

INF3001

Research in Information - Foundations

Faculty of Information, University of Toronto

Fall 2013 | Wednesday, 1:00-4:00 | Bissell 312

Dr. Jenna Hartel (jenna.hartel@utoronto.ca) | Bissell 645

THE SYLLABUS¹

CATALOGUE DESCRIPTION

An introduction to, exploration of, and examination of the fundamental intellectual landscape of information research. Topics include: (i) an historically, conceptually and methodologically grounded understanding of the use of concepts of information and knowledge across the academy (in philosophy, history, social science, politics, engineering, etc.); and (ii) contemporary uses of 'information' as a substantial theoretical notion, both in the world in general (e.g., in public political discourse, in such constructions as "the information or knowledge age, economy, society, etc."), and in such fields as political theory, biology, medicine, computing, etc.

COURSE OVERVIEW FOR FALL 2013

The *foundations* of research in information refer to the "underlying basis or principles" upon which the field of information studies is built. This doctoral seminar explores the foundations of information studies through its history, theory, methodology, and signal concept: information. The origin of contemporary information studies will be traced to the early 20th century and the domains of library science and information science. Four broad theoretical and methodological traditions will be analyzed (namely, historical, empirical, social, and linguistic) as long-standing approaches to information research. The perennial question of the nature of information will be engaged by reading seminal papers and via an original, empirical, visual research project. Throughout, the learning experience will be participatory and collaborative as students lead class discussions and come to appreciate the diverse interests within their cohort. Outside of class time, web-based video resources will be tapped to survey the popular history of information, from the earliest human efforts to communicate through subsequent revolutions involving manuscripts, printing, science, the public sphere, broadcast, and the Internet. At the end of the semester students will be able to locate their own research agenda upon these foundations and embrace a personal conception of information.

¹ This syllabus was inspired by the excellent versions of Jens-Erik Mai (Royal School of Library and Information Science), Siobhan Stevenson (Faculty of Information, University of Toronto), and Jonathan Furner (Graduate School of Education and Information Studies, UCLA).

LEARNING OUTCOMES

The ability to:

- Explain the origins of the field of information studies to scholars as well as your family and friends
- Sketch the popular history of information in broad strokes
- Compare and contrast different conceptions of information from the literature of information studies
- Identify theoretical and methodological traditions of information research
- Preliminarily locate a personal research agenda within information studies
- Conduct an exploratory, empirical, visual research project
- Lead and engage in scholarly discussions with peers

PARTICIPANTS

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FORMAT

The class will meet for 3 hours each week to engage in a seminar style session, which includes discussions, student presentations, and a few lectures by the instructor. Throughout the semester, students will take a lead role in running sections of class time.

COURSE WEBSITE ON BLACKBOARD

A course website will be maintained on Blackboard. Readings, handouts, and other materials will be posted when appropriate. Technical questions about Blackboard can be emailed to portal.help@utoronto.ca.

STUDENTS WITH A DISABILITY OR HEALTH CONSIDERATION

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

SCHEDULE AND ASSIGNED READINGS

Session	Topics
1	Introduction to the course; Individual research backgrounds and project interests; "An Arts-Informed Study of Information Using the Draw-and-Write Technique" (lecture)
2	Information studies and the iSchool context; "The Red Thread of Information" (lecture)
3	Information I (surveys of information)
4	Information II (original conceptions of information); Discussion of iSquare research
5	Theoretical traditions; "Metatheoretical Snowmen" (lecture)
6	Historical approaches to information; Example: history of the European Documentation movement; Discussion of "The History of Information" (online course)
7	Empirical approaches to information; Example: information retrieval and bibliometrics
8	Social approaches to information; Examples: social epistemology, domain analysis, information behaviour/practice
9	Reading week (class does not meet); Suggested: student get-together to discuss your major paper abstract
10	Linguistic approaches to information; Example: Discourse analysis; "Your Exploratory, Concatenated Research Career" (lecture)
11	Students paper presentations and discussion
12	Students paper presentations and discussion
13	Students paper presentations and discussion; Course wrap-up

TEXTBOOK

A textbook provides a helpful overview of a discipline. We will use *Introduction to Information Science* (2013) by David Bawden and Lyn Robinson of University College, London. You can purchase the text online or consult the copy on reserve at the Inforum. This text is written in an accessible style and is not a difficult read. When approaching the assigned materials each week, read the chapter from the textbook *first*, to get oriented to the topic.

Bawden, D. & Robinson, L. (2013) *Introduction to information science*. Chicago, IL: Neal-Schuman.

DISCUSSION LEADERS

Each assigned paper also has a discussion leader, listed in [brackets]. See the section Class Participation for details. Textbook chapters and articles related to a lecture by the instructor do not have leaders.

Session 1: September 11

Introduction to the course

Individual research backgrounds and project interests

"An Arts-Informed Study of Information Using the Draw-and-Write Technique" (lecture)

Hartel, J. (in review). An Arts-Informed Study of Information Using the Draw-and-Write Technique. [lecture]

Watch the first two lectures from the online course "The History of Information" from the University of California (Berkeley) iSchool: [Introduction: Why "History of Information?"](#) and [The "Age of Information"](#).

Bawden & Robinson: Forewords, Chapter 1 (What is information science?) and Chapter 2 (History of information: The story of documents).

Rayward, W. B. (1985). Library and information science: An historical perspective. *The Journal of Library History*, 20(2), 120-136.

Come prepared to informally present your research background and project interests to peers.

Session 2: September 18

Information studies and the iSchool context
"The Red Thread of Information" (lecture)

Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050. [lecture]

Brier, S. (2004). Cybersemiotics and the problems of the information-processing paradigm as a candidate for a unified science of information behind library information science. *Library Trends*, 52(3), 629-657. [Patricia]

Dillon, A. (2012) What it means to be an iSchool. *Journal of Education in Library and Information Science*, 5(4), 267-272. [Ziauddin]

Floridi, L. (2002). On defining library and information science as applied philosophy of information. *Social Epistemology*, 16(1), 37-49. [Brian]

Zins, C. (2007). Conceptions of information science. *Journal of the American Society for Information Science and Technology*, 58(3), 335-350. [Amir]

Session 3: September 25

Information I (surveys of information)

Bawden & Robinson: Chapter 4 (Basic concepts of information science).

Bates, M. J. (2010). Information. In *Encyclopedia of library and information sciences* (3rd ed., pp. 2347-2360). New York: Taylor and Francis. [Sarah]

Capurro, R. & Hjørland, B. (2003), The concept of information. In *Annual review of information science and technology* (Vol. 37, pp. 343-411). Information Today: Medford, NJ. [Nathan and Heather]

Cornelius, I. (2002), Theorizing information for information science. In *Annual review of information science and technology* (Vol. 36, pp. 392-425). Information Today: Medford, NJ. (optional)

Frohmann, B. (2004). Documentation redux: Prolegomenon to (another) philosophy of information. *Library Trends*, 52(3), 387-407. (optional)

Nunberg, G. (1996). Farewell to the information age. In G. Nunberg (Ed.) *The Future of the book*. University of California: Berkeley, CA. [Adam]

Session 4: October 2

Information II (original conceptions of information)

Discussion of iSquare research

Brookes, B. C. (1980). The foundations of information science, Part I. Philosophical aspects. *Journal of Information Science*, 2(3–4), 125–133. [Carlos]

Buckland, M. (1991). Information as thing. *Journal of the American Society for Information Science* 42(5), 351-360. [Patricia]

Furner, J. (2004). Information studies without information. *Library Trends*, 52(3), 427– 446. (optional)

From the surveys of information in Session 3, select two original conceptions of information that are personally interesting; locate, read, and contrast them; come to Session 4 prepared to share these conceptions with your peers. Also be ready to discuss discoveries from the iSquare research.

Session 5: October 9

Introduction to theoretical traditions

"Metatheoretical Snowmen" (lecture)

Bawden and Robinson: Chapter 3 (Philosophies and paradigms of information science).

Bates, M. J. (2005). An introduction to theories, metatheories, and models. In K. E. Fisher, S. Erdelez, & L. McKechnie (Eds.), *Theories of information behaviour* (pp. 1-24). Medford, NJ: Information Today. [Ziauddin]

Case, D. O. (2007). Perspectives, paradigms, and theories. In *Looking for information: A survey of research on information seeking, needs, and behaviour*, 2nd ed. (pp. 132-169). London: Academic Press. [Brian]

Talja, S., Tuominen, K., & Savolainen, R. (2005). 'Isms' in information science: Constructivism, collectivism and constructionism. *Journal of Documentation*, 61(1), 79-101. [Christie]

Hartel J. (2012). Metatheoretical snowmen: A Pedagogical gedankenexperiment in Information metatheory. *Bulletin of the American Society for Information Science and Technology*, August/September, 39-44. [lecture]

Furner, J. (2011). Philosophical-analytic snowman presentation at the ASIS&T Annual Meeting. <http://www.slideshare.net/furner/the-snowman-of-jenna-13498406> [lecture]

Session 6: October 16

Historical approaches to information

Example: history of the European Documentation movement

Discussion of "The History of Information" (online course)

Revisit Bawden & Robinson: Chapter 2 (History of information: the story of documents).

Buckland, M. (1992). Emanuel Goldberg, electronic document retrieval, and Vannevar Bush's memex. *Journal of the American Society for Information Science*, 43(4), 284-294. [Sarah]

Burke, C. (2007). History of information science. In *Annual review of information science and technology* (Vol. 41, pp. 3-53). Information Today: Medford, NJ. [Nathan]

Maack, M. N. (2004). The Lady and the antelope: Suzanne Briet's contribution to the French Documentation movement. *Library Trends*, 52(4), 719-747. [Heather]

Rayward, W. B. (1994). Vision of Xanadu: Paul Otlet (1868-1944) and hypertext. *Journal of the American Society for Information Science*, 45(4), 235-250. [Adam]

Rayward, W. B. (1997). The Origins of information science and the work of the International Institute of Bibliography/International Federation for Documentation and Information (FID). *Journal of the American Society for Information Science*, 48(4), 289-300. [Carlos]

Rayward, W. B. (1998). The History and historiography of information science: Some reflections. In T. Bellardo Hahn and M. Buckland (Eds.), *Historical studies in information science. ASIS Monograph Series* (pp. 7-21). Medford, NJ: Information Today. [Patricia]

Session 7: October 23

Empirical approaches to information

Example: information retrieval and bibliometrics

Bawden & Robinson: Chapter 7 (Information technologies: creation, dissemination, and retrieval) and Chapter 8 (Infometrics).

Bates, M. J. (2002). Speculations on browsing, directed searching, and linking in relation to the Bradford distribution. *Emerging Frameworks and Methods: Proceedings of the Fourth International Conference on Conceptions of Library and Information Science* (pp. 137-150). Westport, CT: Libraries Unlimited. [Ziauddin]

Borgman, C. & Furner, J. (2002). Scholarly communication and bibliometrics. In *Annual review of information science and technology* (Vol. 36, pp. 3-72). Information Today: Medford, NJ. (optional)

Larson, R. R. (2010). Information retrieval systems. In *Encyclopedia of library and information sciences* (3rd ed., pp. 2553-2563). New York: Taylor and Francis. [Brian]

Swanson, D. R. (1986). Fish oil, Raynaud's syndrome, and undiscovered public knowledge. *Perspectives in Biology and Medicine*, 30, 7-18. [Amir]

Swanson, D. R. (1988). Information science and the future of an illusion. *Journal of the American Society for Information Science*, 39(2), 92-98. [Sarah]

Tague-Sutcliffe, J. (2010). Information retrieval experimentation. In *Encyclopedia of library and information sciences* (3rd ed., pp. 2526-2534). New York: Taylor and Francis. [Nathan]

White, H. D., & K. W. McCain. (1998). Visualizing a discipline: An author co-citation analysis of information science, 1972-1995. *Journal of the American Society for Information Science*, 49(4), 327-355. [Heather and Adam]

Session 8: October 30

Social approaches to information

Examples: social epistemology, domain analysis, information behaviour/practice

Bawden & Robinson: Chapters 5 (Domain analysis) and 9 (Information behaviour).

Dervin, B., & Nilan, M. (1986). Information needs and uses. In *Annual review of information science and technology* (Vol. 21, pp. 3-33). Information Today: Medford, NJ. White Plains, NY: Knowledge Industry Publications. [Christie]

Egan, M. E. & Shera, J. (1952). Foundations of a theory of bibliography. *The Library Quarterly*, 2(22), 125-37. [Patricia]

Hjørland, B. & Albrechtsen, H. (1995). Toward a new horizon in information science: Domain-analysis. *Journal of the American Society for Information Science*, 46(6), 400-425. [Ziauddin]

Hjørland, B. (2002). Domain-analysis in information science: 11 approaches – traditional as well as innovative. *Journal of Documentation*, 58(4), 422-62. [Brian]

Talja, S., Vakkari, P., Fry, J. & Wouters, P. (2007) The Impact of research cultures on the use of digital library resources. *Journal of the American Society for Information Science and Technology*, 58(11), 1674-1685. [Amir]

Wright, H. C. (1985). Shera as a bridge between librarianship and information science. *The Journal of Library History*, 20(2), 137-156. [Sarah]

Session 9: November 6

Reading Week - Class does not meet

Student get-together for discussion and feedback on your papers

Session 10: November 13

Student paper presentations and discussion

Linguistic approaches to information

Example: Discourse analysis

"Your Exploratory, Concatenated Research Career" (lecture)

Budd, J. M. (2006). Discourse analysis and the study of communication in LIS. *Library Trends*, 55(1), 65-82. [Christie]

Frohmann, B. (1992). The Power of images - a discourse analysis of the cognitive viewpoint. *Journal of Documentation*, 48(4), 365-386. [Nathan]

Talja, S. (1997). Constituting 'information' and 'user' as research objects: a theory of knowledge formations as an alternative to the information-man theory. In. P. Vakkari, R. Savolainen, & B. Dervin (Eds.) *Information seeking in context* (pp. 67-80). London: Taylor Graham. [Heather]

Tuominen, K., Talja, S., & Savolainen, R. (2003). Multiperspective digital libraries: The implications of constructionism for the development of digital libraries. *Journal of the American Society for Information Science and Technology*, 54(6), 561-569. [Adam]

Stebbins, R. A. (2001). What is exploration? In *Exploratory research in the social sciences* (pp. 1-30). Thousand Oaks, CA: Sage. [lecture]

Session 11: November 20

Student Paper presentations and discussion

Patricia, Ziauddin, Brian

Session 12: November 27

Student Paper presentations and discussion

Amir, Sarah, Nathan, Heather

Session 13: December 4

Student Paper presentations and discussion

Course wrap-up

Christie, Adam, Carlos

ASSIGNMENTS

Written assignments are due on paper in class. Assignments are not accepted late unless formal permission for an extension has been negotiated with the instructor in advance of the due date. Late submissions may not receive the instructor's feedback. The official style guide for the course is APA. Evaluation of student work will conform to guidelines found in the University of Toronto [Graduate Grading and Evaluation Practices Policy](#). According to this source, grades in the A range (A+, A, A-) are defined as being "excellent" and grades in the B range (B+, B, B-) are defined as being "good."

The essence of academic life revolves around respect not only for the ideas of others, but also for their rights to those ideas and their promulgation. It is therefore essential that all of us who are engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people are always appropriately handled, and, where necessary, cited. When ideas or materials of others are used in writing assignments, they must be cited. Please acquaint yourself with the University of Toronto's [Code of Behaviour on Academic Matters](#).

SUMMARY OF ASSIGNMENTS

Assignment	Value	Requirements	Due
Class participation	20%	Lead and contribute to class discussion.	throughout
iSquare research and report	20%	Conduct an original, empirical, visual research project; report results in an informal presentation (ungraded) and a short (<2,000 word) paper (graded).	presentation -Session 4 paper - Session 5
"History of Information" viewing and review	20%	Watch the online lectures for "History of Information" offered by Berkeley; write a critical review (<2,000 word).	paper - Session 10
Major paper on a theoretical tradition	40%	Engage with a theoretical tradition in information studies; present preliminary ideas in class (ungraded); write a long paper (<5,000 word) (graded).	presentation - Sessions 11, 12, 13 paper - December 9, 2013 (5:00 p.m.)

Class Participation (20%)

This is largely a discussion seminar. It is expected that everyone will actively participate in class discussions; the class will only be successful if everyone takes part in the learning. Participation is not the same as showing up for class. Participations means that you engage in the material and contribute to the class' collective work in a constructive and critical way.

Your participation will be evaluated according to two principles: *quantity* and *quality*. Quantity addresses how often you engage in discussions, how often you start a discussion, how often you comment on other people's discussion contributions, etc. It is important to contribute often - but it is equally important that you don't dominate or take over the discussions. Quality is a matter of whether you offer insights that bring discussions forward, whether you ask questions that help the class think constructively about the issues, whether you offer insights when the discussion is stuck or off on a tangent, etc. The guidelines below, borrowed from Haverford College, outline my expectations for class participation and reflect the grading criteria that will be applied:

Outstanding Contributor [A+]: Contributions in class are frequent and reflect exceptional preparation in nearly every class. Consistently volunteers answers and asks questions that assist the learning of the class as a whole. Class activities are always approached with enthusiasm and diligence. Attends every class session. If this person were not a member of the class, the quality of the course as a whole would be diminished significantly.

Good Contributor [A-]: Contributions in class are frequent and reflect thorough preparation in nearly every class. Often volunteers answers to questions. Frequently asks questions that assist the learning of the class as a whole. Class activities are almost always approached with seriousness and diligence. Attends nearly every class session. If this person were not a member of the class, the quality of the course as a whole would be diminished.

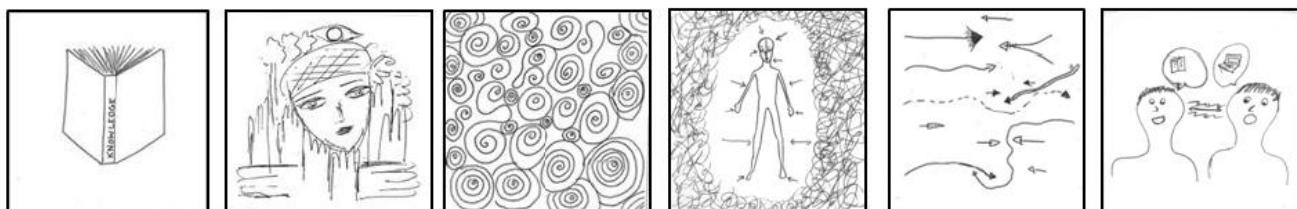
Adequate Contributor [B]: Contributions in class are infrequent but reflect adequate preparation. Rarely volunteers answers to questions. Infrequently asks questions, but they are appropriate and helpful to class. Class activities are usually approached with diligence. Absent from a few class sessions. If this person were not a member of the class, the quality of discussion would not be changed.

Non-Participant [B-]: This person participates not at all in class. Absenteeism is a problem. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

An element of the participation grade is to lead the discussion about a paper. Lead roles are assigned by the instructor and appear in the course schedule. You can assume that everyone in the class has read the materials so don't spend too much on presentations (a few minutes should be enough). Focus on the key elements and what makes the paper/chapter unique. The purpose of discussion is to expand the class' understanding of the readings. How you do that is up to you. The goal is to get the class to critically discuss the reading (don't merely summarize the reading). Your discussion leads will be evaluated on your success in getting the class engaged in discussions about the readings.

iSquare Research and Report (20%)

Typically, doctoral students of information studies learn about the concept of information by reading seminal papers. In addition to this tried and true strategy, you will conduct a small-scale, original, empirical, visual research project about information. Your research will replicate a study done by the instructor in 2011-2012 and utilize the *draw-and-write technique*. This research design asks people to respond to the question "What is information?" by drawing on a 4" by 4" piece of paper, coined an "iSquare" (samples below). See the manuscript "An Arts Informed Study of Information Using the Draw-and-Write Technique" (Hartel, in review; available on the course website) for additional background. The assignment entails interaction with human subjects and has been approved by the University of Toronto's Office of Research Ethics. Therefore, you must follow the protocols of ethical research in the [Guidelines and Practices Manual for Research Involving Human Subjects](#), specifically the section on Informed Consent. This study and assignment will be addressed in several segments of class time.



Instructions:

1. Read the paper "An Arts-Informed Study of Information Using the Draw-and-Write Technique" (Hartel, in review).
2. Determine a population to study. You may wish to explore visions of information among a certain social world (e.g. engineers) or demographic (octogenarians). The population must be "low risk" per the guidelines and Practices Manual for Research Involving Human Subjects. Develop an access plan to gather data as soon as possible.
3. Gather data: implement the draw-and-write technique. Data-gathering should occur early in the semester (mid-to-late September). Collect 10-20 iSquares.
4. Analyze your data (iSquares), focusing on the drawings. Given the compressed timing for this project and its exploratory spirit the analysis process does *not* have to be overly formal. You may adapt an analytical technique from the handbook *Visual Methodologies: An Introduction to Interpreting Visual Materials* (Rose, 2007); or replicate the approach taken in Hartel (in review). Alternatively, you may analyze the drawings in terms of one or more written conceptions of information in the information studies literature (see the assigned readings for Sessions 3 and 4).
5. Present findings (oral, ungraded). You will each have 5 minutes to present your discoveries to the class during Session 4. Prepare a one-page handout for all that includes key points and images (no Powerpoint).
6. Write up your findings in the form of a <2,000 word empirical research paper, due in class Session 5. Follow APA guidelines for format and content.

See the additional resources on the ethical conduct of human subjects research, the draw-and-write technique, and visual analysis contained in the "iSquare Research" folder in our course website.

"History of Information" Viewing and Review (20%)

This assignment provides an historical backdrop for your career in information studies; it also begins to develop your skills as an educator. The University of California (Berkeley) iSchool offers an undergraduate course, INFO 103: The History of Information. It is taught by two accomplished scholars, Paul Duguid (a business historian) and Geoffrey Nunberg (a linguist). Note that the course delivers a social or popular history of information; it is not an account of the discipline and its theories, or the information professions. INFO 103 runs for 16 weeks with two lectures per week. Each session is available as a video on YouTube at: https://www.youtube.com/playlist?list=PL-XXv-cvA_iBiT5lbb2IJGJKsJpoN3sGI. The syllabus is available here: <http://blogs.ischool.berkeley.edu/i103s13/syllabus/>.

You are to "take" the course by watching the online lectures. (You do not have to do the readings; follow activities in discussion boards; or do written assignments.) Then, you will write a review of the course -- focusing on the lectures -- that addresses any of these questions and issues: Is this an effective and satisfying history of information? (Why or why not?). What are the strengths and weaknesses of the course and/or the instructor's performance? If you were to teach a similar social history course in the future to graduate students at the Faculty of Information, how would you make it different or better? How does the social or popular history of information, as cast in the course, relate to the history of information studies? Here are the titles of the sessions:

- 1. Introduction: Why “History of Information?”
- 2. The “Age of Information”
- 3. Technological Determinism
- 4. First Technologies: Writing
- 5. Cultural Effects of Writing
- 6. Manuscript Culture
- 7. Print ‘Revolution’
- 8. Scientific ‘Revolution’
- 9. Emergence of the Public Sphere
- 10. Reference Books and the Organization of Knowledge
- 11. Rise of Literacy and Standard Language
- 12. Unnoticed Revolutions? Time and Money
- 13. Communications “Revolution”
- 14. The Telegraph in China (Optional)
- 15. Literacy and the Nineteenth Century Public Sphere
- 16. Technologies of the Image
- 17. Information as Property
- 18. Broadcast
- 19. Computer “Revolution”
- 20. Visualizing Information
- 21. Storage and Search
- 22. Advent of the Internet
- 23. Social Implications of the Internet (Part 1)
- 24. Big Data
- 25. Social Implications of the Internet (Part 2)
- 26. Social Implications of the Internet (Part 3)

Watching the entire course is time-consuming (26 hours). However, it is *not* difficult and is even entertaining. Indeed, it is my hope that this series is something you might watch outside of a course assignment. The videos can be viewed while commuting or listened to as audio files (though some good visual content will be missed). It is recommended that you watch 2-3 lectures per week over the duration of the semester, though your progress will not be monitored. As a doctoral cohort you may wish to view segments of the course together, followed by discussion.

Major Paper (40%) on a Theoretical Tradition

For this paper, you should explore, discuss, and evaluate theoretical traditions and concepts from information studies. Submit a 300-500 word proposal for the paper and a list of references, to the instructor via email at Session 9 (class does not meet). The paper should be <5,000 words and follow APA guidelines. Submit the final paper to the instructor's mailbox (B12) by Monday, December 9, 2013, at 5:00 p.m. For the paper you can:

1. Discuss and analyze a particular theoretical tradition in information studies, discuss its philosophical foundation, discuss its application in information studies, and evaluate its soundness. For instance, you may start with one of the metatheories (Bates, 2005) or "ISMS" (Talja, Tuominen, & Savolainen, 2005) covered in class and trace the trajectory of that traditions use over the past several years and provide a critical appraisal.
2. Place your own work within a theoretical tradition, discuss the ramifications of using that particular tradition in your work, and discuss future theoretical work in regard to your own work and/or tradition. (Question courtesy of Prof. Jens-Erik Mai, Royal School of Library and Information Science, Denmark)
3. Write a review of the work of a scholar who has made a significant contribution to the theoretical foundations of information studies. The review will take the form of a critical evaluation of the scholar's contributions, accompanied by a comprehensive and chronological bibliography of the scholar's works. Please choose a scholar from the following list: Michael Buckland, John Budd, Ronald Day, Hope Olsen, Roma Harris, Jesse Shera, Donald Swanson, Howard D. White, Tom Wilson, Blaise Cronin, Brenda Dervin, Julien Warner, Carol Kuhlthau, Birger Hjørland, Marcia Bates, Sanna Talja, Reijo Savolainen (Question courtesy of Professor Furner, UCLA). See the instructor if you would like to select a different scholar.

Present your paper for discussion during Session 11, 12 or 13 (dates will be assigned). You will have 40 minutes (10 minutes to present, 30 minutes for Q & A and discussion). Explain the topic of your paper, the issues you will investigate, your argument (thesis), a tentative conclusion, and any problems that you are struggling with at the time. Post an abstract or short description of your paper to the class mailing list the day before your presentation. The abstract and presentation portions of the assignment are considered works-in-progress and learning opportunities and are ungraded.