BKS1001H Introduction to Book History
Offered in the Fall Term and required of all students in the BHPC Program, this foundational course provides an introduction to basic topics such as the semiotics of the book; orality and writing systems; book production from manuscript to the latest computer technology; the development of printing; the concept of authorship; copyright; censorship; the economics of book production and distribution; libraries and the organization of information; principles of bibliographical description; print in other formats (newspapers, magazines, advertisements, etc.); reading and readership; editorial theory and practice. We will also study artifacts and tools of the trade in situ through visits to the Fisher Rare Book Library, Massey College Press, and Coach House Press. Enrolment normally limited to students registered in the BHPC Program.

BKS1002H Book History in Practice
Offered in the Winter Term and required of all master's students in the BHPC Program, this seminar is a continuation of BKS1001HF. The approach of the course reflects what David Greetham calls "the disciplinary interrelatedness of all aspects of the study of the book" (Textual Scholarship 2). The course consists of seminars on key topics in book history, punctuated by case studies of particular books, events, and debates. These case studies are designed to pull together ongoing threads of inquiry from the readings, and to allow students to work outward from specific artifacts to general questions. Enrolment normally limited to master's students registered in the BHPC Program.

GGR1922H Topics in Geographical Information Science
Formal representation of geographic knowledge and its use to integrate spatial data, spatial query processes, and models of geographic phenomena. Review of AI/GIS applications. For further details see the information listed on Department of Geography’s website.

INF1001H Knowledge and Information in Society
This course provides an introduction to the ways that information and information processes shape and are shaped by society. In particular, it examines the social, institutional, political, legal, and economic roles of information and knowledge in public life, including how forms of new media, new distribution channels and new delivery systems are affecting traditional means of creating and disseminating information. We also discuss changes that stem from developments in the information environment at the individual, organizational and societal level. Focal issues include: the politics, ethics, and values of information; information as an economic phenomenon; the institutional structure of knowledge and cultural production; and the role of information professionals in all of these activities. The intent is to provide opportunity for students to: take a thematic approach to understanding the nature and role of information in both private and public spheres; create a contextual framework within which to analyze the major social issues and developments associated with information creation, dissemination and use; and consider the various perspectives that characterize current policy discussions on those issues as well as alternative interpretations to conventional wisdom.

INF1002H Representation, Organization, Classification, and Meaning-Making
Fundamental epistemological and ontological issues in the use of knowledge and information in human activities. Analysis of issues in language, representation, interpretation, semantics, meaning-making, perception, conception, and cognition, integrating perspectives from multiple disciplines and traditions.

INF1003H Information Systems, Services and Design
Fundamental perspectives and skills necessary for sound technical judgment about the place of information and communication technologies in contemporary society. Critical analysis of the design fabrication, deployment, use, and maintenance of information systems and services. Analysis of modeling, architecture, implementation, inclusive access, modularity, life-cycle, and interoperability. Use of and familiarity with programming languages, databases, interfaces, interactive technologies. Critical methods and analytic techniques from Science and Technology Studies and related disciplines.

INF1005H Information Workshop I
Please note that the INF1005H: Information Workshops I for winter 2018 will be posted soon. Experiential, participatory workshop to integrate the skills, perspectives, and knowledge introduced in the other core courses. The intention of the workshops is to broaden your exposure to other areas; we encourage students to go outside of their comfort zone. Students will be working in groups. Students must complete two (2) workshops (INF1005H and INF1006H), each worth 0.25 FCE to fulfill the core requirements for the Master of Information degree. The workshops must be taken with different instructors. Normally INF1005H and INF1006H are taken during the same term. INF1005H is offered the first 6 weeks of the Winter term and INF1006H starts right after. All instructors will give their workshop twice in the session - once in the first 6 weeks (week of January 8, 2018 to week of February 12, 2018) in the winter 2018 term, and again in the last 6 weeks of the session (week of February 26, 2018 to week of April 2, 2018) in the same time slot. Please note that students need to enroll in one section each of both INF1005H and INF1006H.


INF1006H Information Workshop II

Please note that the INF1006H: Information Workshops II for winter 2018 will be posted soon. Experiential, participatory workshop to integrate the skills, perspectives, and knowledge introduced in the other core courses. The intention of the workshops is to broaden your exposure to other areas; we encourage students to go outside of their comfort zone. Students will be working in groups. Students must complete two (2) workshops (INF1005H and INF1006H), each worth 0.25 FCE to fulfill the core requirements for the Master of Information degree. The workshops must be taken with different instructors. Normally INF1005H and INF1006H are taken during the same term. INF1005H is offered the first 6 weeks of the Winter term and INF1006H starts right after. All instructors will give their workshop twice in the session - once in the first 6 weeks (week of January 8, 2018 to week of February 12, 2018) in the winter 2018 term, and again in the last 6 weeks of the session (week of February 26, 2018 to week of April 2, 2018) in the same time slot. Please note that students need to enroll in one section each of both INF1005H and INF1006H.


Winter 2016 workshop
INF1230H Management of Information Organizations

An introduction to information organizations and the role of effective administration in the provision of information services through selected theories, principles, and techniques of administrative science, library and information science, information systems and archives. Familiarizes the student with the realities of participation in the management of information organizations.

INF1240H Research Methods

Focuses on developing an understanding of appropriate quantitative and qualitative research methodologies and relevant descriptive and inferential statistics for the investigation of both practical and theoretical problems in the information professions. By considering the nature, concepts, and logic of the research enterprise, permits a critically informed assessment of published research, including data gathering and data analysis procedures. The course offers an overview of the different approaches, considerations and challenges involved in social research. The objectives of the course are to provide students with the tools and skills required to understand research terminology and assess published research, identify the types of methods best suited for investigating different types of problems and questions, develop research questions that are based on and build upon a critical appraisal of existing research, design a research proposal, and begin initial preparations for embarking on a new research project.

INF1300H Foundations in Library and Information Science

The objectives of this course are to (1) provide students with an overview of the information professions and the disciplines of library and information science; (2) present and critically reflect on the core assumptions, principles and values that inform the library and information science professions; and (3) introduce the students to the major current issues in library and information science and provide them with tools to make informed choices regarding current and emerging practices. The course covers the practice of librarianship and the development of information science from past to present, the place of libraries in the broader information environment, the growth of information and communication technologies, as well as intellectual organization and information policy issues in/for libraries. Various types of libraries (public, academic, and special libraries) will be examined along with the major organizational and intellectual issues they face.

INF1310H Introduction to Reference

An introduction to the relationship between users and recordable information. Origin, evaluation, and use of general information sources in print and electronic form; principles of information service; acquisition, collection and exploitation of information resources in local and national institutions.

INF1320H Knowledge Organization

Principles and methods of describing, analyzing and organizing information and materials for storage and retrieval. Within the context of user needs, examines bibliographic access through codes, standards, tools and technologies. Winter 2011 detailed description for Introduction to Bibliographic Control Focus on library cataloguing

INF1321H Representing, Documenting, and Accessing the Cultural Record
Within the context of human activity, both individual and institutional, an exploration of epistemological and ontological approaches to creating, organizing, preserving, and accessing information and knowledge. The design and evaluation of tools and techniques used in support of curatorship, stewardship, discovery, and use of cultural artefacts and their records.

**INF1322H Communities and Values**

Librarianship is a service profession that conceives of knowledge, in all its aspects, as fundamental to the human condition. People and communities exist at the heart of the discipline and at the heart of professional practices. They are the focus of our research and the clients of our practitioners. They come to us as unique individuals at any point along the life course seeking knowledge, and in communities (both large and small, formal and informal) working to achieve a common end. These social interactions bear the imprint of the professional values, core assumptions and principles upon which our discipline is founded. Some of these values include intellectual freedom, diversity, a respect for privacy, human rights, social justice, equal and open access without barriers, compassion, and empathy. Further, a commitment to these values demands knowledge of and participation in the public policy arena where decisions around the social, economic, cultural, and political implications of innovating information and communications technologies and their distribution are debated. Then there are the information professionals whom we work with and for; they are the communities of practice of which we are a part.

**INF1323H The Information Experience**

INF1323H focuses on identifying and understanding what is “informational” in any setting. Students will develop sharpened vision to discern informational patterns, that is, an ability to trace what Bates (1999) calls the “red thread of information” pervading life. This metaperspective is unique to the academic discipline of Library and Information Science (LIS) and brings information resources, structures, systems, and behaviours into focus to enable and improve information provision. Each semester the aforementioned information phenomena will be critically examined in social contexts germaine to LIS, such as: reference service, readers’ advisory, scholarly knowledge production, and hobby careers, among others. Theoretical and methodological tools will be introduced to help participants understand these information environments as socially-constructed, patterned, knit-together, and dynamic. As the semester unfolds, students will refine their observational and analytical skills by conducting an exploratory Research Project about the information experience within a setting or population of personal interest or career relevance, which can serve as the starting point for lifelong learning and a concatenated research career.

**INF1324H Systems and Infrastructures**

Infrastructures are ecologies of numerous systems, each with unique origins and goals, which are made to interoperate by means of standards, socket layers, social practices, norms, and individual behaviours. This course examines how information infrastructures form, how they change, and how they shape (and are shaped by) social and cultural forces. Particular focus is paid to libraries, archives, scientific research practices, the Internet, the World Wide Web, and cyber-infrastructures. The course includes an examination of the role of standards, such as library catalogues, classification systems, TCP/IP, HTML, and metadata standards, and changing social structures and knowledge practices, such as scientific disciplines, professional societies, and universities. Finally, the course engages with broad theories of infrastructure and foreground the usually hidden aspects of infrastructures, be they material, informational, or structural.

**INF1325H Online Information Retrieval**

Focuses on the principles and methods of information retrieval through interactive database searching. Problems of database organization and structure, question negotiation, strategy formulation, multidatabase searching and online search service management are investigated. Critical examination and evaluation of major vendors and their systems. Note: Good working knowledge of basic computer applications such as document preparation and spreadsheets is expected.

**INF1330H Archives Concepts and Issues**

The goal of this course is to introduce students to the key concepts and issues associated with archival theory,
methodology and practice. The course is organized around three broad themes: the nature and purpose of archival documents and archival aggregations; contexts of creation and preservation; and professional development.

INF1331H Archival Arrangement and Description
The goal of this course is to provide students with the theoretical and methodological knowledge necessary to arrange and describe archival documents. Topics include the principles and methods underlying the arrangement of archival documents as well as the description of archival materials and the establishment of name access points according to standards adopted by the archival community.

INF1340H Programming for Information Systems
The purpose of this course is to provide a common basis for understanding the nature of information systems in their organizational contexts and, most importantly, implement components that may comprise them. We study how we can arrive at an implemented solution from individual requirements and modeling of specific problems. Topics covered include: basic programming concepts (variables, conditions, loops, etc.); introduction to computational thinking (implementation of basic algorithms); interaction among components (ex. database, text files) and how we can set them up in a real environment using a programming language as a vehicle; implantation of small information system components (ex. text analyzer); methods of development and evaluation; control of the design process; and error checking. The technical topics covered by this course include software principles and practices, programming concepts and techniques, data structures, and system development methods and practices.

INF1341H System Analysis and Process Innovation
Multiple methods for modelling and analyzing information systems in their application contexts. Systematic techniques for representing and analyzing process and data, use cases and scenarios, stakeholder goals and relationships. Requirements exploration and definition. Operational and strategic perspectives.

INF1342H System Requirements and Architectural Design
Designing information systems in the face of competing goals from multiple stakeholders, e.g., efficiency, cost, reliability, security, privacy, usability, adaptability, reusability, time-to-market. Systematic techniques and models for identifying and evaluating alternatives. Non-functional requirements and architectural design. Organizing design knowledge for reuse. For more information, please see Prof. Yu's course outline from a previous year.

INF1343H Data Modeling and Database Design
The purpose of this course is to provide an introduction to databases by analyzing their structure, content and measurement and by applying principles governing data modeling, database design and production with an emphasis on modeling, design and representation of content, decisions and tradeoffs involved in modeling, design and creation, and issues of standardization, security and emerging trends.

INF1501H Culture & Technology I
Introduction to the wide range of issues and methodologies employed across the academy to identify, understand, analyze, investigate, and critique issues at the intersection of culture and technology. Provides a background in philosophy of information, philosophy of technology, and science and technology studies. Affiliated with the McLuhan Program in Culture & Technology, a program of the Coach House Institute (CHI). Particular focus on socio-technical issues having to do with computing, information systems and services, digital technologies, media, and the internet and social media.

INF1502H Culture & Technology II
In-depth exploration of student-selected issues at the intersection of culture and technology, using the philosophical, critical, and methodological skills, knowledge, and techniques developed in INF1501H Culture & Technology I. Students will identify a topic on which they have educational and/or professional background, and explore the socio-technical consequences of that issue’s transformation in virtue of the development of computing, digital technologies, and information systems, services, and practices. Affiliated with the McLuhan Program in Culture & Technology, a
program of the Coach House Institute (CHI).

**INF1601Y User Experience Design Capstone Project**

The capstone UXD project gives students the opportunity to shape their own learning by planning and executing a major UXD project that contributes to FI, the University or the wider community. In this year-long course students work in diverse ‘collaborative’ teams to execute a major UXD project. The course is divided into two related and cumulative halves. The first term focuses on ideation, team building and project design. The term will culminate in a Design Brief that will outline the central objectives, scope and logistics involved in creating and organizing the project. In the second term, students will work in the groups of 3-5 to execute the approved short-term project that tackles UXD themes and topics. Workshops and seminars will be based around the project milestones including: prototype I critique, prototype II critique and final presentation. The final presentations will be open to other students and the broader community. Please note that students must have successfully completed all listed pre-requisites prior to enrolling in INF1601Y User Experience Design Design Capston Project. No exceptions will be made.

**INF2010H Reading Course**

A reading course in a special field to be carried out under the supervision of a member of the faculty (With the permission of the Graduate Coordinator). See Reading Courses for further details.

**INF2011H Reading Course**

A reading course in a special field to be carried out under the supervision of a member of the faculty (With the permission of the Graduate Coordinator). This course code is used for those students who have already done a Reading Course under INF2010H and wish to do a second reading course. See Reading Courses for further details.

**INF2040H Project Management**

This elective course covers the nature of projects, project management tools, techniques and organizational and interpersonal issues in project management within the context of the different types of projects in the information profession. The course will cover project management principles in general, project scope, organizational, leadership, interpersonal and political aspects of project management, and tools and techniques to support planning, budgeting, resource allocation and other technical aspects of project management.

**INF2102H Geographic Information Systems (GIS) in Libraries**

This course will examine issues and topics surrounding the management of map and geospatial data collections and services. Broadly, the course will cover the role of information professionals and librarians in the world of Geographic Information Systems (GIS). Emphasis will be put on the academic and government setting, but GIS use in industry and other sectors will also be examined. Topics covered in the course will include the history of geographic information sources from paper to digital, GIS reference, critical cartography, geographic Information and map literacy; data acquisition and licensing; open data, open software, and open government; spatial data infrastructure, data archiving, web mapping, and spatial analysis.

**INF2103H Recordkeeping Cultures**

This course builds on the body of theories, methods, and practices introduced in INF1330H and INF2175H. By drawing on the principles, concepts, and methods of diplomatics, an old archival discipline specialized in the form and function of documents created in business contexts, the first part of the course will uncover the physical and intellectual articulation of traditional records, both paper-based and electronic. Digital preservation issues, with particular regard to establishing and protecting the authenticity of electronic records, will be discussed at the end of this first part. In the second part of the course, the concept of genre will be introduced in order to provide a different reading of the semantic, syntactic, and pragmatic components of written and unwritten texts, and to enable the analysis of contemporary, non-traditional information objects, including web records and social media. By combining diplomatics and genre theory, the course aims at enabling students to understand the specific characteristics of records and their aggregations, the relationships between records creators, records forms and functions, and the evolution of the structure of information objects as socially constructed communicative actions.
INF2110H Design and Evaluation of Information Literacy Programs
Explores the theoretical underpinnings and practical applications of information literacy courses and programs offered by librarians, archivists and other information professionals. Discusses the meaning of information literacy and its centrality to personal and societal development; critically appraises national and international standards and models for information literacy; explores teaching and learning theories and strategies; creates lessons plans and incorporates appropriate instructional technologies; explores theories and methods for assessment of learners, and evaluation of instructors, courses and programs.

INF2115H Data Librarianship
The course will address topics in the acquisition, management and retrieval of numerical information, both aggregated (statistics) and disaggregated (data). Topics will include public, private and academic sector data gathering, statistical production and dissemination, data warehousing and management, data repositories and consortia, user needs and the reference interview, data extraction and manipulation, and privacy issues. While the focus will be on socio-economic data and statistics, business and scientific datasets and statistical products will be discussed as well. The course will take the form of lectures and tutorials. There will also be a significant lab component outside of the scheduled hours.

INF2120H Conservation and Preservation of Recorded Information
An introductory course in preservation issues covering both restoration of the artifact and preservation of content. Topics include composition and manufacture of paper, principles and ethics of restoration; restoration methods; archival conservation practices; rare book conservation practices; preservation microfilming, theory and practice; national and international preservation filming efforts; mass deacidification; organization, administration and funding of preservation efforts; new document substrates; and, emergency and disaster planning.

INF2121H Specialized Archives
The application of theory in addressing the practical problems of developing archival programs and services in national and international archival systems. The focus is on how the essential functions of any archives are translated into practice in the context of national and international systems.

INF2122H Digital Preservation and Curation
This course examines the creation, curation, conservation, and preservation of digital materials in both the public and private sectors and enables students to develop an appreciation of the principles of management of digital information in the context of digital longevity. Students gain an understanding of the organizational, technical, social, and economic challenges encountered when enabling the long-term availability of digital materials. It provides an introduction to key models, workflows (from pre-ingest to dissemination), policies, characteristics of digital repositories, standards, metadata, annotation, audit and certification, technical approaches from hardware preservation to emulation, and future research challenges that need to be addressed if the preservation landscape is to be transitioned out of an arts and craft mode.

INF2124H Surveillance and Identity
Following Foucault and others, we can think of surveillance as a discursive technique which produces knowledge and identities. Surveillance infrastructures infiltrate and mediate everyday life. For example, internet “cookies,” shopping loyalty cards, and mobile phone numbers all individuate and identify us. These identifiers are used to index databases recording our web surfing activities, our movements, and our purchases. The databases are subjected to statistical analysis in order to produce knowledge of demographic categories, typical patterns, or suspect behavior. This knowledge is then applied back to individuals in the population in order to assign each to a particular niche market or risk group, and to act toward them accordingly. Thus, through surveillance, knowledge is created, categories and types are produced, and individuals are made visible as representatives of those types. This course investigates the technical, social, and legal contexts and implications of these practices.

INF2125H Information and Culture in a Global Context
Examines the trends, issues, and policies affecting the development of information agencies (e.g., libraries, archives,
networked organizations, professional associations and major international organizations active in this area) around the world; access to information; transborder data flow. Emphasis will be on the choices and values embedded in the design and use of information, its agencies, and its technologies; along with how these might be translated across different cultural contexts.

**INF2126H Public Library Services to Culturally Diverse Communities**

The purpose of this course is to study the impact of cultural diversity on the development of the public library as an information and cultural resources institution. It covers issues affecting the planning, organization and delivery mechanisms of multicultural resources, services and programs, including demographics and their relation to multicultural policies and planning; approaches to service delivery; collection development practices; impact of technology on information and access; staff competencies and user education programs; and communicating with and engaging the multicultural community.

**INF2127H Collection, Development, Evaluation and Management**

An overview of the theories and methods of collection development that situates public and academic libraries within the broad framework of the publishing industry. Covers issues relevant to the selection of print and electronic resources, with an emphasis on alternative literatures and independent presses. Discusses topics relevant to the management of collections, including policy formulation, the acquisitions process, vendor agreements, budgets, qualitative and quantitative evaluation techniques, liaison activities, withdrawal of materials, and collaborations.

**INF2128H Serials Management**

Selecting and managing serials in libraries and other institutional settings have always posed special challenges for information professionals. In the electronic environment, these challenges have only grown in complexity. This course discusses the evolving nature of serials publication; business models adopted by publishers and vendors of serials; economic effects of serials on libraries; scholarly communication and its diffusion in journals; alternative models for scholarly publications; challenges and opportunities associated with remote-access serials; creating policies and budgets for serials acquisitions; and methods of selecting, licensing, evaluating, managing, and preserving serials collections. The course combines lectures, guest speakers, class discussion, and student presentations.

**INF2129H Graphic Novels and Comic Books in the Library**

A critical examination of the development and popularity of the comic book and graphic novel, the course will focus on the history, development, evolution, and interpretation of these “texts.” The relationship between the concepts “graphic novel” or “comic book” and “popular culture” will be interrogated. Through an investigation of the existing research, students will explore: how different audiences such as children, educators, and librarians interpret the medium, the implications for how we “read” a text, how these materials redefine current attitudes towards youth and adult literacy and how these attitudes affect collections development policies.

**INF2133H Legal Literature and Librarianship**

Introduction to legal bibliography and the methods of legal research, emphasizing Canadian legal resources. Coverage will also include British, American and international legal materials. Teaching will cover primary and secondary legal resources, both in print and electronic formats.

**INF2134H Business Information Resources**

Critical survey of the literature of business and finance with emphasis on bibliographies, reference materials, statistical materials and business services. New developments in the business information field and problems in business and financial libraries.

**INF2135H Evidence-Based Healthcare for Librarians**

Students in this course will study how librarians support evidence-based healthcare: the integration of the best evidence into healthcare decision making. This course will provide an overview of the healthcare information
ecosystem and systematic review methods. Topics covered include: the history of evidence-based healthcare; a critical understanding of the evidence pyramid; an in-depth investigation of bibliographic health science databases; and the roles of medical librarians in academic institutions, hospitals, and in under-resourced contexts. The course takes a practice-based approach to learning exhaustive, reproducible, and transparent search techniques; to the use of international reporting guidelines and conduct standards; and to software required to organize, screen, and document search results.

INF2136H Government Information and Publications

Publishing and distribution policies and practices of Canadian governments at all levels, and secondarily of the governments of the United States and Great Britain, and of intergovernmental agencies. Bibliographical control and use of government publications and their organization in libraries.

INF2137H International Organizations: Their Documents and Publications

Examines the nature and characteristics of documents, publications and electronic information produced by the United Nations system and other international governmental organizations. Discusses theoretical work, and assesses pertinent selection and reference tools.

INF2141H Children’s Cultural Texts and Artifacts

This course will provide students with a forum for engaging in historically grounded explorations of the centrality of cultural texts and artifacts within contemporary childhood. From toys to fairy tales, books to videogames, this course adopts a multi-disciplinary approach to examine how texts and artifacts not only play a crucial role within children’s culture, but furthermore reflect and reproduce dominant (and oftentimes conflicting) ideologies, traditions, controversies and social values. Students will examine the complex interplay between children’s texts and artifacts, particularly as it relates to the concurrent rise of transmedia intertextuality and commercialization within children’s culture. They will learn about the key issues, institutions and “cultural gatekeepers” (including librarians) involved in the production, circulation and management of adult-produced texts and artifacts for children, and the ways in which children in turn engage with these texts and artifacts as part of a deeply meaningful shared cultural experience. A variety of examples and case studies will be examined, through in-class analysis and discussion of foundational children’s books, films, television series, toys, video games and digital applications. Recurring motifs, narrative themes and genres will be addressed. Special emphasis will be placed on understanding the continuities and discontinuities that exist between new and traditional cultural forms. Students will also be invited to consider the unique set of opportunities and challenges associated with digital technologies, and how they are currently (re)shaping children’s culture in potentially significant ways.

INF2143H Issues in Children’s and Young Adults’ Services

This course focuses on program and policy issues in information services for children and young adults. The objectives are to ensure students’ understanding of current issues and their contexts and to prepare them for professional leadership in service and facility design and management. The course draws upon guest experts in its exploration of issues. It combines in-person and online delivery. It is complementary to INF2139H (Young People: Collection Development) and INF2140H (Young People: Current and Emerging Information Practices).

INF2145H Creation and Organization of Bibliographic Records

Problems in creating and organizing bibliographic records for monographs, serials, government documents, audio-visual materials and other information sources, in both manual and automated environments. Analysis and evaluation of solutions from various cataloguing codes and other international standards.

INF2146H Trusting Records

Trusting records: concepts, methods, perspectives aims to deepen students’ understanding of the concepts associated with record trustworthiness and the methods that have been developed for ensuring it within the archival discipline and to raise their awareness of other disciplinary perspectives on record trustworthiness. By the end of the course students should be able to: 1. understand and explain the concepts associated with record trustworthiness, e.g., trust,
trustworthy, reliability, authenticity, evidence, proof; 2. understand and explain how the concepts and methods
associated with record trustworthiness have evolved over time and the assumptions and beliefs underpinning those
concepts and methods; 3. recognize how these concepts and methods are changing in the digital world; and 4.
recognize and differentiate between archival and other disciplinary perspectives on authenticity, e.g., those of law,
history, art restoration, textual criticism.

INF2149H Administrative Decision-Making in Information Organizations
Stresses analytical models of how problems are solved and decisions are made in information organizations.
Introduces models and methods from organization theory, decision science, and information needs and uses studies.

INF2150H Legal Issues in Archives
The course will introduce students to the legal framework that applies to the creation, management, preservation and
use of public and private archival documents in Canada. The specific objective of this course is to provide students
with an understanding of the fundamental concepts of the Canadian legal system and of the implications and
challenges of the law for public and private sector archival institutions. Course topics include: an overview of the
Canadian legal system; archives’ legal framework; legal issues in acquisition and ownership; cultural property and
tax laws; freedom of information and protection of privacy laws; intellectual property law; evidence law; and archival
ethics. Course content will be delivered through a combination of lectures, class discussions, in-class activities, and
guest-speakers.

INF2152H Advocacy and Library Issues
This course will provide students with knowledge needed to understand the advocacy process and exercise
professional leadership in the advocacy of library issues. Such advocacy may relate to policy, funds, support, or
partnership, and may be directed to internal or external decision-makers. The course includes the nature of advocacy
and its relationship to promotion and marketing, decision-makers' environments and their perceptions of libraries,
research on influence, and the identification and strategic engagement of influencers and decision-makers. Major
emphasis is on the development of advocacy programs (objectives, target groups, obstacles, communication tools, and
evaluation). Although the course focuses on publicly funded libraries, most principles, examples, and case studies are
relevant to all types of libraries and to related institutions. Delivery method: Distance. See below for fixed time
requirements. Participation of all students registered in this course is REQUIRED at the following specified times:
Note: Fall 2014 was the last anticipated offering of this course. There are no plans to offer this course in the
foreseeable future.

INF2153H Technical Services: Organization and Administration
Function of technical services in the library. Problems and policies in the acquisition, organization and processing of
library materials. Present and future development in the production and maintenance of library records as they are
related to the technical services.

INF2155H The Public Library in the Community: Developing a Critical Practice
Develop an appreciation of the modern public library's history paying particular attention to the wider social forces
(economic, political, cultural, social, technological, and professional), which have shaped its evolution and that of
public librarianship from the mid-19th century. Explore theories of the public library in society (historical,
contemporary) including the ethics of professional practice. Review the regulatory environment within which the
municipal public library operates. Explore the structure of the Canadian public library community and the
relationships (formal and informal) between the municipal public library and its partners in the public, private and
volunteer sectors. Explore the ways in which the public library identifies and responds to its community's needs in
relation to the full range of user groups and non-user groups. Explore attitudes towards and perceptions of the public
library as held by citizens, other service professionals, politicians, etc., and as reflected in professional, scholarly, and
popular media. Cultivate a critical awareness of the key issues facing public libraries and discuss strategies for
responding to these issues. Inspire an entrepreneurial and innovative orientation towards service planning and delivery
through the development of a strategic orientation towards planning. Create a new service initiative and a mechanism
for its evaluation. Expose students to a range of professionals working in the field of public librarianship. Cultivate an individual philosophy towards public service and the role of the public sphere in Canadian society.

**INF2157H Theory & Practice of Intellectual Freedom in Libraries**

This course begins by looking at various theories of free speech and intellectual freedom from a philosophical perspective (e.g., John Stuart Mill, John Rawls, Joel Feinberg, Stanley Fish, Cass Sunstein, etc.). It considers the historical development of the legal right to free speech and intellectual freedom in the United States and Canada, with an emphasis on the different legal traditions and precedents that frame discussion of these topics. Attention is paid to some of the reasons for the exceptionalism of First Amendment free-speech rights in the United States compared to international practice in such countries as Germany, France, and South Africa. The second half of the course explores the application of intellectual freedom to libraries, focusing on the nature of censorship challenges, including, but not limited to, such thorny issues as hate speech, pornography, and intelligent design.

**INF2158H Management of Corporate and other Special Information Centres**

Critical survey of theory and current practice pertaining to information services in special libraries. A major component of the course is a professionally supervised practicum which provides students with opportunities to apply management and information practices and skills.

**INF2159H Analytical and Historical Bibliography**

This course examines books and other textual artifacts as material objects, focusing on methods of production and manufacture, and how they affect the transmission of texts. Students are introduced to theories and methods of bibliographical description and analysis, and to their application across a range of media. Classes cover the history of textual production, from hand-press to digital books, and its relevance to disciplines such as librarianship, digital curation, and digital humanities.

**INF2161H History of Books and Printing**

Development of the printed book in Europe and North America from the fifteenth century to the present; studies of authorship, the book trade, and readers.

**INF2162H Rare Books and Manuscripts**

Functions, acquisition, care and maintenance of a rare book collection in the research library; consideration of special problems of bibliographical description and cataloguing; use of bibliographical tools for evaluation of materials; care of manuscript and rare book collections.

**INF2165H Social Issues in Information and Communication Technologies**

Examination of major social issues related to the computerization of society. A unifying theme is the view of information technology as providing the means for social as well as technical control, with the various advantages and drawbacks this can mean. The social issues that are explored in greatest depth are those related to the computerization of work (displacement, skill, control, monitoring) and access to information (privacy, surveillance and freedom of information). Additional topics may include: information infrastructure development, social vulnerability and risk, militarization, social choices in design, and the ethical responsibilities of information professionals. This course is cross-listed with KMD2004H Knowledge Media, Culture & Society.

**INF2167H Community Informatics**

This course will provide a student with an overview and introduction to the emerging field of Community Informatics (CI) which is concerned with the use of Information and Communications Technologies (ICTs) to enable and empower local communities. The course will present CI in its larger theoretical, technical, social, economic and policy contexts and will link the discussion into current examples and on-going developments in the Canadian, OECD and Developing World contexts. Among the topics which will be covered are CI and Community Networking in Canada and globally, CI research and CI practice, CI and the Digital Divide, CI and Effective Use of ICTs, CI in the context of on-going development and research in Information Systems, and current research areas in CI. Students
completing the class will have a good understanding of CI in relation to other areas of IS and a good background should they wish to pursue additional studies, research or practical activities in Community Networking or Community Informatics. The course will be of interest to graduate students pursuing specializations in IS, librarianship in the community, IS and Development practice and theory, and ICT policy.

INF2169H User-Centred Information Systems Development
Theoretical and practical implications for a user-centred perspective on the development of computerized information systems. Topics include user participation, alternative development methodologies, end-user computing, prototyping techniques, computer-supported cooperative work. Emphasis on the development of systems at the workgroup level using common software packages. This course is also offered by the Knowledge Media Design Institute as KMD 2001H Human-centred Design. More information.

INF2170H Information Architecture
The term ‘information architecture’ (IA) generally refers to how online content is structured to support effective information use. Course lectures are divided into three rubrics: Information Design Fundamentals (design principles), Information Architecture Development Process (development methods), and Professional Practice (working as an information architect). An explicitly user-centred (‘bottom-up’) approach to the development process will be taken throughout. At the end of this course, students will be able to differentiate between the various disciplines implicated explicitly or implicitly in the development of information architecture. They will be able to understand and apply basic principles of cognitive psychology, industrial design, systems analysis and human-computer interaction to the practice of information architecture. Student will also learn to apply simple user-centred methods to address information architecture problems in the context of work places and practices. Finally, students will learn to apply information architecture principles and development methods to create and refine an information architecture schema to address an information design problem, and to create a rapid prototype to demonstrate information architecture schemata. The format of the course comprises lectures, reinforced by two assignments, a quiz and a final exam.

INF2172H Readers' Advisory: Reference Work and Resources
This course introduces students to the selected theories underlying reading studies and readers' advisory (RA); the major genres and sub-genres of fiction and non-fiction materials that comprise the core of RA work; a wide array of RA print and electronic tools; and current practices of delivering RA services in both public and academic libraries, with the focus on the former. The concept of integrated RA will be reviewed, and alternative formats for providing advisory services will be discussed (films, music, games, Living Libraries, etc.). Recognizing that readers' advisory for children and teens/young adults requires special in-depth treatment, this course focuses only on adult readers. It is expected that by the end of the course, students will be able to (1) efficiently interview readers in order to identify their reading needs; (2) acquire an in-depth understanding of reading genres; (3) become familiar with a variety of readers' advisory tools and use them confidently and proficiently; and (4) identify opportunities and means for continuing professional development in the area of RA. This course is for students interested in public librarianship; aspiring school media specialists; and future academic librarians who will develop collections in support of research and courses in popular genre fiction, literature, cultural anthropology, and other disciplines that recognize the importance of stories.

INF2173H Information Professional Practicum
Practica in selected aspects of professional work designed for advanced level students to strengthen and build on theoretical knowledge and to develop specialized skill in aspects of professional information work and environments through supervised experiential learning and seminar presentations. Please click here to see a more detailed course description

INF2174H History of Records and Records Keeping
An exploration of the development of documentary records and records-keeping in the western world from antiquity to the present day, with particular attention to the role of recorded information in organizations (government, business, social, cultural), the relationship of records and systems of records to the workplace and to records-keeping
technologies, and the role of documents in personal life. All documentary media are included.

**INF2175H Managing Organizational Records I**

An introduction to principles, conceptual issues, and practical problems of managing organizational records, both paper-based and electronic. Reviews the legal, administrative, and technical environments that affect the creation, management and use of records. Discusses standards and policies that relate to organizational records and examines functional requirements for record-keeping. Identifies organizational and human factors that affect the creation and use of records. Finally, the course acquaints students with the strategies, techniques and tactics for ensuring that electronic records are captured, preserved and usable over time.

**INF2176H Information Management in Organizations-Models and Platforms**

The course covers both theoretical and practical aspects of managing information processes in organizations. In terms of theory, it introduces conceptual frameworks for the management of organizational information processes, including an analysis of their implications for the design and implementation of information systems and services. On the practical side, the course introduces the capabilities and tools associated with platforms such as the World Wide Web and Intranets to enhance the effectiveness of organizational information processes. As a course project, students work together to design an Intranet site as a platform for information and knowledge management.

**INF2177H Information Management and Systems**

This course examines various notions of information architecture, systems architecture, and organizational architecture, and their inter-relationships and interactions. Examples will be drawn from a wide variety of systems types, including traditional information systems, document management systems, workflow systems, groupware, Internet and intranet systems, enterprise systems, data warehousing, metadata repositories, and intelligent agents. Issues will include dealing with legacy and change, enterprise-wide interoperability and beyond (e.g., e-commerce), convergence of information content and processing, and support for knowledge management. Frameworks and techniques for architectural modeling, analysis, and design will be considered.

**INF2180H Archives: Access, Advocacy and Outreach**

The purpose of this course is to provide students with an understanding of the needs of archival users, and methods for facilitating access to archival material. The course focuses on information seeking behaviour in an archival context, and the principles, design, and implementation of access and outreach services in an archives. Topics covered are: the information needs of the major user groups including historians, genealogists, administrators, media specialists and school children; remote and on-site access services that meet the needs of various user groups; user education, public programming, outreach, and archival advocacy.

**INF2181H Information Policy, Regulation and Law**

Introduction to policymaking and the players and stakes involved in information creation, access and use. Emphasis on the political, economic, legal and social issues affecting information and its institutions, including relevant social theory and analytical methods. The focal policy issues considered in depth will vary from year to year: e.g. government information, intellectual property, intellectual freedom, (universal) access, cultural content, community networking, and privacy.

**INF2183H Knowledge Management and Systems**

Knowledge management from an information systems perspective. Analyzing information and knowledge processes in organizations. Explicit and implicit/tacit knowledge in software systems and in human social systems. Languages and models for codifying knowledge. Application of information technologies to knowledge management. Ontologies and the semantic web. Knowledge management in information systems development. Applications in selected areas such as enterprise management, e-commerce, healthcare, media, and education. For more information, please see Prof. Yu's course outline from a previous year.

**INF2184H Appraisal for Records Retention and Archives Acquisition**
Theories and methods of appraisal for records retention and archives acquisition to include managing records, constructing historical identities and pluralizing social memory. Emphasis on appraisal for archives acquisitions, including organizational and personal records in multiple formats, media and systems. The multiple uses of appraisal will be emphasized, especially in information management, record-keeping system designs, legacy conversions, and in managing change and innovation in archives. Emphasis on professionally responsible accountability to contemporaries and the future.

**INF2186H Metadata Schemas and Applications**

With reference to different types of metadata (structural, descriptive, rights management, administrative, preservation, etc.) this course provides an examination of semantic and syntactic metadata schemas and applications across diverse domains, such as education, medicine, government information, cultural sector institutions, publishing, etc. Analyses of international metadata standards development, and a case study approach to metadata projects within a content management framework are important components of the course.

**INF2189H Managing Organizational Records II**

This is an online course delivered through Blackboard. Students will work individually and in teams using online tools to meet with each other and complete assignments. The course will open with a live classroom session with teleconference support, and include two or three online conferencing sessions during the course. The course begins with a refresher on records concepts. This is followed by three sessions examining the records issues associated with the structured, unstructured, and web environments. Three subsequent sessions focus on the strategies required to address the issues for each of the environments. These are followed by two sessions focusing on the special topic of digital records retention and disposition and two sessions on developing enterprise-wide records management programs. Two graded ‘individual’ assignments will require each student to identify the issues they face in managing their own digital records and, by extrapolation, projecting on the kinds of issues that would be faced by a selected organization, and identifying the strategies they believe would best address the issues. Three graded group assignments are based on groups of five students working as consulting teams to identify records issues and propose strategies for both the individual recordkeeping environments and the organization as a whole. There will be 2 face-to-face sessions: one at the beginning of the term and one at the end. Day/time to be confirmed.

**INF2190H Data Analytics: Introduction, Methods and Practical Approaches**

The influx of data that is created, gathered, stored and accessed has given birth to some new areas of data analysis. The terms "predictive analytics", "big data" and "data science" are prevalent in scientific as well as broad audience publications and often make part of new business opportunities. Understanding the significance of techniques that perform analytics and knowing how to interpret their results offers a unique advantage in the performance of information professionals within an organization. This course provides an introduction to the field of analytics, and therefore the extensive use of data, statistical and quantitative analysis, exploratory and predictive models to mine and discover unexpected but useful glimpses of previously unknown information. We discuss standard data mining algorithms that can be applied on both structured and unstructured data and experience their impact on decision making situations. The students will actively participate in the delivery of this course through case and project presentations.

**INF2191H User Interface Design**

User Interface Design is broadly concerned with the design of user interfaces for machines and software. On computer screens, this refers to the shaping and the presentation of navigation controls and information displays, as well as functional controls. With the gradual rise over the last decade in mobile and ubiquitous computing (the "internet of things"), the study of user interface design has necessarily broadened to small screens and even everyday objects. Students will learn basic principles of user interface design, interaction models and laws, differentiation of interaction styles, and different user interface paradigms. More practical topics may include physical ergonomics, cognitive ergonomics, design guidelines for different platforms, differentiation of interaction styles, design widgets, accessibility, localization, and software prototyping tools.
INF2192H Representing UX

User experience (UX) is concerned with the iterative modeling of complex relationships among four primary elements: people, organizational goals, content, and interaction. This course covers a series of methods to represent UX in each of the four elements mentioned above. Methods and tools for modelling people may include user journey/experience maps, personas, affinity diagrams, and user flow. Methods and tools for capturing organizational goals may include stakeholder interviews, organizational research, discovery workshops, and competitive analysis. Methods and tools for designing content and interactions may include information architecture schemas, content mapping, prototyping, design principles, and usability and user experience goals. Throughout the course, students will work on a major design project and will represent a user’s total experience when interacting with a digital system, including measurement of user experience through different metrics (e.g., performance, comparison, self-reporting) and evaluation techniques (usability testing, experimental design, non-parametric tests).

INF2194Y Information Systems Design Project

This full course provides a student with the opportunity to carry out a medium-scale independent information systems design project under the supervision of a faculty member culminating in a substantial written report, demonstration, and/or oral presentation. The student must secure the consent of a supervisor who is a full-time faculty member affiliated with the Information Systems and Design (IS&D) path in the Masters of Information program. The design project may be identified by the student or the supervisor. The student and instructor must both be available on campus. The Information Systems Design Project course involves regular frequent meetings with work comparable to that of other full year elective courses. INF 2194Y Information Systems Design Project Form (Fillable PDF)

INF2195H Special Topics in Information Studies: Libraries, Archives, Museums: Intersections and Tensions

The proposed course will compare the traditions, theories, and perspectives of LAMs, focusing on: • the evolution of LAMS from the early modern period to the present day; • key concepts of library science, archival studies and museum studies; • professional ethics and values across LAMs; • representation and interpretation across LAMs • user engagement and meaning-making across LAMs; • LAMs as physical and virtual spaces; • collaboration and convergence across LAMs; • the repositioning of LAMs as agents of social change in general and in response to the recommendations of the Truth and Reconciliation Commission of Canada in particular.

INF2196H Special Topics in Information Studies: Platform Politics & Power

This course focuses on the technological, social, cultural and political economic organization of media and communication by critically engaging with digital platforms and apps. The cultural industries are undergoing rapid change and platforms are at the core of these transformations. The GAFA (Google, Apple, Facebook, and Amazon) platforms, complemented by Tencent and Microsoft, have become the most valuable and profitable companies in the world. As a result, the platformization of cultural production, distribution, and marketing poses new challenges for citizens, content producers, politicians, and businesses. As platforms and apps have become ubiquitous, how to account for the relationships between platform companies and users? And, how can we systematically analyze a platform’s history, evolution, and its position within the wider digital ecosystem?

INF2197H Special Topics in Information Studies: Digital Labour

From mobile apps to social media platforms, digital technologies are crucial factors in the evolution of contemporary work. In this course we will analyse their significance in contexts such as creative labour, student and academic work, platform economy, start-up culture, peer production, automation and work refusal, and prosumerism. The course will have a specific focus on the Italian and continental school of autonomist Marxism, including feminist political economy and grassroots approaches to precarious labour. Among others, we will read Federici, Gramsci, Lazzarato, Negri, Tronti, and Virno, as well as a number of empirical studies of digital labour. We will also watch and read relevant fiction. The main goal is to sharpen critical tools to analyse the material and ideological configurations of work in the social factory of digital capitalism.
INF2198H Special Topics in Information Studies: Readings in Feminist Technology
From Tinder to Task Rabbit, students will come to understand the co-constitutive relationship between gender and technology. Students will be introduced to a wide array of texts that fall under the category of Feminist Technology Studies. The course focuses explicitly on how the materiality of technology intersects with and structures gendered power dynamics.

INF2199H Special Topics in Information Studies: Information Ethics
This course investigates the ethical foundations of contemporary information technology. Through lectures, readings, group and independent projects, we will analyze and engage contemporary challenges ranging from privacy in big data, mobile computing and national security environments, diversity and the digital divide, the nature of innovation, property, access and collaboration in an increasingly networked world, to the role of professional codes of ethics. The course draws on cases from the fields of library and information science, health care, education, politics, and international development, but above all it draws on YOUR experiences as a use, consumer, builder, and contributor to the global world of technology. Through this core you’ll learn about key theories, methods, frameworks, laws, and institutions that govern, shape, and inform the contemporary world of technology. You’ll also learn core writing and presentation skills central to success in virtually all organizational settings. Above all, you’ll learn to critically and strategically engage with the worlds of information and technology around you, deciding what kind of information consumer, user, citizen, and professional YOU want to be.

INF2221H Digital divides and information professionals: developing a critical practice
Who benefits from the policy problem known as the "digital divide" and who decides? This course explores all aspects of the digital divide as policy trope from its origins in the discourses of the "universal service" debate through its varied and often competing representations in the discourses of the state, industry, labour, and the full range of public interest groups. Within this context, the student's knowledge of the theories, methods and practices associated with critical policy studies are developed. Particular attention is paid to the constitutive role of policy discourse in setting the public policy agenda of what merits our attention what does not. Finally, through the use of institution-specific case studies, students are given the opportunity to experiment with alternative definitions (frames) for the problem and develop appropriate policy programs for its amelioration.

INF2225H Digital Discourse
This course provides an introduction to the field of theoretical writing addressing the nature of digital media and the role of technology in modern and contemporary culture. In doing so, this course will consider a range of critical pressure points that have been central to media studies, technology studies, digital humanities, art and performance, cinema studies, and archival studies. How have developments in digital culture and theory impacted the critical commonplaces of analogy, time, space, sound, motion, network, body, and narrative? In dialogue with critical paradigms that have been fundamental to the discourse of critical theory, including affect, power, constructionism, archives, colonialism, nationalism, and the politics of race, gender, and sexuality, this course will provide students with the opportunity to scrutinize the work of a wide spectrum of thinkers central to critical theory in digital discourse.

INF2240H Political Economy and Cultural Studies of Information
Explores the institutionalized production and management of the economic value in information in relation to the production of lived culture. Includes critical examinations of globalization, the knowledge economy, media ownership, indigenous knowledge, and the commodification of culture, information, and knowledge.

INF2241H Critical Making: Information Studies, Social Values, and Physical Computing
The focus of this class in on evaluating and exploring current critical themes in Information Studies through both literature and hands-on work. The course is organized around values that have been identified as key in regards to the
design and implementation of socially and culturally sensitive information systems, in particular the values of privacy, autonomy, community, democracy, and social justice. Using design-based research on physical computing as an adjunct to critical scholarship in this area, we will explore how these values are expressed, debated, and resisted within the development and use of information systems. The class has three goals: first, to critically explore the social issues inherent in technical systems; second, to acquaint students with some of the possibilities and problems of new physical and ubiquitous information technologies; and third, to help them develop basic skills in designing, making, and evaluating information systems that use these new technologies.

**INF2242H Studying Information and Knowledge Practices**
This is a seminar-style course that engages critical theories of knowledge-making practices and methodological approaches to their study. The focus is methodological and extends from the foundational themes and topics in information and knowledge. The emphasis is on how to study these issues, rather than merely on what the issues are. Approaches include ethnographic field studies, laboratory studies, critical discourse analysis, feminist science studies, social construction of technology, actor-network theory, activity theory, and distributed cognition.

**INF2243H Critical Histories of Information and Communication Technologies**
This seminar approaches information and communication technologies from critical and historical perspectives. We will investigate theories of the relations among technology, information, ideology, culture, and social structure, as well as methods for studying those relations. First, we will survey the available theories and methods for understanding large scale technological systems, including the social construction of technology, technological determinism, feminist technology studies, and the political economy of information and communication. We will ask about the interests, motives, and tactics of news media, pop culture producers, amateurs, universities, corporations, and governments in promoting, sustaining, and interpreting information and communication systems. Finally, we will ask how information systems mediate, alter, or entrench power relations and cultural practices. While our focus will be on media and information technologies, more theoretical or methodological readings will necessarily cover other systems. Case studies may include investigations of writing, the printing press, industrialized printing, telegraphy, telephony, computing, and the internet.

**INF2300H Special Topics in Information Studies: Biodesign, Emerging Technologies, and Social Impact**
This course provides a multi-disciplinary team-based approach to the identification of needs, development of ideas, and the potential integration of information technology-based solutions within biomedical contexts. Fundamental perspectives and skills of design will be explored within a project-based format with particular focus placed on methods and processes of ideation, including needs assessment and filtering, stakeholder analysis and specification, brainstorming and concept selection. Current methodologies will be surveyed and analyzed in order to better understand their strengths and weaknesses, particularly as they relate to understandings of technology and social organization, values, and ethics. Current and emerging computational innovations will be explored using hands-on constructive exercises in order to familiarize students with the potentials and challenges associated with them. A specific focus of this course will be on the development of solutions aimed at social impact rather than primarily directed at market generation and profit.

**INF2301H Special Topics in Information Studies: Digital Subcultures**
TBA

**INF2302H Special Topics in Information Studies: Innovations in Scholarly Communication**
This course will explore innovations in scholarly communications, focusing particularly on the disruptions wrought by technology on publishing, open access, and copyright. Beginning with a mix of theoretical readings tied to practical examples in these areas, the course will provide students with the opportunity to investigate new and innovative ways of understanding the scholarly endeavor. Students will be able to engage with fundamental concepts
of the issues and will develop knowledge and values that will further their capacity to engage as leaders and information professionals. This course requires no background in copyright or scholarly communications, although an interest in the practice of copyright and scholarly communications librarianship will be a huge plus.

INF2303H Special Topics in Information Studies: Culture, Technology, and Foucault

This special topics course will provide an introduction to Foucault’s work and look specifically to how it has been productively used to analyze the overlapping realms of technology and culture. Foucault’s turn toward a theoretical vocabulary that pinpointed technology as a central conceptual tool for rethinking power, governance, knowledge, and subjectivity will be given special attention. Further, culture, in particular as it has been treated by Foucauldian scholars in governmentality studies, plays a critical role in modern forms of governance and political struggle. It is only in the past few years that scholars have begun to truly take into account the importance of technology in Foucault’s thought and, more importantly, the meaningful insights his work can bring to our understanding of contemporary techno-culture.

INF2304H Special Topics in Information Studies: Evaluation and Measurement of Programs

This course will introduce students to the foundations of evaluation, including using the logic model, program evaluation, data gathering, analysis and reporting. Examples of evaluation in a variety of information environments will be explored, including libraries, archives and museums as well as how evaluation is applied and practiced in information systems and design and user experience design.

INF2305H Special Topics in Information Studies: Database and Narrative

Databases are omnipresent in contemporary society and, indeed, a defining feature of our contemporary world. As a structured set of objects or data held in computer storage, databases are seemingly expressions of instrumental rationality. According to this understanding, the database represents the world as a list of items that can be navigated in a variety of ways; the way we make meaning out of the world is reduced to an algorithm that occasions algorithm-like behaviour from its “users.” We might therefore assume that databases are distinct from the classic account of cinematic spectatorship or performing the reading of a narrative. Yet the arrangement of data and objects is itself a narrative. Our ability to store vast amounts of data – to classify, index, hyperlink, browse, and retrieve it – leads to new kinds of narratives, alternative story constructs, new expressive possibilities, and new ways to structure our relationship to the world and others. This class considers how databases mediate aesthetic objects, and how our navigation of databases gives rise to new narrative contrivances in film, new media art, literature, and new historical narratives in digital archives. Finally, we’ll seek to expand our understanding of a database to consider narrative in systems of structure, storage, and retrieval beyond the computer.

INF2306H Special Topics in Information Studies: Designing for Knowledge Work

Broadly speaking, the design of information resources encompasses a large range of human activities, from entertainment to commerce, from immersion in social media to solitary exploration of a topic. Designing for knowledge work (DKW), however, is specifically concerned with facilitating finding, reading, learning, knowing, and sharing information as part of workplace activities where information and knowledge use are central. DKW can be examined at the level of the individual, the group, and the organization itself. At the level of the individual, central topics include understanding human cognition, from reading performance to decision-making, and implications for textual and graphical information displays. At the level of the group, the use of tools for communication, information sharing, and decision support are central topics; intranets, corporate portals, enterprise information portals, and even ‘website’ are all different names given to the tools for collaborative knowledge work. At the level of the organization, central topics include information culture, organizational structure, and computing infrastructure.

INF2307H Special Topics in Information Studies: Crossing the River: Issues, Concepts and Challenges of Digitization

The first section of the course looks at digitization as a communicative act – aiming to comparatively inspect it as part
of an ongoing human commitment and effort to share information. We will introduce the history of earlier communication and information technologies, analyze those from a functional perspective and move onwards to ‘digitization’ as the current leading technology serving the same ‘older’ communicative functions. The second section of the course will deal with digitization as a practice. As many cultural repositories digitize their collections in order to offer the benefits of digital access, this section aims to provide students with practical tools about the process and the institutional decision making environment involved. This section will include six classes. The third section looks at the ‘post-digitized’ document and focuses on the relationship of digitization to collections, libraries, collective memory practices and other circles of social activity in which the characteristics of a digitized document might alter the role and capabilities it had in its printed form.

**INF2308H Special Topics in Information Studies: Digital Archives for Minitorized Material: Ethics and Praxis**

This course will introduce students to the emerging field of digital research ethics, including ethical protocols for the online publication of non-digital materials in a scholarly archive or other collection and for the use and collecting of born-digital materials in our research. In particular, the course will model intersectional decolonizing, queer, transgender, feminist and anti-racist justice frameworks and methods that prioritize accountability to the communities whose materials are being collected and/or published as a significant component of scholarly rigor. For scholars and information professionals committed to a justice-oriented digital research ethics is of prominent concern today in the intersecting fields of information studies, digital humanities and digital media studies. This course is intended to prepare students for the unique ethical challenges of creating online archives from the materials of minoritized—precarious, targeted, vulnerable—communities. While it may seem that the objective of digital archives is their capacity to be “open access,” many communities want to use digital technological affordances to make their materials open to people within the community, and to limit access to those outside of it. What we are discovering is that filtered access protocols are required on a case-by-case basis, and thus the researcher producing the archive needs to be in close consultation with their research subjects about how the materials will be accessed and by whom. Furthermore, unlike a brick and mortar archive, a digital archive will often require a great deal of contextual, curatorial, interpretive content to be generated alongside the primary materials in order to contend with the potentially very diverse public accessing these materials. We will begin by studying several case studies of digital archives that have been led by Indigenous peoples on the Mukurtu and Local Contexts CMS platforms, in order to understand the impacts and practices of decolonizing archival practices on digital information architectures. We will also study online archives of Transgender and Queer materials, learning from the project leaders of the Mirha-Soleil Ross collection at the Canadian Lesbian & Gay Archives. Ultimately, students will design their own online archive, contextual information and ethics protocols based on the materials and community practices of their research subjects.

**INF2309H Special Topics in Information Studies: Computer Coding: Practices and Cultures**

Computer programs are socio-technical systems. They are technological artifacts produced by programmers working in a social context using an ecosystem of software tools, which were in turn created by other programmers. In this course, we look at both the tools and the sub-cultures surrounding programmers from ethnographic, critical, feminist, and post-colonial perspectives. In addition to readings, students are expected to engage with computer source code and write reflective papers. Students with no previous programming knowledge are welcome to take this course. While we will be engaging in project work that involves basic programming, the course will provide tutorials and assistance in these areas. Students will be expected to work on projects within and outside of class hours and to develop some skills in these areas. Students with previous programming knowledge are also welcome in the course. The programming assignments will be completed in a language that the student does not already know, such as Scheme, Clojure or Haskell.

**INF2310H Special Topics in Information Studies: Communication and Community: Explorations in strategic communication and social entrepreneurship**
This course explores innovation in strategic communication and social entrepreneurship for local and global community. In this context it explores the use of modern tools of information, strategic communication and social enterprise for knowledge generation, information management and sharing, social awareness and change. The course will give practical opportunity for students to work with existing institutions and NGOs to review and advise on strategic communication and information utilization and/or to work with a team in an exercise to create a new social enterprise with an emphasis on digital opportunities. Students will interact with successful communicators and social entrepreneurs and their for-profit and not-for-profit enterprises. Communication/information strategies are most effective when linked to public policy, personal and institutional leadership, and community mobilization. This course explores emerging models of enterprises and communications initiatives for positive community level social change. Examples of not-for-profit, for-profit, and hybrid initiatives, as well as ICT-based businesses that have grown up around social needs in fields of environment, health, religious expression, cultural diversity, sustainable development and peace will be examined. A mix of theoretical considerations and practical approaches will characterize the course with an emphasis on providing opportunities for hands-on student activities and an exploration of effective evaluation for improving strategic outcomes. Students will have an opportunity to exercise some aspects of social entrepreneurship in the shaping of class activities, assignments, and marks.

**INF2311H Managing AudioVisual Material**

The purpose and content of this course is to provide an introduction to the world of audiovisual documents (photographs, sound recordings, moving images). This includes their history, physical makeup, stages of creation, appraisal, acquisition, arrangement and description and preservation. As well there will be a brief introduction to copyright as well as the licensing and distribution ramifications of using, exhibiting, and re-purposing AV documents. By focusing on the above knowledge set, the course will reveal how important they are in research terms both as an adjunct to other types of documents and in their own right. This exposure will make it evident that audiovisual documents deserve to be given the fullest consideration in archival and library management decision-making, as much as any other types of documents. There will also be an examination and critical review of examples of specialized audiovisual scholarship in the form of virtual exhibitions, illustrated and multiple-media books, DVD and CD box sets. The skills and knowledge to be taken away by the student include both the theoretical knowledge described above, as well as hands-on experience working with and assessing an actual audiovisual archival collection. Priority given to second year students.

**INF2312H Art Librarianship in Theory and Practice**

Art and design research has been revitalized by the revisionist impulse of visual culture analysis, which seeks to embed creativity within sociological and historical contexts. In response, art librarians must empower users to explore inter-disciplinary search tools that explore traditional aesthetic literature in relation to cultural studies. Using case-studies to replicate practical experience with reference interactions, students will develop an understanding of how the new artistic environment informs all aspects of art librarianship from reference and instruction, to collection development and cataloguing. Issues of peer-review, artistic freedom, censorship, and intellectual property will be explored in relation to their impact on creative and intellectual production in the art and design environment. Models of art and design libraries, archives, and museums will be analyzed in their differing roles in supporting creative activity.

**INF2313H Introduction to Service Science**

Service science is a new, interdisciplinary field that combines social science, business, and engineering knowledge needed for individuals and organizations (private, public, or nonprofit) to succeed in the shift to the service and information-based economy. This course will investigate the nature of services, the need for interdisciplinary approaches to services innovation, and the technology and tools needed to grow services innovation. Students will review several papers, engage in discussions, facilitate case studies, complete assignments (including use of business modeling tools), and write a final paper. Through all of these mechanisms, students will investigate and study 1) the need for services innovation and services science, 2) current research directions in services science, and 3) technologies needed to support innovation in services.
INF2320H Remix Culture
In this course, we will approach remix culture from many perspectives: as a genre, as an aesthetic, as an analytic framework, as a set of existing practices, and as a sort of cultural movement. We will examine core concepts, theories and practices involved in remix culture(s), focusing on the ways in which these practices implicate issues and questions that are central to developing a better understanding of the information society: from the alleged rise of piracy and plagiarism in the digital age, to growing concerns about the enclosure of the commons, to enduring hopes about the potential democratization of cultural production and distribution. The course design revolves heavily around experiential learning. Students in this course will take part in a collaborative “remixing” of the syllabus, determining the order in which the weekly topics will be examined, and thereby having a significant impact on their own learning trajectories and how themes are paired and juxtaposed within lectures and class discussions.

INF2325H Launching Information Ventures
Entrepreneurship is key to economic growth and the development and launch of new products and services is one of the most important means of creating new jobs, building wealth, and effecting social change. This course focuses on a specific type of entrepreneurship where resources are very limited, almost nonexistent and innovators begin with an idea they are passionate about. Students will experience the early stages of a new venture, exploring their own product ideas while developing a real-world business plan (in small groups) to take their ideas to market. Students are encouraged to pursue both for-profit and social ventures and are encouraged to consider topics explored in other courses as the basis for their product or service ideas. Guest speakers including entrepreneurs from both for-profit and non-profit ventures will speak about their own practical experiences launching their businesses. An expert panel including Investors, Entrepreneurs, and representatives from funding agencies will be invited to hear final business plan pitches.

INF2330H Information Ethnography
The course focuses on identifying and understanding what is “informational” in any setting. Students will develop sharpened vision to discern informational patterns, that is, an ability to trace what Bates (1999) calls the "red thread" of information pervading life. To this end, the course involves a fusion of information theory and ethnographic method that is then applied by each student to an independent Research Project. Theories, models, and concepts will be introduced from the literature of Information Seeking and Use (ISU). Students will learn the fundamentals of ethnographic research. Featured Contexts will be profiled and considered as exemplar information experiences in context. As the semester unfolds, students will refine their observational and analytical skills through an exploratory, ethnographic Research Project about the information experience within a context of personal interest or career relevance.

INF2331H The Future of the Book
This course considers the history and possible futures of books in a digital world. In this course "the book" is interpreted broadly, meaning not just an object with covers and pages, but also an evolving metaphor for conceptual frameworks for knowledge, and a metonym that brings together many different technologies, institutions, and cultural practices. The course introduces students to interdisciplinary approaches such as book history, textual studies, history of reading, and digital humanities, with an emphasis on balancing theoretical speculation with practical implementation. Readings will survey topics such as the ontology of born-digital artifacts, critical assessment of digitization projects, collaborative knowledge work, reading devices (old and new), e-book interface design, text/image/multimedia relationships, theories and practices of markup, the gendering of technologies, the politics of digital archiving, the materiality of texts, and the epistemology of digital tools. Students will also receive a practical introduction to XML markup and visualization tools.

INF2332H Information Behaviour
Information behaviour is the currently preferred term used to describe the many ways in which human beings interact with information, in particular the ways in which people seek and utilize information (Bates, 2010). An understanding of information behaviour is central to work in the information professions and knowledge-based industries. For more
than 75 years information behaviour research has been conducted in the field of library and information studies. This course is organized as two units to introduce students to information behaviour using contrasting pedagogical and epistemological strategies. Unit I: Foundations (sessions 1-5) surveys the history and major theories, models, and concepts of information behaviour, drawing from the library and information studies literature and its traditional cognitive paradigm. Building upon this platform, Unit II: Integrative Topics (sessions 6-12) approaches information behaviour within diverse contexts and from contemporary vantage points that are more holistic, social, and interdisciplinary. The dual approaches to information behaviour caters to a diversity of student learning styles, interests, and aspirations and represent iSchool ideals; further, it generates the ability to both analyze and sensitively understand the human information experience.

INF3001H Research in Information: Foundations
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.

INF3002H Research in Information: Contemporary Issues
In-depth critical discussion of (at most) three or four topics that are being explored in multiple contemporary information research projects. Topics vary from year to year, chosen not only in terms of importance, contemporary impact, and theoretical salience, but also so as to provide full representation of a diversity of methods, frameworks, literatures, and epistemic styles.

INF3003H Research in Information: Frameworks and Methods
A systematic introduction to and analysis of the conceptual frameworks and methods (analytic, empirical, evaluative, etc.) employed in information research. Approaches to be considered to be selected from among: (i) discursive (cultural studies, literary theory, continental philosophy; (ii) science and engineering (computer science, HCI); (iii) conceptual (philosophy, mathematical); (iv) qualitative (social science), and (v) quantitative (social science).

INF3006Y Thesis Proposal Preparation
Independent reading by student supplemented by regularly scheduled one-on-one meetings with advisor, the details of which will be spelled out in a contract jointly prepared by the student and advisor.

INF3007Y Colloquium I
Students will identify at least eight colloquia each term for critical engagement and response. At least four of these will be from the Faculty of Information’s Colloquium Series. Students will respond to each of these, addressing issues such as quality of research, quality of presentation, and usefulness of research to the student’s own research, to information scholarship generally, and to current issues of public importance. Response may be in the form of blog entries, wikis, or seminar discussions. Fall 2015 meeting dates: Friday September 18: 10-12pm in BL 212 (DCR) Friday October 9: 10-12pm in BL 212 (DCR) Friday October 23: 10-12pm, BL 307 Friday November 6: 10-12pm in BL 212 (DCR) Friday November 27: 10-12pm in BL 212 (DCR) Winter 2016 meeting dates: TBA

INF3008Y Colloquium II
Students will identify at least eight colloquia each term for critical engagement and response. At least four of these will be from the Faculty of Information’s Colloquium Series. Students will respond to each of these, addressing issues such as quality of research, quality of presentation, usefulness of research to the student’s own research, to information scholarship generally, and to current issues of public importance. Response may be in the form of blog entries, wikis, or seminar discussions. Fall 2015 meeting dates: TBA Winter 2016 meeting dates: TBA

INF3015H Reading Course
A reading course in a special field to be carried out under the supervision of a member of the faculty (With the permission of the Graduate Coordinator). Please note that this course is for students in the PhD program. Students in the Master of Information, please see INF2010H. See Reading Courses for further details.

**INF3900H Workplace Integrated Learning**

Workplace-integrated-learning (W-I-L) is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. While cooperative education falls under this broad rubric, it is interesting to note that the practice of learning in-situ has been around for at least a century. Conversely, the concept of workplace-integrated-learning is very much a twenty-first century phenomenon representative of an increasingly competitive and globalized information/knowledge economy premised on perpetual innovation. W-I-L is one solution to the problem of educating the next generation of productive workers so that they can "hit the ground running" and move the world forward in innovative and creative ways. That said, the workplace is a different learning environment from the university. Where a university (or any formal educational setting) is student-centered and focused on facilitating student learning; a workplace is focused on its own strategic goals, stakeholders, and clients. Student learning is peripheral to the purpose of the organization. While it is assumed that any organization that employs a cooperative student has a commitment to the educational value of the experience for all parties, employers are not responsible for the student's academic development. Thus, the cooperative placement provides the raw materials with which a student can do the work of integrating and reflecting upon the relationship between theory and practice, as well as the more personal work associated with their development as burgeoning professionals. Finally, in order for learning to occur in the workplace, the processes associated with learning (cognitive, emotional, affective, etc.) must be made conscious and accessible to the learner. This is the overriding purpose of this course: to create independent, autonomous and self-directed learning professionals.

**INF3901Y Cooperative Education Placement I**

Cooperative Education Placement is worth 1 FTE and spans the summer following a student's first year in the program, and the fall term of their second year. It comprises the student’s 8 month work placement in their field of interest/concentration, and the completion of a number of deliverable throughout that placement. Workplace-integrated-learning is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. Examples of workplace-integrated learning include internships, practicums, and co-operative education. As the name suggests, co-operative education describes the three way partnership that is established through negotiation, contractual agreements, and ongoing communication between the student, the employer and the university.

**INF3902H Cooperative Education Placement II**

Cooperative Education Placement II is worth .5 FTE and unfolds in the summer following a student's first year in the program. It comprises the student’s 4 month work placement in their field of interest/concentration, and the completion of a number of deliverable throughout that placement. Workplace-integrated-learning is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. Examples of workplace-integrated learning include internships, practicums, and co-operative education. As the name suggests, co-operative education describes the three way partnership that is established through negotiation, contractual agreements, and ongoing communication between the student, the employer and the university.

**INF3903H Cooperative Education Placement III**

Cooperative Education Placement III is worth .5 FTE and unfolds in the fall following a student's first year in the program. It comprises the student’s second 4 month work placement in their field of interest/concentration, and the completion of a number of deliverable throughout that placement. Workplace-integrated-learning is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. Examples of workplace-integrated learning include internships, practicums, and co-operative education. As the name suggests, co-operative education describes the three way partnership that is established through negotiation, contractual agreements, and ongoing communication between the student, the employer and the university.
INF3910Y Workplace Project

The course is worth 1 FTE and spans terms 5 and 6 in the executive delivery option of the Information Systems and Design (ISD) Concentration. It comprises a student’s 8 month work placement project in their current place of employment in the area of information systems and design and the completion of a number of deliverables throughout that workplace project. Students will complete a medium-scale independent information systems design project under the supervision of their workplace and Faculty of Information culminating in a written report, demonstration, and/or oral presentation.

JIE1001H Seminar in Identity, Privacy and Security

This interdisciplinary course examines issues of identity, privacy and security from a range of technological, policy and scientific perspectives, highlighting the relationships, overlaps, tensions, tradeoffs and synergies between them. Based on a combination of public lectures, in-depth seminar discussions and group project work, it will study contemporary identity, privacy and security systems, practices and controversies, with such focal topics as biometric identification schemes, public key encryption infrastructure, privacy enhancing technologies, identity theft risks and protections, on-line fraud detection and prevention, and computer crime, varying between offerings.

KMD1001H Theory and Methods in Knowledge Media Design

Knowledge media are systems incorporating computer and communications technology that enhance human thinking, creativity, communication, collaboration, and learning. This course explores the research methods that are used in innovative and human-centered design. It demonstrates the use of those research methods in knowledge media design in areas such as communication, collaboration, and learning. The course will provide a foundation for other KMD courses and includes topics in requirements analysis, user research, and human-centered design. The course will also discuss issues in relation to knowledge media design, including social implications of knowledge media; examples and applications of knowledge media; and examples of design thinking. More information.

KMD1002H Applications in Knowledge Media

Knowledge media are systems incorporating computer and communications technology that enhance human thinking, creativity, communication, collaboration, and learning. Examples include the Web, email, instant messaging, blogging systems, knowledge management systems, digital libraries, collaborative virtual environments, video conferencing environments, and webcasting systems. This course will focus on addressing a design problem specific to an industry or government client. Note that the design problem and client(s) will change from year to year as this course will always incorporate a partner from outside the university. Students will be introduced to the partner and will work in teams, drawing on their subject expertise. More information.

KMD2001H Human-Centred Design

Theoretical and practical implications for a user-centred perspective on the development of computerized information systems. Topics include user participation, alternative development methodologies, end-user computing, prototyping techniques, computer-supported cooperative work. Emphasis on the development of systems at the workgroup level using common software packages. More information.

KMD2002H Technologies for Knowledge Media

Our goal in this course is to gain experience in designing knowledge media, with a focus on case studies in communication, collaboration, and information access. More information.

KMD2003H Knowledge Media & Learning

How are social media practices reshaping landscapes of education, politics, policy-making, and public engagement? There are 5.3 billion mobile subscribers (77% of the world population). More than 250 million people access Facebook through their mobile devices. Facebook’s 750 million users would constitute the world’s 3rd largest country. YouTube has 490 million unique users each month. Wikipedia authors total over 91,000 contributors, and Wikipedia hosts 17 million articles. And 50% of the world’s population is under 30. Against this backdrop, this course offers an overview of three areas of media, knowledge design, and technologies: (a) media education and
media literacy, (b) median and democracy, and (c) philosophies of technology. More information.

**KMD2004H Knowledge Media, Culture & Society**

The widespread development and implementation of new technologies is frequently disruptive or controversial as they stabilize into dominant designs. This course examines controversial contemporary technologies and their contexts by explicitly challenging the notion of ‘social impacts of technology’. The class instead focuses on the development of technologies as a complex socio-technical phenomenon with multiple stakeholders. Drawing specifically on the field of Science and Technology Studies (STS) we will consider a more nuanced conceptual apparatus for the design and deployment of new technologies. The lecture component of the class will focus on selected emerging technologies that are still in their formative stages and the subject of public controversies including: biometric identification, face recognition, Radio Frequency ID tags (RFID), video surveillance, work place monitoring, etc. The design component of the course, will first challenge students to in small groups to revision augmented performance space using contemporary disruptive technologies; then the class will work as a whole to develop and prototype either one or multiple ideas from the first half of the course. More information.

**KMD4000H Knowledge Media Design: Special Topics**

This course offers an in-depth examination of selected topics in Knowledge Media Design. Topics vary and the content in any given year will vary based on the instructor and specific project opportunities. The main focus of the course will be on key developments in communication, media, knowledge production, dissemination, evaluation and translation. Special projects reflecting KMD challenges will be explored under the mentorship of a member of the KMD collaborative program and often in partnership with key informants to whom the design challenge matters. Students working in groups or individually will be responsible for keeping an open course blog and formulating a process for developing a deeper understanding of the nature of the challenge. More information.

**MHI2001H Health Informatics I**

This course is designed to provide an overview of basic concepts and recurrent themes in Health Informatics (HI) - an emergent discipline that deals with the collection, storage, retrieval communication and use of health related data, information and knowledge. During the course we will explore a number of topics central to understanding of the field including the history of and motivation for HI, Biomedical data, information and knowledge, information systems design for the health care domain, and organizational and societal issues. For further details see the full course description.

**MHI2002H Health Informatics II**

Health Informatics essentially seeks to apply Information and Communication Technology (ICT) to improve all aspects of healthcare, including preventive and acute care, research, and education. This course provides an overview of applications of ICT to health care and biomedicine. Potential and actual benefits as well as the challenges associated with these applications will be discussed. Topics include Electronic Health Record (EHR) and Computerized Provider Order Entry (CPOE), patient care systems, telehealth, clinical Decision Support Systems (DSS) and bioinformatics. For further details see the full course description.

**MSL1150H Collection Management**

This course is designed to provide an understanding of objects, the storage, handling, conservations and management of collections, that is, the activities upon which the curatorial, research and educational functions of the museum are based.

**MSL1230H Ethics, Leadership, Management**

This course introduces a perspective based on museum ethics and contemporary approaches to leadership in order to address key concepts, contexts and issues of museum management: the changing missions, external environments and stakeholders of contemporary museums, organizational structure and design, mission, policy and strategy, planning and programming, marketing, museum economics and financial management, museum professionalism, leadership and motivation, and managing creativity and change. Drawing from recent museum management practice and
research, it touches upon organizational and strategic issues such as the role and responsibilities of the Board of Trustees, managerialism and the museum director, the virtues and limitations of instrumentalism, the balance between collections stewardship and public service, de-accessioning and repatriation, gate-keeping through cultural representation, working with communities, social inclusion, autonomy vs. commercialization, and the socioeconomic impact of museums. The approach, supported by an extensive reading list and guest speakers, connects pragmatic museum management concerns with values-based, critical management insights of value to future museum leaders.

**MSL1300H Contemporary Theories of Art and Culture**

This inter-disciplinary course offers students an overview of a wide range of contemporary developments in theoretical approaches to the study of art and culture. In particular, the course focuses on the recent turn towards more socially and historically-grounded modes of analysis within a number of disciplines and research fields, including art history, philosophy and museum studies. The course also traces the development of contemporary cultural theory, surveying recent work in cultural studies, sociology, feminism, and postmodernism, and drawing on several case studies in the museum, gallery, and public art sectors.

**MSL1350H Museums and their Publics**

This course introduces students to people and communities who do, and do not, visit museums. General topics covered include: studying visitor experiences in physical museums and on their websites; museums as sites for constructing meaning and lifelong learning; on-site and online museum visits that personally change or transform individuals; and museums and social responsibility. Students will have opportunities to analyse experiences planned for visitors across museums locally and internationally, and evaluate visitor response to physical and online exhibitions and programs. After taking this course, students will be better able to analyse in a constructive and critical way on-site and online experiences planned for visitors across museums locally and internationally. They will have reflected on how museums can fulfil their search for value and meaning by building new kinds of relationships with their publics. Practice in evaluating visitor response to on-site/online exhibitions and programs, as well as improved skills as effective museum educators, communicators, and visitor researchers also will be outcomes of this course.

**MSL2000H Curatorial Practice**

The classic tasks of curators focus on advancing cultural, artistic, historical, and scientific understanding, and then making it accessible to scholars and to the public through exhibits and other media, typically in a collections-centred environment. Hand-in-hand with this work, curators enhance museum collections, most notably by choosing items to acquire and selecting materials to deaccession. They also contribute their expertise in the wider operations of museums and galleries, typically at a senior level. Beyond these long-standing functions, curators serve as facilitators for other people to study museum resources and communicate their findings to the public. Building on themes introduced in "Introduction to Museology and Public History" of central importance to these endeavours, "Curatorial Practice" explores those functions and related topics, both at a theoretical level and as they play out in today's contested museum and gallery worlds.

**MSL2050H Curating Science**

Science subjects dominate the museum field -- natural history, zoology, botany, anthropology, astronomy, palaeontology, archaeology, and classical physics to name but a few. Furthermore, the history of modern science is tied to the history of museums and in many ways public displays of science have influenced the development of science itself. Yet few museum professionals speak and understand the language of science. With a view to satisfying the basic requirements of any museum professional, this course will introduce the student to the fundamentals of scientific thinking and to the key issues associated with curating science subject matter. Specific examples of science-based museum displays and exhibitions will be explored in an engaging series of lectures, workshops, excursions and conversations with museum professionals. The student will come away with the tools needed to engage with the subject of science and museums at an advanced professional level.

**MSL2100H Museum Environment - Intensive Format**

Meeting dates for Winter 2018 will be posted later.
This course is an introduction to preventive conservation. As such, it focuses on: identifying and quantifying the environmental factors that affect collections; developing strategies that mitigate those factors; understanding the materials that make up a museum collection - how they degrade, react to their environment and the objects around them; and evaluating the conservation requirements for the safe exhibition and storage of museum collections. This course will be offered in an intensive 6 week format in 2015-2016. Classes will be held six (6) Fridays from 9 to 5 pm and students must be able to attend all 6 classes. The major class assignments will be applied, working with a partner museum. Students are required to identify and make arrangements with their partner museum in advance. Winter 2017 meeting dates: Class 1: January 27, 2017 Class 2: February 3, 2017 Class 3: February 10, 2017 Class 4: February 17, 2017 Reading Week – no class Class 5: March 3, 2017 Student Conference – no class Class 6: March 17, 2017 ***Please note the add/drop dates for this course for 2017*** Last day to ADD: February 3, 2017 (Submit an Add/Drop form to iSchool Student Services) Last day to DROP: February 24, 2017 (No form needed - within SGS deadline)

Winter 2016 meeting dates:
Class I: January 29, 2016 Class II: February 5, 2016 Double Reading Week Class III: February 26, 2016 Class IV: March 4, 2016 Class V: March 11, 2016 Student Conference Easter Weekend Class VI: April 1, 2016 ***please note the add/drop dates for this course for 2016*** Last day to ADD: February 5th (Submit an Add/Drop form to iSchool Student Services) Last day to DROP: February 26th (No form needed - within SGS deadline)

MSL2115H Global Cultures and Museums
This course examines museums and other cultural institutions – public memorials, UNESCO heritage sites or national parks – from a global perspective. The course looks at museums as participants within a global network of institutions, communities and practices informed by diverse histories – colonialism, post-colonialism, socialism, apartheid, etc. It explores, deconstructs and challenges both common global trends in museological culture and particularities of local and national practices. The course introduces students to contemporary and historical case studies from around the world including Eastern Europe, Asia and Africa, examined through interdisciplinary and international theoretical perspectives borrowing from anthropology, cultural studies, global studies, history, museum studies and memory studies.

MSL2240H The Photographic Record
This course examines photographic histories in their complex relations to institutions of collection and display. It looks at the production and circulation of photographs within particular institutional frameworks to explore the discursive production of photographic meaning in relation to the development of photographic technologies, and social, cultural and economic histories.

MSL2301H Special Topics in Museum Studies: Museum-Government Relations: International Context
This course will examine museums in the context of governmental and non-governmental (non-profit and for-profit) operational and legal frameworks. The policy milieu in which a museum is required to operate informs much of its operating style, and we will examine how this influences how staff and museum boards create the organization’s mandate, policies, and perspectives. We will explore governance in the context of provincial, national and international practice, and will be looking at specific case-studies to illustrate types of governance for museums. We will also be looking at accreditation programs for museums as part of the context that shapes their performance.

MSL2302H Special Topics in Museum Studies: Foundations in Visitor Research
This proposed Special Topic course is intended to provide students with an introduction to visitor research in museums, where better understanding visitor experience and engagement is increasingly important for strategic planning and exhibition development. The objective for the Foundations in Visitor Research special topics course will be to introduce students to people and communities who do, and do not, visit the ROM with a focus on data that the Audience Insight group collect about their visitors through monthly exit interviews, evaluation of special exhibitions, and online surveys of programs such as Friday Night Live.
MSL2325H Museums and New Media Practice
This course introduces students to the basic theories, fundamentals and practices of web based cultural projects. A central goal of the course is to examine how the Internet supports new ways of thinking and learning in museums. Students will consider new methodologies in the presentation of a museum collection and how the public interacts with it. The students will develop a variety of skills including an introduction to digital media, awareness of curatorial models and learning systems, overview of project management, marketing, budgeting for new media and an understanding of the developmental phases of web based projects.

MSL2330H Interpretation and Meaning-Making in Cultural Institutions
This course explores contemporary practices of interpretive planning in various museums. In order to study how museums do interpretation, we explore a series of contemporary interdisciplinary theories of interpretation and discuss in depth different articulations of what and who constitutes the museum’s publics and communities. Further, we apply these theoretical perspectives to interpretive planning and work on a variety of individual and group projects in order to experiment with various interpretive practices. We reflect critically and in depth on official and unofficial forms of public programming and education visible in different cultural spaces and we investigate various interpretative methods utilized by cultural institutions to communicate with their audiences. As visitor centered institutions, museums engage in various acts of interpretation, either large scale, as it is the case of interpretive planning or in more obvious ways, through public programming and various other practices. Generally, this course observes interpretation as a form of communication with diverse audiences as museums are, first and foremost, public communicators. Therefore, this course has as its main objective to show students the multiple forms which interpretation, a very dynamic process, takes in a museum. The course educates students about two sides of interpretation: (1) the practices of meaning making (the crafting and communication of meaning) in various types of museums by museum professionals and (2) the complex and “messy” ways in which visitors make meaning (understand, translate and negotiate meaning) in museum environments.

MSL2331H Exhibitions, Interpretation, Communication
This course explores the three main areas which make up a museum’s public programming strategies – exhibitions, interpretation and communication. For each area, we will look into the theories which shaped it, the histories which inform it and the practices developed by museums and other "cultural" institutions, from department stores to amusement parks. The course discusses critically different regimes of public display from the 18th century to the present, focusing on forms of representation and corresponding categories of knowledge. It traces the changes in public programming and education from object pedagogies to strategies which include all aspects of the sensorium, from sight to taste. Finally, the course maps out changes in communication, branding and advertising practices as influenced by the rise of the culture industries and new media technologies.

MSL2332H Public Programs and Education
This course examines the theoretical roots, the ideological positions and the research literature on public programming and education strategies deployed in museums, parks, libraries, and heritage institutions. The course offers a critique of models of schooling, experience, citizenship and critical engagement that dominate current discourse and practices. Students will have the opportunity to try out and experiment with new programming strategies in class and during selected museum visits. The final project for this course is a production plan for an education program at a current exhibition, institution or cultural event. This a blended learning or hybrid course; part of the course will take place in an electronic learning environment, part will take place in an in-person classroom environment, and part in cultural heritage and museum environments.

MSL2340H Issues in Cultural Policy and Contemporary Culture
Drawing on an eclectic range of academic work in cultural studies, cultural policy studies, sociology, art history, and museum studies, this interdisciplinary course explores a wide variety of topics in contemporary cultural policy, addressing both the subsidized arts sector and the cultural and creative industries. Adopting primarily a case study approach, the course examines issues and controversies in both the visual and performing arts, encompassing gallery
and museum-based work, public art, contemporary music, intellectual property, and arts funding. The course offers students an introduction to the basic structures and principles of cultural policy, focusing especially on the Canadian and American contexts, but also addressing a variety of issues that are international in scope.

**MSL2350H Museum Planning and Management**

The objective of this course is to provide students with a more in-depth understanding of fundraising and project management in the museum environment. Students also prepare a detailed plan for a project of their choice. Other topics covered include leadership and motivation.

**MSL2360H Museums and Indigenous Communities: Changing Relations, Changing Practice**

This course explores the changing relationships between aboriginal source communities and museums holding their material heritage. We begin with a historical overview of collecting practices, the role of indigenous material culture in the development of museums, and the relationship between museums and colonialism. Contemporary case studies primarily drawn from post-colonial and settler contexts during the last three decades are investigated as a response to earlier practices. Students are challenged to use these case studies in order to interrogate ideas of the museum as a ‘contact zone’, the shifting meaning of objects, contemporary curatorial challenges, the potential of new museum practices, and source community expectations. Actual exhibitions, repatriation requests and museological dilemmas are used to engage critically with theoretical developments in material culture studies, material anthropology, art history, and indigenous studies.

**MSL2370H Museums and Cultural Heritage: Context and Critical Issues**

This course provides students with an introductory overview of the museum and cultural heritage sectors. Students will be exposed to a wide range of themes and concepts that constitute and shape the discipline, in particular preservation, representation and authenticity, memorialization, taxonomy, technology, ownership and repatriation, global tourism, cultural policy, and the roles of architecture and design in museological practice. Museums, memorials, national parks and historic sites, among other examples of cultural heritage, will be examined in light of philosophical issues and evolving political, social, economic and cultural contexts.

**MSL2500H Constructing and Curating Digital Heritage**

The impact of digital technology is increasingly visible in almost all fields of contemporary museum and cultural heritage practice. Digitization of cultural heritage collections, both within and outside museums, as well as the emergence of “born digital” cultural information on the Web, establish digital heritage as a new field of theory and practice, laden with new problems and opportunities, and introducing new issues and agendas related to the digital curation of cultural information. To elucidate these phenomena, this course introduces museum documentation and digital collection theory and practice through a historical examination of museum collections, cataloguing practices, as well as wider traditions on constructing and managing cultural information; it explores how information technologies change the role of museums and cultural heritage institutions as sites for curatorship, as infrastructures for scholarly research, and as memory institutions – guardians of authenticity and intellectual preservation of the past; finally, it examines critically how interactivity and narrative, virtual and augmented reality, social media, user-generated content, linked data and ontologies produce new challenges and opportunities for cultural memory, digital curation and meaning-making. Students taking this course will be expected to develop a critical understanding of the concepts, issues and methodological approaches relevant to the construction and curation of digital cultural heritage collections, based on a combination of theoretical and applied work.

**MSL3000Y Internship**

Meeting dates for Winter 2018 will be posted later. The internship, taken between the first and second year of enrolment, is a 12-week placement in a recognised museum, gallery or related institution. The goal of the internship is the development of competence in the practice of museum studies. It is an integral part of the curriculum, intended to reinforce knowledge gained in first-year course work and to apply it to museum situations. Each placement is designed to meet the individual student’s needs in relation to
career goals and interests. Previous internships have been arranged in institutions and organisations throughout Canada, the US and abroad. Meeting dates for Winter 2017: Class 1: Friday January 13: 9 am to 12 noon Class 2: Friday January 20: 9 am to 12 noon; 1 pm to 4 pm Class 3: Friday March 31: 9 am to 12 noon Class 4: Friday April 21: 9 am to 12 noon IMPORTANT: There will be other times where some students have one-on-one advising sessions or are attending one of two workshop sessions. ***Please note the add/drop dates for this course for 2017***

Last day to ADD: February 3, 2017 (Submit an Add/Drop form to iSchool Student Services) Last day to DROP: February 27, 2017 (Within SGS deadline - No form needed)

Meeting dates for Winter 2016: Class 1: Friday, January 15 and Human Library (1-4 pm) = on the 1st floor Class 2: Friday, February 5 = 1 small group session (and individual meetings Feb 8-11) Class 3: Friday, February 12 Class 4: Friday, March 11 = 2 small group sessions (and individual meetings March 14-17) Class 5: Friday, March 18 Class 6: Friday, April 1 Class 7: Friday, April 8 Class 8: Friday, Sept 9 Professional Presentation Day: Friday, September 16 ***please note the add/drop dates for this course***

Last day to ADD: February 5th (Submit an Add/Drop form to iSchool Student Services) Last day to DROP: March 1st (Within SGS deadline - No form needed)

**MSL4000Y Exhibition Project**

In this course a cohort of students in the second year of their program work together throughout the fall and spring terms to prepare one or more exhibitions. The exhibition(s) will take place at the end of the second year at various University sites or in conjunction with local museums. Whereas, Museum Studies staff and the respective museum staff establish the exhibit’s parameters, students are involved in all aspects of its development. Exhibition projects must be approved by the Director and the Program Committee.

**MSL5050H Special Studies**

In this course students undertake a directed study of a museum related application that cannot be met by the present complement of elective courses. Topics may relate to any aspect of museum operation or function. Museum Studies students, as well as students outside of the Museum Studies who wish to apply their particular field of study to a specific issue in Museum Studies, should discuss the topic with a potential supervisor. Approval is subject to department guidelines and procedures, as well as the availability of a supervisor. In order to be considered an elective credit, the work in this course cannot significantly overlap the content of other courses in the Master of Museum Studies program. Students must submit the SGS form Request for Reading and/or Research Course, available in the Registration & Enrolment section at the SGS website, to Student Services for iSchool approval at the beginning of the term in which the course is to take place. Requests must include the following information: Section 3 of the Reading and/or Research Course form request: breakdown of work required (i.e., assignments), weight of each assignment, and their respective due dates. Separate documentation: Short paragraph outlining the needs for the course and how it fits in the student's overall program of study and goals Reading list (to be agreed by both student and faculty member)

**RST9999Y Thesis**

The thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students must complete a research methods course appropriate to their program of study with a final grade of at least A- and complete a thesis (equivalent to 3.0 FCE in the MI program and 2.0 FCE in the MMSt program). For more information, please see thesis option.