

ICT 390
Special Topics: Information Science

University of Kentucky
School of Information Science
August 25-December 9, 2016
T/Th: 11:00-12:15
Lucille Little Library Building, Rm 311

Instructor: Dr. Melissa Adler
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Office Phone: 859-218-2994
Office hours: Tuesday & Thursday, 1-3
Virtual Office hours: Same as above in Canvas
Preferred method of contact: I'm most readily available by email. I will respond to questions sent via email within 24 hours. Exceptions may occur during holidays and conference travel.
Course web site: <https://ictuky.wordpress.com>

Course Description

This course introduces theoretical and foundational concepts in information science and situates information in various contexts through which it has been circulated, conceptualized, and used. Students will learn fundamental approaches to understanding relationships across technology, people, and society. Emphases include technologies, classification, information transfer, format, use, and definitions of information and "information age."

Student Learning Outcomes

After completing this course, the student will be able to:

1. Draw connections between contemporary information communication technologies and their historical foundations.
2. Articulate ways in which theoretical and conceptual principles and techniques function in information science and technology.
3. Describe social, political, and cultural aspects of information and technology.
4. Use a digital platform to compose, organize, and disseminate written work.
5. Communicate orally in formal and informal contexts.

Textbook: James Gleick, *The Information: A History, a Theory, a Flood* (Random House, 2011).

Course Activities and Assignments

Blog set-up and design: 5 points
Pop Quizzes: 1 point each x 5 = 5 points

Keywords: 5 points each x 4, + 5 points for responses = 25 points
Tools & techniques: 5 points each x 3 = 15 points
In the news: 5 points
Midterm (October 18): 10 points
Presentation: 15 points
Class participation: 20 points
Total: 100 points

Summary Description of Course Assignments

Blog set-up and design: You will all create your own WordPress site. Most of your written work will be posted there. Please send me a link every time you post something to be graded.

You must set up an account and have a basic layout ready for you to produce content by Thursday of the second week of class. You will send me a link when you launch it so that I can view it and add you to my blogroll. **You will all use aliases to try to maintain a degree of anonymity. Be sure to use an alias that you have never used before and contains no identifying information.**

Your blog must include the following things at that time:

- A title
- A blog post that includes one embedded image and one link to an external site. You must also tag that post with at least one term.
- A sidebar or footer that includes tags and a blogroll.
- The blogroll must include a link to the course site: <https://ictuky.wordpress.com>
- If all of those elements are present and working, you will receive full credit (5 points). You are welcome to add any other features you wish, customize it to your liking, and organize pages and posts in whatever way makes the most sense to you. This site must be specifically created for the course. If you already have a WordPress site, please create a new one exclusively for this class.
- (See <https://ictuky.wordpress.com> for a model)

****Every post you write over the course of the semester must be tagged!**

Pop quizzes: We will have seven simple pop quizzes based on readings. Five will count; you will be able to drop your two lowest scores. An absence on the day of one of the quizzes will result in a zero for that quiz grade.

Keywords: Each week I will post a keyword associated with the course readings. Twelve terms will be posted, and you will write blog posts on four of them. Each post will be 400-600 words and should include three elements: 1) a basic definition, 2) a discussion of how it relates to at least one of the readings assigned in the week that we discuss the keyword, and 3) an example and explanation of the meaning and relevance of the term today. You must post one by 9/13, one by 10/11, one by 11/8, and one by 11/29. (5 points each)

You will also be expected to respond to five posts written by your classmates during the course of the semester. Responses will be around 200 words and should provide substantive commentary by drawing from readings, examples, or class discussions. (5 points total)

Tools and techniques: You will each write three posts on a tool or feature in the WordPress platform. For each essay you will choose one feature from the list below, connect it to a topic that we discuss in class, and cite at least two readings. Each essay will be 400-600 words. You must post one by 9/27, one by 10/31, and one by 11/22. (5 points each)

- tags and/or categories
- html coding
- privacy settings
- widgets (in general or a specific one or two)
- aspects of design (architecture, themes, layout)
- domains
- sharing (via facebook, twitter, tumblr, etc.)
- media (images, video, etc.)
- comments
- links

(If you want to write on a feature that isn't on this list, please ask for approval.)

In the news: You will each be assigned a date to select a current news story for the class to discuss. You will come to class prepared to lead a 10-15 discussion with your classmates. Be sure to explain why you chose it and how it relates to the course material of the week, and provide a question for discussion. (5 points)

Midterm essay: Due Tuesday, October 18 at 11:59 pm in Canvas. (10 points)

PechaKucha presentation: In the last week of the class, everyone will give a PechaKucha presentation on an information/communication technology. In a nutshell, you create 20 slides, and narrate each for 20 seconds. All presentations will be 6 minutes, 40 seconds. You will have the option to give the speech live or record your narration. All will be presented or shown in the last week of class. For information on the format, go here: <http://www.pechakucha.org>
(15 points)

Timeline for the final presentation:

- October 31: Select technology
- November 27: Outline of presentation + at least 5 slides
- December 6 & 8: Show presentations
- You will also post an abstract of your talk to your blog.

Class participation: Some of the classroom time will be reserved for in-class activities and conversations about readings and other course materials. Everyone is expected to *speak, listen, and engage* in intelligent, respectful, and productive ways. I will post mid-term and final class participation scores. (20 points)

Course Grading

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments

You have a great deal of flexibility in determining when you will submit most assignments. They are all due as specified in the descriptions above. One point will be deducted for every day something is posted after its due date, unless you have an appropriate excuse ahead of time. Please contact me if you will not be able to adhere to the due dates.

Attendance Policy

The classroom is a community whose success depends on everyone's participation, and it is vital for you to attend class in order to be successful. Attendance will be taken daily. If you know ahead of time that you will be absent from class with an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. For any emergency situation that arises, **email your instructor** as soon as you know about the situation when possible. **No make-up work is available for in-class exercises or quizzes unless approved in advance by your instructor.** Students have one week to complete a missed assignment or quiz due to an excused absence upon their return without penalty.

The following will be considered acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic

offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

All academic work, written or otherwise, is expected to be the result of your own thought, research, or self-expression. In cases where you feel unsure about a question of plagiarism involving your work, please consult me on the matter before submission.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<https://ci.uky.edu/sis/sites/default/files/policies.pdf>

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Calendar

Thursday, August 25

- Introductions

Words/Code/Information

Tuesday, August 30

- Gleick, Prologue, Chapters 1-2
- "How Luther Went Viral: Social Media in the 16th Century," *The Economist* (December 2011): <http://www.economist.com/node/21541719>
- Ryan Holiday, "How and Why to Keep a Commonplace Book" (2014): <http://ryanholiday.net/how-and-why-to-keep-a-commonplace-book/>
- [Keywords Project](#)
- Bring your laptop to class.

Thursday, September 1

- Gleick, Chapter 3
- Alistair Black, "Information History," *Annual Review of Information Science and Technology*, (2007): via [UK Libraries](#)
- **Your blog should be set up by today.**

Tuesday, September 6

- Michael Buckland, "Information as Thing" *Journal of the American Society for Information Science* (1991): via [UK Libraries](#)
- IN FOCUS: What is Information?

Infrastructure

Thursday, September 8

- Steven J. Jackson, et al., "Understanding Infrastructure: History, Heuristics, and Cyberinfrastructure Policy," *First Monday* (June 2007): <http://firstmonday.org/article/view/1904/1786>
- Langdon Winner, "Do Artifacts Have Politics?" *Daedalus* (1980)

Tuesday, September 13

- Gleick, Chapter 4
- Eugene Eric Kim and Betty Alexandra Toole, "Ada and the First Computer," *Scientific American* (May 1999).
- IN FOCUS: The Difference Engine
- **Be sure to post your first Keyword essay by today before class meets.**

Thursday, September 15

- Gleick, Chapter 5-6
- Eric Schatzberg, "Technik comes to America: Changing Meanings of Technology before 1930," *Technology and Culture* (2006): via [UK Libraries](#)
- Kieran Healy, "Using Metadata to Find Paul Revere," (2013): <https://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>

Tuesday, September 20

- Karen Coyle, "The Evolving Catalog," *American Libraries* (January 4, 2016): <https://americanlibrariesmagazine.org/2016/01/04/cataloging-evolves/>
- Alex Wright, "The Web Time Forgot," *The New York Times* (June 17, 2008): <http://nyti.ms/1Y9FhdN>
- Tim Berners-Lee, "Information Management: A Proposal" (1989): <http://www.w3.org/History/1989/proposal.html>
- IN FOCUS: Catalog cards & description

Thursday, September 22--Meet in the Special Collections Library

- H.G. Wells, "The Idea of a Perfect World Encyclopaedia," <http://gutenberg.net.au/ebooks13/1303731h.html#ch3>
- Nicole Torres, "Why Do So Few Women Edit Wikipedia?" *Harvard Business Review* (June 2, 2016): <https://hbr.org/2016/06/why-do-so-few-women-edit-wikipedia>
- Wikipedia: Five Pillars: https://en.m.wikipedia.org/wiki/Wikipedia:Five_pillars
- IN FOCUS: Encyclopedias & Bibles (Special Collections)

Tuesday, September 27

Show in class: Google and the World Brain

Be sure to post your first Tools & Techniques essay by today before class.

Wartime

Thursday, September 29

- Gleick, Chapter 7-8

Tuesday, October 4

- Vannevar Bush, "As We May Think," *The Atlantic* (July 1945): <http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>

Thursday, October 6

- Jennifer Light, "When computers were women," *Technology & Culture* (1999): via [UK Libraries](#)

Tuesday, October 11

- Pamela Spence Richards, "Cold War Librarianship: Soviet and American Library Activities in Support of National Foreign Policy, 1945-1991," *Libraries & Culture* (Winter 2001): via [UK Libraries](#)
- IN FOCUS: Wartime libraries
- **Post your second Keyword essay by today before class meets.**

Thursday, October 13

- Mubaraz Ahmed, Fred Lloyd George, *A War of Keywords*, Centre on Religion and Geopolitics (July 2016):

<http://tonyblairfaithfoundation.org/sites/default/files/War-of-Keywords.pdf>

Tuesday, October 18 (No class. Midterm is due in Canvas at 11:59 pm.)

Becoming Posthuman

Thursday, October 20

- Gleick, Chapters 9-10
- N. Katherine Hayles, *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics*, Prologue, Chapter 1
- Marcus Otero, "The 10 Real Algorithms That Dominate the World," *Medium.com* (May 26, 2014): https://medium.com/@marcos_otero/the-real-10-algorithms-that-dominate-our-world-e95fa9f16c04#.pgy4hqxl2

Tuesday, October 25

- Gleick, Chapters 11-12
- Darryn King, "Ermahgerddon: The Untold Story of the Ermahgerd Girl," *Vanity Fair* (October 2015): <http://www.vanityfair.com/culture/2015/10/ermahgerd-girl-true-story>
- IN FOCUS: Memes

Information Overload

Thursday, October 27

- Gleick, Chapter 14
- Jorge Luis Borges, "The Library of Babel" (1941). You might want to tour the whole site at <https://libraryofbabel.info>, but here is the link to the short story we're reading: <https://libraryofbabel.info/libraryofbabel.html>

Tuesday, October 31

- Gleick, Chapter 15, epilogue
- IN FOCUS: Personal information management
- **Post your second Tools & Techniques essay by today before class.**
- **Submit your topic for the final presentation.**

Thursday, November 3

- Wikipedia entry on "Information Overload"
https://en.m.wikipedia.org/wiki/Information_overload
- Ann Blair, *Too Much to Know: Managing Scholarly Information Before the Modern Age*, Introduction

Freedom & Control / Universal & Particular

Tuesday, November 8

- David Lyon, "Surveillance, Power, and Everyday Life"
- Gilles Deleuze, "Post-Script on Societies of Control" *October* (1992): via [UK Libraries](#)
- **Post your third Keyword essay by today.**

Thursday, November 10 (I'm in Montreal)

View at least two of these from home and write down three particularly effective presentation techniques for each (use of images, metaphor, timing, speaking style, etc.). Also note anything you found to be a drawback. Bring these notes to the next class.

- Seemed Like a Good Idea at the Time: <http://www.pechakucha.org/presentations/seemed-like-a-good-idea-at-the-time>
- Sprinkling Pixie Dust: <http://www.pechakucha.org/presentations/sprinkling-pixie-dust>
- How to Create Slides: <http://www.pechakucha.org/presentations/how-to-create-slides>

Tuesday, November 15

- CBC News, "Black Lives, Blue Lives, All Lives: What Does It Mean When We Say Certain Lives Matter?" (July 24, 2016): <http://www.cbc.ca/news/world/black-lives-police-1.3679595>
- Johanna Herman, "Hashtags and Human Rights: Activism in the Age of Twitter," Newsweek (December 2014): <http://www.newsweek.com/hashtags-and-human-rights-activism-age-twitter-290950>
- Jonathan Weisman, "Why I Quit Twitter--And Left Behind 35,000 Followers," New York Times (June 10, 2016): <http://www.nytimes.com/2016/06/10/insider/why-i-quit-twitter-and-left-behind-35000-followers.html>

Thursday, November 17

- Wendy Hui Kyong Chun, *Freedom and Control: Power and Paranoia in the Age of Fiber Optics*, MIT (2006), Introduction
- Tor Project: <https://www.torproject.org/about/overview.html.en>

Tuesday, November 22

- Safiya Noble, "Google Search: Hyper-visibility as a Means of Rendering Black Women and Girls Invisible," *InVisible Culture* (October 29, 2013): <http://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/>
- Sergey Brin and Lawrence Page, "Anatomy of a Large-Scale Hyper textual Web Search Engine," Stanford InfoLab (1998): ilpubs.stanford.edu:8090/361/1/1998-8.pdf
- IN FOCUS: Searching for "Thanksgiving"+
- **Post your third Tools & Techniques essay by today.**
- **Submit outline for your presentation in Canvas.**

****Thursday, November 24--Thanksgiving****

Tuesday, November 29

- Ingrid Burrington, "The Environmental Toll of a Netflix Binge," *The Atlantic* (December 2015): <http://www.theatlantic.com/technology/archive/2015/12/there-are-no-clean-clouds/420744/>

Post your fourth Keyword essay by today!

Thursday, December 1

Wrap-up/Review/Workshop

Tuesday, December 6

Presentations, day 1

Thursday, December 8

Presentations, day 2