

Knowledge Organization

Fall 2016

Instructor information

Name: Jens-Erik Mai
Office: Room A6.17
E-mail: jemai@hum.ku.dk [<- the best way to contact me]
Web: www.jenserikmai.info
Phone: 32586066
Office hours: By appointment only [to be set up via email]

Course information

Title: Knowledge Organization
Number: HIVK03311U
Credits: 15 ECTS
Semester: Fall 2016
Workload: Instruction: 45 hours [incl. feedback]; preparation [reading for the classes]: 245.8 hours; examination [writing the portfolio papers]: 120 hours.
Total: 410.8 hours. [approx. 25 hours per week spread over 16 weeks.]
Readings: 1500 standard pages
Location: Room C4.12
Time: Tuesday 1:00pm - 2:45pm
Thursday 8:30am - 10:15am

Catalog description

This course provides an introduction to the conceptual foundation for organizing information and materials. The course surveys the basic principles and concepts at play in the design and employment of knowledge organization systems, and as such it reviews fundamental knowledge organization principles and concepts; different approaches to organizing information; traditional, new and emerging knowledge organization systems; issues in the design of knowledge organization systems; and the ethical consequences of knowledge organization. The course aims to provide students with a solid grasp of the theoretical foundation of knowledge organization, a sense of the diversity in approaches and systems, and an appreciation for the conceptual foundation of knowledge organization. The course prepares students to engage in the design and utilization of knowledge organization in many different kinds of environments, including businesses, web, special collections, libraries, research and NGOs.

Objectives

This course is one of three constituent (required) courses within the specialization: “Information Architecture and User Studies”. The overall purpose of the course is to introduce students to the conceptual and theoretical foundations of *knowledge organization* (aka: “information organizing processes”, “information organization”, “resource organization”, “classification”, or “information architecture”) — and more specifically to introduce students to the conceptual

foundation for understanding, working with, and designing systems that sorts, organizes, ranks, searches or otherwise provide access to knowledge and information.

The course is an advanced, master level course in knowledge organization and as such it is expected that students have basic skills and knowledge in knowledge organization theory, concepts, and ideas. It is expected that students have: i) a basic understanding how categories are shaped by language, cognition, and culture, ii) a basic understanding of knowledge organization terminology, and iii) a basic understanding of processes and challenges in the design and construction of controlled vocabularies. The level of knowledge required for the course can be gained in basic introductory BA level courses, such as the knowledge organization course offered in the first semester in the BA program at IVA.

Outcomes

The objective of the module is to provide the student with -

- knowledge and understanding of:

- Different types of knowledge organization systems, including metadata systems.
- Theories and methods in relation to design, construction, and evaluation of knowledge organization systems.
- Theories and conceptions for representation and organization of information, incl. documents, entities, and other materials.

- skills to:

- Reflect on knowledge organization theories and concepts.
- Assess suitable approaches, models, methods, and conceptions for design/studies/evaluation of knowledge organization systems, including in relation to their context.
- Assess the use and implementation of knowledge organization in different types of information systems.

- competences in:

- Design and/or construct a knowledge organization system.
- Conduct an evaluation of a context or a domain for the design of a knowledge organization system.

Academic objectives -

- students are able to:

- Give an account of various types of approaches, models, methods and conceptions of knowledge organization and knowledge organization systems.
- Assess suitable approaches to the design and construction of a knowledge organization system in a specific context or domain.
- Prepare/ design a knowledge organization system.

Schedule

The class meets once or twice a week - it is important that everyone attends all classes, and come well-prepared; having read the assigned readings and ready to engage in discussions about the readings. This is a discussion based class - there will be no lectures.

The course is organized around four somewhat overlapping and interrelated themes, which allows us to explore issues of knowledge organization and information provision from multiple perspectives and traditions. Each theme will go into depth with theories and concepts that are pertinent to contemporary systems for knowledge organization and information provision.

I have listed the readings for each week below in the order I suggest you read them – which might not necessarily be the order in which you prefer to read them, or the order in which you will best master their content. Please note that I have designated some readings as optional; these are not included in the *common required readings (pensum)*.

class #1 | Tuesday, Sept. 6

Introductions

Greetings, presentations, overview, syllabus, readings, assignments, etc.

THEME ONE: FOUNDATIONS

class #2 | Thursday, Sept. 8

Foundations : history

Day, Ronald E. 2014. *Indexing it all: The subject in the age of documentation, information, and data*. Cambridge, MA: MIT Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01008882871>]

Chap. 1: “Introduction”, p. 1-13. [13 standard pages]

Chap. 2: “Paul Otlet”, p. 15-34. [21 standard pages]

Chap. 3: “Representing documents and persons...”, p. 35-58. [26 standard pages]

Black, Alistair & Dan Schiller. 2014. Systems of information: The long view. *Library Trends*, 62 (3): 628-662. [29 standard pages]

class #3 | Tuesday, Sept. 13

Foundations : modernity

Webster, Frank. 2014. *Theories of the information society*, fourth edition. London: Routledge. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01009069990>]

Chap. 11: “Information, reflexivity, and surveillance”, p. 277-305. [46 standard pages]

Chap. 12: “Information and postmodernity”, p. 306-339. [49 standard pages - *optional*]

Black, Alistair. 2001. The Victorian information society: Surveillance, bureaucracy, and public librarianship in 19th-century Britain. *The Information Society*, 17(1): 63-80. [31 standard pages]

Mai, Jens-Erik. 2011. The modernity of classification. *Journal of Documentation*, 67(4): 710-730. [27 normalsider]

Black, Alistair. 1998. Information and modernity: The history of information and the eclipse of library history. *Library History*, 14: 39-45. [9 standard pages - *optional*]

class #4 | Thursday, Sept. 15

Foundations : aboutness

Stock, Wolfgang G. & Mechtild Stock. 2013. *Handbook of information science*. Berlin: de Gruyter. [Ebook: http://rex.kb.dk/KGL:KGL:TN_ingram_mylibrary9783110235005]

Part I: “Propaedeutics of knowledge representation”, sections I.1 & I.2, p. 503-530. [22 standard pages]

Hutchins, W.J. 1978. The concept of 'aboutness' in subject indexing. *Aslib Proceedings*, 30 (5): 172-181. [11 standard pages]

Wilson, Patrick. 1968. *Two kinds of power: An essay on bibliographic control*. Berkeley, CA: University of California Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01008765278>]
Chap. 5: "Subjects and the sense of position", 69-92. [25 normalsider]

Hjørland, Birger. 2002. Towards a theory of aboutness, subject, topicality, theme, domain, field, content . . . and relevance. *Journal of the American Society for Information Science and Technology*, 52(9): 774-778. [10 standard pages]

Goodman, Nelson. 1961. About. *Mind*, 70 (277): 1-24. [26 standard pages - optional]

class #5 | Tuesday, Sept. 20

Foundations : structures

Stock, Wolfgang G. & Mechtild Stock. 2013. *Handbook of information science*. Berlin: de Gruyter. [Ebook: http://rex.kb.dk/KGL:KGL:TN_ingram_mylibrary9783110235005]
Part I: "Propaedeutics of knowledge representation" sections I.3 & I.4, p. 531-563. [27 standard pages]
Part L: "Knowledge organization systems", p. 635-731. [83 standard pages - optional]

Glushko, Robert J. 2014. *The discipline of organizing*, Professional edition. Sebastopol, CA: O'Reilly [<http://disciplineoforganizing.org>]
Chap. 1: "Foundations for organizing systems". [46 standard pages]
Chap. 2: "Activities in organizing systems". [40 standard pages - optional]

Monday Sept. 26

Submit paper #1. Submit your first paper in *Absalon* no later than 8am.

Thursday Sept. 29

Feedback on paper #1. Make an appointment [here](#).

class #6 | Tuesday, Oct. 4

Foundations : socio-technical

Day, Ronald E. 2014. *Indexing it all: The subject in the age of documentation, information, and data*. Cambridge, MA: MIT Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01008882871>]
Chap. 4: "Social computing and the indexing of the whole", p. 59-87. [31 standard pages]
Chap. 5: "The document as the subject", p. 89-122. [35 standard pages]
Chap. 6: "Governing expression", p. 123-144. [23 standard pages]
Chap. 7: "Conclusion", p. 145-153. [8 standard pages]

THEME TWO: REPRESENTATION

class #7 | Thursday, Oct. 6

Representation : reality

Goody, Jack. 1977. *The domestication of the savage mind*. Cambridge: Cambridge University Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01000302346>]

- Chap. 4: "Literacy and classification", p. 52-73. [18 standard pages]
Chap. 5: "What's in a list", p. 74-111. [40 standard pages]

Smith, Brian. 1996. *On the origin of objects*. MIT Press.

[Rex: <http://rex.kb.dk/KGL:KGL:KGL01002229812>]

- Chap. 3: "Realism", p. 85-115. [20 standard pages]
Chap. 4: "Particularity", p. 117-135. [11 standard pages]

class #8 | Tuesday, Oct. 11

Representation : categories

Lakoff, George. 1987. *Women, fire and dangerous things: What categories reveal about the mind*.

Chicago, IL: University of Chicago Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL03001287952>]

- "Preface", p. xi-xvii. [8 standard pages]
Chap. 1: "The importance of categorization", p. 5-11. [8 standard pages]
Chap. 2: "From Wittgenstein to Rosch", p. 12-57. [60 standard pages]
Chap. 3: "Prototype effects in language", p. 58-67. [8 standard pages - optional]

class #9 | Thursday, Oct. 13

Representation : science

Dupre, John. 1993. *The disorder of things: Metaphysical foundations the disunity of science*.

Cambridge, MA: Harvard University Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01006155257>]

- Chap. 1: "Natural kinds", p. 17-36. [19 standard pages]
Chap. 2: "Species", p. 37-59. [20 standard pages]
Chap. 3: "Essences", p. 60-84. [22 standard pages]

Bryant, Rebecca. 2000. *Discovery and decision: Exploring the metaphysics and epistemology of scientific classification*. Cranbury, NJ: Associated University Presses.

[Rex: <http://rex.kb.dk/KGL:KGL:KGL01008731738>]

- Chap. 1: "Introduction: Complexity and the natural world", p. 15-19. [4 standard pages]
Chap. 2: "Objectivism", p. 20-28. [8 standard pages]
Chap. 3: "Internal realism I", p. 29-37. [8 standard pages]
Chap. 4: "Internal realism II: Criticism and implications", p. 38-50. [12 standard pages]

Fall break. Week 42, Oct. 17-23.

class #10 | Tuesday, Oct. 25

Representation : pluralism

Bryant, Rebecca. 2000. *Discovery and Decision: Exploring the Metaphysics and Epistemology of Scientific Classification*. Cranbury, NJ: Associated University Presses.

[Rex: <http://rex.kb.dk/KGL:KGL:KGL01008731738>]

- Chap. 5: "The Psychology of Categorization", p. 50-65. [15 standard pages]
Chap. 6: "Philosophy and the Psychology of Categorization", p. 66-72. [6 standard pages]
Chap. 7: "Five Interrelated Theses", p. 73-87. [14 standard pages]
Chap. 8: "Philosophical Contexts I", p. 88-97. [9 standard pages]
Chap. 9: "Philosophical Contexts II", p. 98-110. [12 standard pages]
Chap. 10: "Concluding remarks", p. 111-116. [5 standard pages]

class #11 | Thursday, Oct. 27

Representation : meaning

Blair, David. 2003. Information retrieval and the philosophy of language. *Annual Review of Information Science and Technology*, 37: 3–50. [42 standard pages]

Wittgenstein, Ludwig. 1958. *Philosophical investigations*. New York: Macmillan Publishing Co.
[Rex: <http://goo.gl/GhWwpb>]
Part I, §§ 1-46. [20 standard pages]

Grice, Paul. 1957. Meaning. In *Studies in the way of words*, P. Grice (Ed.) (pp. 213-223). Cambridge, MA: Harvard University Press, 1989. [E-book: <http://rex.kb.dk/KGL:KGL:KGL01008866479>] [10 standard pages]

Blair, David. 1990. *Language and representation in information retrieval*. New York, NY: Elsevier.
[Rex: <http://rex.kb.dk/KGL:KGL:KGL01000684300>]
Chap. 4: “Language and representation: The central problem in information retrieval”, p. 121-247. [115 standard pages - optional]

Furner, Jonathan. 2004. Information studies without information. *Library Trends*, 52 (3): 427–446. [18 standard pages - optional]

THEME THREE: INFRASTRUCTURE

class #12 | Tuesday Nov. 1

Infrastructure : politics

Winner, Langdon. 1980. Do artifacts have politics? *Daedalus*, 109 (1): 121-136. [21 standard pages]

Winner, Langdon. 1993. Upon opening the black box and finding it empty: Social constructivism and the philosophy of technology. *Science, Technology, & Human Values* 18 (3): 378-362. [18 standard pages]

Suchman, Lucy. 1994. Do categories have politics? *Computer Supported Cooperative Work*. 2: 177-190. [12 standard pages]

Monday Nov. 7

Submit paper #2. Submit your second paper in *Absalon* no later than 8am.

Thursday Nov. 10

Feedback on paper #2. Make an appointment [here](#).

class #13 | Tuesday, Nov. 15

Infrastructure : intro

Bowker, Geoffrey C., Karen Baker, Florence Millerand, & David Ribes. 2010. Towards information infrastructure studies: Ways of knowing in a networked environment. In *International Handbook of Internet Research*, J. Hunsinger, J. M. Allen & L. Klastrup (Eds.), (pp. 97-117): Springer. [22 standard pages]

Monteiro, Eric, Neil Pollock, Ole Hanseth & Robin Williams. 2013. From artefacts to infrastructures. *Computer Supported Cooperative Work*, 22: 575-607. [40 standard pages]

Guribye, Frode. 2015. From artifacts to infrastructures in studies of learning practices. *Mind, Culture, and Activity*, 22 (2): 184-198. [17 standard pages - optional]

class #14, Thursday, Nov. 17

Infrastructure : analysis

Star, Susan Leigh, & Geoffrey C. Bowker. 2006. How to infrastructure? In *The handbook of new media: Social shaping and consequences of ICTs*, Updated student edition, L. A. Lievrouw & S. L. Livingstone (Eds.), (pp. 151–162). London: Sage Publications. [22 standard pages]

Bowker, Geoffrey C., & Susan Leigh Star. 2000. *Sorting things out: Classification and its consequences*. Cambridge, MA: MIT Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01006443012>]

“Introduction: To classify is human”, p. 1-32. [33 standard pages]

Chap. 1: “Some tricks in the trade of analyzing classification”, p. 33-50. [18 standard pages]

class #15 | Tuesday, Nov. 22

Infrastructure : classification

Bowker, Geoffrey C., & Susan Leigh Star. 2000. *Sorting things out: Classification and its consequences*. Cambridge, MA: MIT Press. [Rex: <http://rex.kb.dk/KGL:KGL:KGL01006443012>]

Chap. 2: “The kindness of strangers”, p. 53-106. [56 standard pages]

Chap. 3: “The ICD as information infrastructure”, p. 107-133. [27 standard pages]

Chap. 4: “Classification, coding, and coordination”, p. 135-161. [27 standard pages]

Chap. 9: “Categorical work and boundary infrastructure”, p. 283-317. [36 standard pages]

Chap. 10: “Why classification matter”, p. 319-326. [7 standard pages]

THEME FOUR: ALGORITHMS

class #16 | Thursday, Nov. 24

Algorithms : foundations

Pasquale, Frank. 2015. *Black box society: The secret algorithms that control money and information*. Cambridge, MA: Harvard University Press. [Ebook: <http://rex.kb.dk/KGL:KGL:KGL01009162485>]

Chap. 1: “Introduction - The need to know”, p. 1-18. [16 standard pages]

Chap. 3: “The hidden logics of search”, p. 59-100. [38 standard pages]

Cohen, Julia E. 2012. *Configuring the networked self: Law, code, and the play of everyday practices*. New Haven, CT: Yale University Press. [E-book: <http://rex.kb.dk/KGL:KGL:KGL01009017703>]

Chap. 1: “Introduction”, p. 3- 31. [24 standard pages]

Chap. 2: “From the virtual to the ordinary”, p. 32-57. [25 standard pages]

Manovich, Lev. 2001. *The language of new media*. Cambridge, MA: MIT Press.

[E-book: <http://rex.kb.dk/KGL:KGL:KGL01009154028>]

Chap. 5: “The forms”, p. 213-228 [9 standard pages], p. 229-285 [50 pages - optional]

class #17 | Tuesday, Nov. 29

Algorithms : representation

Gillespie, Tarleton. 2012. The relevance of algorithms. In *Media Technologies*, T. Gillespie, P. J. Boczkowski, & K. A. Foot (eds). Cambridge, MA: MIT Press.

[E-book: <http://rex.kb.dk/KGL:KGL:KGL01009016189>] [27 standard pages]

Sandvig, Christian. 2015. Seeing the sort: The aesthetic and industrial defense of 'The algorithm.' *Journal of the New Media Caucus*. [18 standard pages]

Available at: <http://goo.gl/ziso4D>

Burrell, Jenna. 2016. How the machine 'thinks': Understanding the opacity of machine learning algorithms. *Big Data & Society*. January-June 2016: 1-12. [20 standard pages]

Crawford, Kate. 2016. Can an algorithm be agonistic? Ten scenes from life in calculated publics. *Science, Technology, & Human Values*, 41(1): 77-92. [12 standard pages]

class #18 | Thursday, Dec. 1

Algorithms : personalization

Cheney-Lippold John. 2011. A new algorithmic identity: Soft biopolitics and the modulation of control. *Theory, Culture & Society*. Vol. 28(6): 164-181. [15 standard pages]

Vaidhyanathan, Siva. 2011. *The googlization of everything*. Berkeley: University of California Press.

[E-book: <http://rex.kb.dk/KGL:KGL:KGL01008545376>]

“Introduction: The gospel of Google”, p. 1-12. [15 standard pages]

Chap. 1: “Render unto Caesar”, p. 13-50. [33 standard pages]

Chap. 2: “Google’s ways and means”, p. 51-81. [25 standard pages]

Chap. 3: “The googlization of us”, p. 82-114. [27 standard pages]

Cohen, Julia E. 2012. *Configuring the networked self: Law, code, and the play of everyday practices*.

New Haven, CT: Yale University Press. [E-book: <http://rex.kb.dk/KGL:KGL:KGL01009017703>]

Chap. 9: “The structural conditions of human flourishing”, p. 223-266. [44 standard pages]

Wrap up and evaluation.

Monday Dec. 5

Submit paper #3. Submit your third paper in *Absalon* no later than 8am.

~~class #19 | Tuesday, Dec. 6~~

~~**Wrap up and evaluation.**~~

Thursday Dec. 8

Feedback on paper #3. Make an appointment [here](#).

Wednesday Jan. 4, 2017

Deadline: Submit your Final Portfolio Papers in *Digital Exam*.

Tuesday Jan. 24 and Wednesday Jan. 25

Feedback on Final Portfolio Papers. Make an appointment [here](#).

Portfolio papers (the exam)

The exam for this course consists of three short papers, which you will complete during the semester. You will receive feedback on each paper and you will be able to revise the paper based on the feedback before you submit your final your final versions of the papers as a portfolio. You can complete the papers in a group or individually.

You will write three papers in the course, each paper should be on a different topic — and you should pick your paper topics from among the list below. Please note: only these topics are accepted as topics for your papers. Most of the topics below can be addressed at any given point in the course — though your understanding of the topics will very likely change throughout the semester. Thus, I expect that your arguments in paper #3 to be more developed and that that paper is based on a broader set of readings than your paper #1.

Paper topics:

1. Individuality and searching: discuss and analyze the interdependence and relationships between individuals and their information provision.
2. From then to now: discuss and analyze the ways in which systems for information provision has been conceptualized and employed historically and up to the present.
3. Information and representation: discuss and analyze the ways in which information and information systems are said to represent.
4. The social and the technical: discuss and analyze conceptualizations, methods of understanding, and implications of the relationship and interdependence of the social and the technical.
5. Politics and ethics: discuss and analyze ways in which politics and ethics intersect, influence, or situate systems for information provision.
6. Categories: discuss and analyze how and to which extend categorization plays a role in contemporary systems for information provision.
7. Surveillance and information systems: discuss and analyze the interrelations and interdependence of the gathering of personal information and personalization of information systems.
8. Neutral, objective, true, and unbiased: discuss and analyze arguments for and against the idea that information systems should or could be neutral, objective, true, and unbiased.
9. Commodification of information: discuss and analyze ways in which the information commons, information itself, personal information, and/or interactions with information is subject for commercial interests.
10. Algorithms as KOS: discuss and analyze how, whether, or under which circumstances algorithms employed in new media can be conceptualized as knowledge organization systems.

Evaluation

Your papers should be grounded in the literature (*common required readings / pensum*) for the course - we will have had extensive discussions and conversations about the literature before you write the papers.

The papers will be evaluated according to mainstream scholarly standards: is thesis clear?, is the writing clear and engaging?, is the paper well-organized?, is it adequately documented, drawing on appropriate sources?, is the literature synthesized, discussed and analyzed?, does the paper contribute new knowledge?, is the conclusion supported by the research presented?, etc. Most importantly, your papers *must* contain an analytic element. It is not enough to merely describe

what you observe or what the literature says; you must analyze what you have observed or what you have read. It is important that you focus your papers on a particular topic or issue and that you develop an argument that you defend in the papers. Don't just describe what others have said - discuss, analyze, and critique what others have said to develop your own stance on the topic or issue.

I am especially interested in papers that are creative, original, and insightful – in papers that aim to give substantial voice to views and problems, rather than papers that are mere rearrangement of already established ideas and positions. [Here](#) is a bit more about what I look for in a graduate level paper.

Please note: you will receive one grade for the three papers (the portfolio); the papers will not be evaluated or graded individually.

Formatting

Please also observe these requirements:

- Length: Each paper should be approx. 5-6 standard pages in length (such that the total number of standard pages for all three papers will be 15-20 standard pages in length). Note that your paper will need to be longer if completed in a group.
- Citation style: Please format your paper according to the style required by a journal relevant for your paper - such as KO, JDoc, JASIST, or JIS [ignoring length constraints, anonymization, and other special requirements that aren't relevant in this context].
- Audience: Please write the paper with the audience of the journal in mind. You are not writing the paper for me, but for a scholarly audience. This should answer questions re. what kind of knowledge you can expect the readers of your paper to possess.
- Layout:
- One-and-a-half or double spaced.
 - Minimum 2 cm margins on all 4 sides.
 - 12 point serif font.
 - Full name in the upper right corner of every page.
 - Number all pages as "page x of y".

Exam requirements

The formal requirements for the final portfolio are as follows (from the MA program regulations):

- Form of exam: Written take-home assignment, optional subject.
- Assessment: Internal exam with multiple examiners, the 7-point grading scale.
- Exam language: Danish or English.
- Extent: 15-20 standard pages. For group exam, the extent is increased by 10 standard pages per extra student.
- Group exam: Students may complete the exam individually or in groups. Each student will receive individual assessment in exams completed as a group assignment (max. 4 students in one group). Each student's individual contribution must be identifiable entities, which can be assessed separately. The joint element must not exceed 50% of the total length of the take-home assignment.
- Special reg.: The written take-home assignment consists of 2-3 individual portfolio exercises written during the course and subsequently revised prior to the final submission deadline. The students' spelling and writing skills are included in the overall assessment and weighted at 10%.

- Re-exam: Written take-home assignment, set subject.
10-15 standard pages, with 7 days to complete the assignment.
The make up/re-exam can only be completed individually.
- Pensum/petitem: Please note that the *individual required readings* (petitem) in this course is equal to the full set of *common required readings* (pensum) for the course.
More on the regulations here: <https://goo.gl/mf7wCP>
- Please note: One standard page = 2400 keystrokes, including spaces.

Deadlines:

- Paper #1: Monday Sept. 26 in *Absalon* - feedback on: Thursday Sept. 29.
Paper #2: Monday Nov. 7 in *Absalon* - feedback on: Thursday Nov. 10.
Paper #3: Monday Dec. 5 in *Absalon* - feedback on: Thursday Dec. 8.
Final portfolio: Wednesday Jan. 4 in *Digital Exam* - feedback on: Wednesday Jan. 25.
Please clearly mark each paper as number 1, 2, and 3 in your final portfolio.

Resources

In this course we will encounter a number of concepts, ideas, and notions that might be new – and which might be confusing, or difficult to grasp. Below are a number of resources that might help in getting a better handle on the terminology and ideas.

Internet Encyclopedia of Philosophy [<http://www.iep.utm.edu/>]

“Most of the articles in The Internet Encyclopedia of Philosophy are original contributions by specialized philosophers around the Internet.”

Routledge Encyclopedia of Philosophy [<http://goo.gl/5B6qfT>]

“Comprehensive resource. Articles from all continents, all periods and cultures.”

Stanford Encyclopedia of Philosophy [<http://plato.stanford.edu/>]

“From its inception, the SEP was designed so that each entry is maintained and kept up to date by an expert or group of experts in the field. All entries and substantive updates are refereed by the members of a distinguished Editorial Board before they are made public.”

Asilomar Institute for Information Architecture Library [<http://iainstitute.org/library/>]

"The IA Library is a selection of resources related to the field of information architecture. The collection includes articles, books, blogs, and more.”

findability.org [findability.org]

Comprehensive list of information about information architecture and links to various IA stuff.

The Epistemological Lifeboat [<http://www.iva.dk/jni/lifeboat/>]

Birger Hjørland and Jeppe Nicolaisen's comprehensive dictionary/encyclopedia for LIS terms and terminology.

Lifeboat for Knowledge Organization [http://www.iva.dk/bh/lifeboat_ko/home.htm]

Birger Hjørland's comprehensive dictionary/encyclopedia of KO terms and ideas.

Online Dictionary for Library and Info Science [http://www.abc-clio.com/ODLIS/odlis_about.aspx]
"Comprehensive and reliable English-language resource for terminology used in all types of libraries."

Informationsordbogen (in Danish) [<http://www.informationsordbogen.dk>]
"Definitioner af over 3.000 fagudtryk, som har med biblioteker, søgning og formidling af information at gøre."

Practical stuff

How to study for the course

The outcome of this course depends to a large degree on your active participation. It is important that you have read and wrestled with the assigned texts before each class. You need to read the texts in such a manner that you can answer questions about them, but also, and perhaps even more importantly that you can engaged in critical discussions about the texts and that you can ask questions that will expand our understanding of the texts. In other words, you control the outcome of the course. It is your responsibility to do what is necessary to understand the texts, e.g. read the texts multiple times, write an abstract or outline of the texts, participate in study groups to discuss the texts, etc.

I urge you to use a critical approach when reading the texts. This means that for each text you should think about what the main point of the text is. What is the author's message? What is it that he/she wants to convey? Do you agree with the author? Why/why not? Place the text in a context. Consider for example how the text/author--consciously or unconsciously--relates itself to other texts in this course and other courses. How does it relate to other discussion we have had in class? Etc., etc.

Always remember to ask and answer the most important question when facing scientific and scholarly literature: SO WHAT? This is a simple way to ask whether the text makes a difference for you, whether it brings the field a step further.

Academic integrity

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. The format is not that important – as long as the source material can be located and the citation verified, it's OK. What is important is that the material be cited. In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Students with a disability or diverse learning styles

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please approach me and/or the Student Service Office (Studievejledningen) as soon as possible. The sooner you let them and me know about your needs, the more quickly I can assist you in achieving your learning goals in this course.

* * *