Information in Social and Cultural Context
INF 380C
28315

Spring 2014
UTA 1.208
Tuesdays, 9am – 12 pm

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I. Course Description
Examines the role of information in human activities, particularly in relation to particular social and cultural contexts. Examines how individuals, groups, organizations, institutions, and society at large create, find, use, understand, share, transform, and curate information.

II. Specific Learning Objectives
By the end of this course, you will:

• Learn a common language and conceptual framework that can connect the diverse areas of specialization within the information field, and express your ideas in class discussions, debates, and projects in ways that can be understood by other information professionals.

• Understand the role of information in human activities and the role of social and cultural contexts, and demonstrate your understanding through completing course readings, submitting discussion questions via Canvas, and successful participation in small group and class discussions.

• Examine how groups, organizations, and institutions create, find, use, understand, share, transform, and curate information, and connect them to individuals on the micro side and society at large on the macro side, through completing your course readings and projects.

• Demonstrate your ability to work with others and independently effectively and professionally by successfully completing the group and individual components of the project as well as by successfully participating in small group and class discussions and working with teammates in debates, as well as maintaining professional courtesy with opponents.

III. Format and Procedures
This is a seminar-style course, so your attendance and participation in class are critical to your success in this course and to the success of the course as a whole. Of primary importance:

• Complete all required readings prior to class
• Submit your weekly questions via Canvas each week by Monday at noon
• Come to class prepared to participate in small group and class discussions, as well as debates (as proponents, opponents, or jury members/questioners).
• Work independently and in teams to complete a course project that studies the information social and cultural context of a group, organization, or institution.

The success of this course will depend on everyone’s preparation and willingness to share their ideas and opinions, which requires mutual understanding and respect. You are welcome to express ideas that are different from your peers or the instructor, but this should be done politely and professionally, and in a constructive manner.
IV. Tentative Course Schedule **This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.**

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<tr>
<th>Date</th>
<th>Topic/Debate</th>
<th>Work to do at home</th>
<th>Evaluation</th>
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<tr>
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<td>Readings – to be completed before class</td>
<td>Class Attendance and Participation (CAP)</td>
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<tr>
<td>Week 1</td>
<td><strong>Introduction</strong></td>
<td>N/A (no readings before first class)</td>
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**How to read and think about Information Society and Culture**

**Week 2**

1/21


**Unit I: Values and Epistemology**

**Week 3**

1/28


**Week 4**

2/4

| Week 5 2/11 | Information in International Context  
| --- | --- | --- |
| Week 6 2/18 | Standardization  
| Week 7 2/25 | Intellectual Property  

**Unit II: Information Policy**

**DQs**  
**CAP**  
**Debate**  
**Project Proposal**
|---|---|---|---|---|---|---|---|
role of the library as a social and educational institution more or less important in the information age?

• Kinney, B. (2010). The Internet, public libraries, and the digital divide. Public Library Quarterly, 29, 104-161
• Maack, M. N. (2001), Books and libraries as instruments of cultural diplomacy in Francophone Africa during the Cold War. Libraries & Culture, 36, 58-86.

Week 13 4/15 Archives Debate: Should archival principles about how much and what we save change significantly in the information age?
• Trace, C. (2011). Beyond the magic to the mechanism: Computers, materiality, and what it means for records to be “born digital.” Archivaria, 72, 5-27.

Week 14 4/22 Museums Debate: Community members should have a role in the archival appraisal/acquisition process for an archive that serves and/or represents them.
• Causer, T., & Wallace, V. (2012). Building a volunteer community: Results and findings from Transcribe Bentham. Digital Humanities Quarterly, 6(2).

Week 15 4/29 Group Project Presentations No Readings – Project Presentations

V. Course Requirements
1. Class attendance and participation (30%)
(a) Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). Excessive tardiness may be considered as an unexcused absence.

(b) Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning.

You are expected to participate in all aspects of class discussion including as a jury member during the
debates. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality.

(c) Regular attendance and active participation in each class session (with exceptions made for documented, university-recognized absences as noted above) are critical for receiving a good grade in this course. For example, by actively participating in each class, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

(d) Religious Holy Days By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

(e) This grade is divided into three parts:
   i. 1st Half Semester (before spring break) (13%)
   ii. 2nd Half Semester (after spring break) (13%)
   iii. Debate Responses (5%)

   Debate responses are due by jurors (see description below) in Canvas on the day of the debates. These questions are questions generated by the discussion. Normally these would also be voiced during the jury period of the debate. Responses also include “votes” collected in Canvas.

2. Course Readings/Materials
   (a) All course readings are available on the course Canvas site at http://utexas.instructure.com
   (b) Please make sure to complete all readings before coming to class
   (c) You will need to do additional reading to prepare for debates and projects.

3. Use of Canvas in class

   To supplement our in-class discussions we will use Canvas to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find Canvas support at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so please plan accordingly.

4. Discussion Questions (25%)  

   Except when indicated, there will be required readings each week. The required readings will be posted on Canvas, so there are no books to buy or papers to acquire for the class.

   Each week, you are expected to read the material carefully and post discussion questions in Canvas that address the class readings by noon on Mondays, the day before class meets. These questions should touch on a majority of the readings for full credit. You can post more than one. You can ask questions about confusing parts or respond to another person’s post (as along as it demonstrates that you have read the readings). Synthesis and synergy across readings are keys to successful questions. These questions should demonstrate that you have done the reading even if you don’t feel like you fully grasp the reading. They should stimulate thoughtful class discussion.

5. Debates (15%)  

   Debates will be held during the second half of each class period.  

   Note: You do NOT have to post Discussion Questions on the same week you are participating in a Debate. However, you should attempt to incorporate the readings in the debate and/or be able to discuss after the debate how the readings might bear on the discussion.

   a) During each debate, students will work in teams of three covering both sides of the debate. Each student will participate in 2 debates during the semester. During the first day of class, you will indicate your preferred debate topics and sides, and efforts will be made to match you up with topics and sides for which you have indicated interest.
b) Prior to each debate, you will need to identify **at least 2 different outside readings per team member** that you used to prepare for the debate, and each team member needs to prepare an informal one-page summary listing the readings as well as your planned contributions in terms of the different components of the debate. Basically, these help to ensure that you are prepared for the debate and help you to document the preparation that you did before each debate. You will need to coordinate with your team members prior to the debate to ensure that you select different readings and have assigned roles for the different components of the debate.

c) Each debate will begin with a coin toss to determine order, followed by opening statements by each side (5 minutes each), cross-examination between the two sides (5 minutes each), questioning by the jury (8 minutes total), and closing arguments (1 minute each). Please make sure to coordinate your roles within your team prior to the debate, so you’ll be ready for all components.

d) Each debate will also include three additional roles, which will be randomly selected: moderator, time-keeper, and parliamentarian. The moderator’s role will be to introduce the debate question as well as the members of each team, as well as to transition from one part of the debate to the next. The timekeeper’s role will be to ensure that each segment of the debate is completed on schedule. The parliamentarian’s role is to ensure that the debate is civil, professional, and constructive, and to intervene if the debate gets off topic or if debaters violate the spirit of the debate or the course. Please note that the instructor may also intervene in any of these capacities on an as-needed basis.

e) Any student not playing one of these roles will be a member of the jury. As a jury member, please come prepared with questions to ask both sides, and please note that performance as a juror as well as other roles will be evaluated as part of class participation.

f) Your grade for each debate will be based on your preparation as documented in your one-page summary as well as your performance in the debate as evaluated by the instructor and the jury.

6. **Project (30%)**

Projects combine teamwork with individual accountability, and include a project proposal, individual report, final report, and final presentation.

a) On the first day of class, we will form teams with 4-5 students per team. You will work with your team throughout the semester on your project proposal, final report, and final presentation.

b) Please use APA format: [http://www2.liu.edu/CWIS/CWP/library/workshop/citapa.htm](http://www2.liu.edu/CWIS/CWP/library/workshop/citapa.htm)

c) The project proposal involves deciding on a group, organization, or institution to study, and articulating the social and cultural context for information in that group, organization, or institution. Focusing on the different aspects of the information lifecycle (how they create, find, use, understand, share, transform, and curate information), you will submit a two-page proposal addressing:

i. What group, organization, or institution have you decided to study?

ii. Why have you selected this group, organization, or institution?

iii. What do you expect are the social and cultural context for this organization?

iv. What is their mission or goal?

v. On which 4-5 aspects of the information cycle will your team focus?

vi. Who will focus on which component (each student picks a different component)?

vii. What approach will you use across components and for each particular component?

Each person will submit a project proposal (including all team member names) via Canvas.

d) The individual report involves writing your own report on how the cultural and social context of your study group, organization, or institution impacts the aspect of the information lifecycle you have proposed to study. Your report should be 10-15 pages in length (not including references) and can be based on any kind of research, including literature review, interviews, surveys, or any other appropriate research methods. Please note that experience with research methods is not necessary, as you may elect to write a literature review. You should make sure to answer the following questions in your report:

viii. How did you study your selected aspect? Please be as detailed as possible.

ix. What did you find? What were the findings of the lit review, interviews, survey, etc.?

x. What does it mean? What would you conclude based on your findings?
xi. What can we learn from? What best practices used here can apply elsewhere?

xii. What can be improved? e.g., Based on what you have articulated as the organization’s social and cultural context, how could the information they produce or use better serve them?

Individual reports must be submitted via Canvas.

e) The final report should provide a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context. However, unlike the individual reports, you will need to work together to synthesize your answers into a coherent report summary of your major findings with recommendations based on those findings. A final section should included a half-page from each team member discussing the changes that have been incorporated in the final report that respond to peer reviews, group discussions, or instructor feedback from previous iterations. The group report should be 10-15 pages in length. Final reports must be submitted via Canvas.

f) The final presentation will be on the last day of class. Each presentation will be 10 minutes in length, with an additional five minutes for questions and discussion. All team members must participate in both preparing and presenting the final presentation. It is not necessary to include project changes (as described in the group project paper) in the final group project. Each team must submit PowerPoint slides via Canvas by the beginning of the last day of class.

7. Late Assignment Policy

All assignments are due as noted on in Canvas. Sometimes due dates change and this syllabus may not reflect these changes. All assignments must be submitted via Canvas. Late assignments will only be excused in situations following university policy (illness, religious holy days, etc.) with proper documentation and timely notification (prior to the deadline for non-emergencies). In all other cases, assignments received after the deadline will be penalized 10% per 24-hour period. If you turn in an assignment (without prior authorization or extreme emergency circumstances) even one minute late, you will have an automatic deduction of 10% prior to grading of the assignment; if you are five days late, even an otherwise perfect assignment will only receive half-credit; and if you are ten days late, your assignment will not be graded and will not receive any credit.

VI. Grading Procedures

Grades will be based on:

(a) Attendance and Participation (30%)
(b) Discussion Questions (25%)
(c) Debate 1 (5%)
   i) Preparation: 1.5% per debate
   ii) Jury Vote: 1% per debate
   iii) Instructor evaluation: 2.5% per debate
(d) Debate 2 (10%)
   i) Preparation: 3% per debate
   ii) Jury Vote: 2% per debate
   iii) Instructor evaluation: 5% per debate
(d) Projects (30%)
   i) Project Proposal: 5%
   ii) Individual Report: 15%
   iii) Group Report: 5%
   iv) Group Presentation: 5%

Grading Scale:

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<th>Grade</th>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>C+</td>
<td>77-79</td>
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<td>D+</td>
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VII. Academic Integrity

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. [See the UT Honor Code above.] Any work submitted by a student in this course for academic credit will be the student's own work, although collaboration is allowed and required in the project proposal, group report, group presentation, and some aspects of the debate preparation.

The projects combine teamwork with individual accountability. For the project proposal, you will need to work with your team members. For the individual report, you will need to complete your own report without help from other students. For the final project and presentation, you will need to share your individual project results with your team members (after first submitting them to the instructor).

VIII. Other University Notices and Policies

Use of E-mail for Official Correspondence

- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.