964-971.

Gorman, M. (2004). Authority control in the context of bibliographic control in the electronic environment. *Cataloging & Classification Quarterly*, 38(3/4), 11-22.

Tillett, B. B. (2004). Authority control: State of the art and new perspectives. *Cataloging & Classification Quarterly*, 38(3/4), 23-41.

Dunkin, Paul. S. (1969). *Cataloging USA*. Chicago, IL: American Library Association, pp. 23-47

Salo, Dorothea. (2009). Name authority control in institutional repositories. *Cataloging & Classification Quarterly* 47: 249-261

Lanzi, E. (1998). Standards: What role do they play? What, why and how of vocabularies. In *Introduction to Vocabularies: Enhancing Access to Cultural Heritage Information*, ed. E. Lanzi. Los Angeles, CA: Getty Information Institute, pp. 8-27

Week Eight: The Politics of Searching

Consumer Watchdog. (2010). Traffic report: How Google is squeezing out competitors and muscling into new markets. Retrieved from <http://www.consumerwatchdog.org/resources/TrafficStudy-Google.pdf>

Noble, Safiya. (2013). Google Search: Hyper-visibility as a means of rendering Black women and girls invisible. *InVisible Culture*.

Nissenbaum, H. and Lucas Introna. 2004. Shaping the web: Why the politics of search engines matter. In *The Internet in Public Life*, ed. By V. Gehring . Rowman & Littlefield.

Friedman, B., & Nissenbaum, H. (1996). Bias in Computer Systems. *ACM Transactions on Information Systems*: 14: 330–347.

BP buys Google ads for search term oil spill. (2010, June 9). *Reuters*. London. Retrieved October 12, 2013, from <http://www.reuters.com/article/2010/06/09/us-oil-spill-google-idUSTRE65833720100609>

Nunberg, G. (2009). Google's book search: A disaster for scholars. *The chronicle of higher education*. Aug. 31 Retrieved from <http://chronicle.com/article/Googles-Book-Search-A-Dis/48245/>

Week Nine: Linked Metadata

Guest Lecturer and Visit: Lari Langford, University of Toronto Library at Downsview, 4961 Dufferin (allow extra time for travel)

- Elings, M. W., and G. Waibel. (2007). Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums. *First Monday* 12 (3).
- Darnton, R. (2008). The library in the new age. *New York Review of Books* 55.
- Salo, D. (2010). Retooling libraries for the data challenge. *Ariadne*, 64. Retrieved from <http://www.ariadne.ac.uk/issue64/salo/>.
- Markey, K. (2007). The online library catalog: Paradise lost and paradise regained? *D-Lib Magazine* 13 (1/2).
- Layne, S. (2010). Functional Requirements for Bibliographic Records (FRBR). In M. J. Bates and M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed.) (pp. 1884-1891). Boca Raton, FL: CRC Press.
- Maxwell, Robert L. (2013). Maxwell's Handbook for RDA. Chicago: American Library Association: 1-23.
- Kroeger, A. 2013. The Road to BIBFRAME: The Evolution of the Idea of Bibliographic Transition into a Post-MARC Future. *Cataloging & Classification Quarterly*, 51(8), 873–890.

Week Ten: Archives

- Holmes, O. W. 1964. Archival arrangement: Five different operations at five different levels. *American Archivist* 27 (1): 21–41. Retrieved from <http://www.archives.gov/research/alic/reference/archives-resources/archival-arrangement.html>.
- Thurman, A. C. 2005. Metadata standards for archival control: An introduction to EAD and EAC. *Cataloging & Classification Quarterly* 40 (3/4): 183–212.
- Yakel, Elizabeth. 2003. "Archival Representation." *Archival Science* 3: 1-25.
- Duff, Wendy and Verne Harris. 2002. Stories and Names: Archival Description as Narrating Records and Constructing Meaning. *Archival Science* 2: 263-285.
- Browse: International Council on Archives. 2000. *ISAD(G): General International Standard Archival Description*, 2nd ed. Ottawa, Canada: ICA.

Week 11: Non-textual Domains

Guest Lecturer and Visit: Fabiano Rocha, Robarts Library

- Flickner, M. et al. (1995). Query by image and video content: The QBIC System. *Computer* 28(9): 23-32
- Trant, J. (2006). Social classification and folksonomy in art museums: Early data from the steve.museum tagger prototype. In Proceedings of the 17th Workshop of the American Society for Information Science and Technology Special Interest Group in Classification Research 17, Austin, TX.
- Bainbridge, D. (2004). Music information retrieval research and its context and the University of Waikato. *JASIS* 55(12): 1092-1099
- Zeng, M.L. Metadata elements for object description and representation: A case report from a digitized historical fashion collection project. *JASIS* 50(13): 1193-1208

- Layne, S. (2002). Subject access to art images. In M. Baca (Ed.), *Introduction to art image access: Issues, tools, standards, strategies* (pp. 1-19). Los Angeles: Getty Research Institute.
Retrieved from
http://www.getty.edu/research/publications/electronic_publications/intro_aia/layne.html
- Shatford, S. (1986). Analyzing the subject of a picture: A theoretical Approach. *Cataloging & Classification Quarterly*, 6(3), 39-62.
- Svenonius, E. (1994). Access to non-book materials: The limits of subject indexing for visual and aural languages. *Journal of the American Society for Information Science*, 45, 600-606
- Browse: Visual Resources Association. (2006). Cataloging Cultural Objects: A guide to describing cultural works and their images. Retrieved from
<http://cco.vrafoundation.org/>
- Browse: Visual Resources Association. (2007). Welcome to the VRA Core 4.0. Retrieved from <http://www.vraweb.org/projects/vracore4/>

Further reading:

- Weinberger, D. 2007. *Everything is miscellaneous: the power of the new digital disorder*. New York: Holt.
- Taylor, A. G. 2009. *The organization of information*. 3rd ed. Westport, CT: Libraries Unlimited.
- Warner, Julian. 2010. *Human information retrieval*. Cambridge, MA: MIT Press.
- Svenonius, E. 2000. *The intellectual foundation of information organization*. Cambridge, MA: MIT Press.
- Chartier, Roger. 1994. *The Order of Books*. Stanford, CA: Stanford University Press.
- Day, R. 2014. *Indexing It All: The Subject in the Age of Documentation, Information and Data*. Cambridge, MA: MIT Press
- Wright, A. 2014. *Cataloging the World: Paul Otlet and the Birth of the Information Age*. Oxford ; New York: Oxford University Press.
- Fidel, R. 2012. *Human Information Interaction: An ecological approach to information behavior*. Cambridge, MA: MIT Press.

Faculty of Information Boilerplate Requirements

[Professor Keilty's response: I have copy-edited the Faculty's boilerplate language for grammatical, punctuation, and syntactical errors. Please consult the Programs Committee for an original draft of this document.]

Statement of Acknowledgement of Traditional Land

We (or I) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

[Professor Keilty's response: What does this statement hope to accomplish? Through boilerplate, formulaic language, this statement dilutes the power of this acknowledgement. The Statement does not state its intention (which could be widely interpreted), article what responsibilities settlers have toward indigenous people, or how the work of the university (and the Faculty of Information in particular) benefits indigenous people. Finally, this land was not surrendered; it was obtained through violence, a fact that is curiously absent from this Statement. Statements of Land Acknowledgement can be transformative acts when they move beyond formulaic language and become sites for potential disruption. Such a statement acts best when it discomforts those reading the words, forcing a reflection on our various roles and relationships to the land and each other. In its current form, the Faculty's Statement falls short of this goal. It is a superficial response to an important issue.]

Relationship to Program Learning Outcomes

http://current.ischool.utoronto.ca/system/files/user/108/policy_on_student_learning_outcomes_0.pdf

[Professor Keilty's response: This course aligns with various Student Learning Outcomes (SLO) of the MI. The issues covered in the course will allow students to become "conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines", so that they "can respond to changing information practices and needs of society" (SLO 1); the course will allow them to develop social responsibility as information professionals through the development of "knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership" (SLO 2). Assignments will allow "students [to] develop the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information" (SLO 3); "develop an understanding of the development of theory concerning information, where it is found, and how it is used" (SLO 4), and provide students the ability to "continue in life-long intellectual growth beyond graduation" (SLO 5).]

Course Objectives

The course objectives describe what the instructor plans to present or deliver in the course.

[Professor Keilty's response: See "Aims and Objectives" on syllabus]

Course Learning Outcomes

The student outcomes or course outcomes describe the knowledge, skills, and/or competencies that the students should have or be able to demonstrate upon completion of the course (most courses will have a mix of different kinds of outcomes). It is also considered best practice to clearly articulate how students will demonstrate that they have achieved each of the student learning outcomes or course learning outcomes (for example through assignments, presentations, activities in class, discussions, etc.).

[Professor Keilty's response: See "Aims and Objectives" on syllabus]

Relationship between Course Learning Outcomes and Program Learning Outcomes

Instructors should provide a link to the appropriate program-level Student Learning Outcomes (MI: <http://current.ischool.utoroxnto.ca/studies/learning-outcomes>; MMSt: http://current.ischool.utoronto.ca/system/files/user/108/mmst_vision_-_rev._march_7_2014_0.pdf; Doctoral: http://current.ischool.utoronto.ca/system/files/user/108/final-phd_program_goals_april17_2014_1.pdf) and include a paragraph describing how the course and its learning outcomes relate to the program-level Student Learning Outcomes.

[Professor Keilty's response: I am not clear how this is different from the section of this document entitled "Relationship to Program Learning Outcomes." Please refer to my response in that section.]

Grading

Please consult the iSchool's Grade Interpretation Guidelines (<http://current.ischool.utoronto.ca/grade-interpretation>) and the University Assessment and Grading Practices Policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>). These documents will form the basis for grading in the course.

[Professor Keilty's response: See "Assessment" on syllabus]

Writing Support

As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects". With this in mind, please make use of the writing support provided to graduate students by the SGS Office of English Language and Writing Support (<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>). The services are designed to target the needs of both native and

non-native speakers and all programs are free. Please consult the current workshop schedule (<http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx>) for more information.

Academic integrity

Please consult the University's site on Academic Integrity (<http://academicintegrity.utoronto.ca/>). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). Cite it Right covers relevant parts of the U of T *Code of Behaviour on Academic Matters (1995)*. It is expected that all iSchool students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes. To review and complete the workshop, visit the orientation portion of the iSkills site: uoft.me/iskills

Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office (<http://www.studentlife.utoronto.ca/as>) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.