Welcome!

Welcome to Information and Access Services in the Humanities! This course is taught in a Web-based format using Canvas. This syllabus includes contact information for your instructors, provides the course description and learning outcomes, explains course policies and assignments, and delineates the grading procedures.

The Teaching Team

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You may contact your instructors any time via Canvas email, which is accessible in the sidebar of the course. The faculty is available for phone or chat conferences by appointment. Please only use Canvas email to contact us unless Canvas goes down or if there is an emergency.
Introduction

This course will introduce you to the field of information access and services in the humanities. The humanities incorporates the areas of art, music, philosophy, religion, language, and literature, and you will be introduced to these disciplines and the wealth of information resources available in each of these. The literature of each one of the disciplines has unique characteristics that you will explore in the course. As you progress, we hope that you will experience the full meaning of the humanities.

We have prepared a comprehensive and challenging course for you, and please be aware that you will need to devote quite a bit of time to completing your assignments. We have great expectations for your work in the course, as it should be of high quality and submitted in a timely manner.

We want to encourage you to get to know your fellow classmates as this will create a sense of community in the course. Networking is an important part of our profession, and this class will give you an opportunity to network with future information professionals.

We look forward to working with you!

Course Description

Information resources, methods, needs and services in the humanities. Comparative study of individual fields. Communication patterns and bibliographic organization. Role of professional organizations and government. Representative problems and practice.

Learning Outcomes

By the end of the course, students will be able to:

1. Describe a specific set of disciplines which we call the humanities.
2. Explain the process of how to learn about the literature of the humanities.
3. Characterize the information-seeking behavior of humanists.
4. Identify the types of information services provided to a variety of clients in the humanities.
5. Evaluate and use major information resources in the humanities including new technology.
6. Identify trends in the humanities.
Course Outline

The course is organized into three components:

1. Background and Basics of the Humanities
2. Background of the Subject Areas
3. Major Information Resources in the Subject Areas

**Background and Basics of the Humanities** covers the following:

- Introduction to the Course
- Historical Overview of the Humanities
- The Meaning of the Humanities Today
- Subject Literatures
- Bibliographic Organization in the Field
- Key Humanities Databases
- Selection and Evaluation of Resources
- Scholarship and Research in the Humanities
- Information Services in the Humanities
- Professional Organizations
- The Government and the Humanities
- Humanities in the Digital Age

**Background of the Subject Areas** provides an introduction to each of the humanities subject areas covered in the course, including philosophy, religion, art, music, literature, and language. For each of the subject areas, we will explore the following:

- Definition
- Major Divisions in the Area
- Brief Historical Survey
- Major Classification Schemes
- Subject Headings
- Forms of Literature
- Current Areas of Research and Scholarship
- Major Societies
- Special Collections and Information Centers

**Major Information Resources in the Subject Areas** present the practical application tools necessary to be able to access and retrieve information efficiently and effectively in each of the subject areas. The type of resources covered include:

- General Works
- Guides
Course Assignments

- Reading Response
- Information Hunt: Electronic Resources
- Final Project

Reading Response (20%)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide the students with an introduction and background for information services in the humanities.</th>
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<tbody>
<tr>
<td>Description</td>
<td>The readings for the course are composed of textbook chapters and articles. The readings are divided into two sets: required and additional. The readings are accessible through the Course Modules.</td>
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<tr>
<td>Instructions</td>
<td>Each student will read all of the required readings and write a 500-700 word response answering the following question:</td>
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</table>
How do you define the humanities, and what are three major issues related to the provision of information services in the humanities?

Your response should follow APA format, and at minimum, include in-text citations and references to three (3) required readings.

<table>
<thead>
<tr>
<th>Submission</th>
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<tr>
<td>Submit the Reading Response to the appropriate module in Canvas.</td>
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**Information Hunt: Electronic Resources (30%)**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To familiarize the student with a broad range of humanities information resources, and to assess the students' ability to use electronic information resources.</th>
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<tbody>
<tr>
<td>Description</td>
<td>When completing the assignment, you should take time to learn the sources you are using to answer the questions. The questions are representative of the types of information requests in the humanities.</td>
</tr>
<tr>
<td>Instructions</td>
<td>To access the assignment, go to the appropriate module in Canvas. Information Hunt answers should include the source where you found the information and the answer. <strong>Note:</strong> See example below.</td>
</tr>
<tr>
<td>Submission</td>
<td>Once you answer all of the questions in the Information Hunt, click on “Submit Quiz.” <strong>Note:</strong> The quiz automatically saves your work as you work through the questions; however, be sure to back-up your answers outside of Canvas.</td>
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| Example | Question: I’m taking a class in philosophy, and my professor talks about logical paradoxes. What is a logical paradox?  

Your response should be:  

**Source:** The Internet Encyclopedia of Philosophy - [http://www.iep.utm.edu/par-log/](http://www.iep.utm.edu/par-log/)  

**Answer:** "They are a group of antinomies centered on the notion of self-reference, some of which were known in
Classical times, but most of which became particularly prominent in the early decades of last century."

### Final Project (50%)

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>To introduce the students to the background and literature of a subject area in the humanities. In order to deliver information service, you must have an understanding and familiarity with the disciplines and the types of information resources characteristic of each subject area in the humanities.</th>
</tr>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>The final project consists of developing a written report on the background and information resources on an assigned subject area. <strong>The class will be divided into groups for this project.</strong></td>
</tr>
</tbody>
</table>
| **Instructions** | The final project will be developed in **two** parts:  
- Background of the Subject Literature  
- Representative Information Resources in a Subject Area  

**Instructions for Written Report**

The report should be double-spaced and 12 pt font and follow APA formatting guidelines. A good source to use for APA is Purdue’s Online Writing Lab (OWL).

**Part I: Background of the Subject Literature**

The first part of your written report covers the background of an assigned subject area.

**Important Guidelines for Getting Started:**

- Choose a group leader if there is more than one person in your group to organize the group's activities and to communicate with the Teaching Team.
- Identify guide(s) in your subject area (see the Working Bibliography) to help you learn more about your subject area.
- Select a topic related to your assigned subject area that you would use to explore the information resources you are reviewing for Part II. For example, Literature: 19th Century British Literature, Art:
Cubism, Music: Jazz, Religion: Taoism, Language: Linguistics, or Philosophy: Epistemology.

The written report should include the following about your assigned subject area:

- Definitions – both general and subject specific ones – that you will compare and contrast. [Length: minimum 0.5 to 1 page]
  
  **Hint**: Consult both general (e.g. Webster’s, Dictionary.com) and subject specific dictionaries and encyclopedias (e.g. Grove Art Online for art).

- Description of the major fields (divisions). [Length: minimum 1 page]
  
  **Hint**: Check general sources dealing with your discipline and/or go to encyclopedias.

- Description of how the Library of Congress and Dewey Classification organize the subject. [Length: minimum 1 page]
  
  **Hint**: Consult the textbook.

- Description of the formats of the literature (e.g. music - music scores; art - sales catalogs; religion-commentaries). [Length: minimum 0.5 to 1 page]
  
  **Hint**: Think of the different forms – basically, describe the types of resources available in your subject.

- Description of all the potential clientele you will be serving (e.g. religion - seminary students; art - museum curators; music – composers). [Length: minimum of 0.5 page]
  
  **Hint**: Identify who might want to use your collection of sources. Think broadly!

- List of references used

- List of each group member’s contributions to the project (Parts I & II)

To gather the information required above, consult the following resources:
• Working Bibliography - a document that we have prepared for you
• Textbooks - the one for this class and others related to your assigned area
• General Reference Resources (either print or electronic) - including, but not limited to, dictionaries, encyclopedias, or guides

**Part II: Representative Information Resources in a Subject Area**

The second part of your written report covers the representative information resources in your assigned subject area, and the typical reference questions you will be writing for each information resource should reflect your chosen topic relating to your assigned subject area.

For example, Literature: 19th Century British Literature, Art: Cubism, Music: Jazz, Religion: Taoism, Language: Linguistics, or Philosophy: Epistemology.

For this part of the report, compile an annotated bibliography with a minimum of ten (10) print sources and fifteen (15) Internet sources, which includes representatives of the following types of resources:

• General Works
• Guides
• Bibliographies & Catalogs
• Indexes & Abstracts
• Dictionaries
• Encyclopedias, Almanacs & Yearbooks
• Serials (e.g. journals)
• Handbooks & Manuals
• Biographical Sources
• Geographical Sources
• Government Publications
• Statistical Sources
• Audio & Video Sources
• Digital Humanities Collections
• Electronic/Digital Resources (including apps)
• Others, as appropriate to specific subject areas

*(Note: Be sure to identify the types of sources that are specific to your discipline)*

For each source, provide the following information:

• Give a brief description of the content of the source
• Create (one) typical question relating to your **chosen topic** that can be answered using the source and provide the answer to the question, noting the location of the answer by giving the page number or URL. For example, subject area: Art, chosen topic: Cubism, question: “Name two leaders in the development of Cubism art movement.”

To compile the annotated bibliography, consult the following resources:

- Working Bibliography - a document that we have prepared for you; pay close attention to the guides in your area
- Guides - both general reference guides and specific subject guides
- Selection Tools - including reviews in *Choice* and *Library Journal* or online reviews

### Submission

Submit the Chosen Topic (relating to your subject area) and Name of Group Leader to the “Final Project Chosen Topic and Group Leader” to the appropriate module in Canvas.

Submit the written report to the “Final Projects” in the appropriate module in Canvas **AND** the Final Projects Discussions topic in Canvas.

### Grading Information

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<td><strong>TOTAL</strong></td>
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**To view all of your grades for the course:** Click on Grades in the left-hand side menu. When you click on this, a page containing all of your grades for the course will appear.
Required Textbook


Technology Requirements

It is important to read and understand the Technology Requirements outlined by the Department of Information Science: http://informationscience.unt.edu/technologyrequirements. Be sure to note that Microsoft Office is the standard software for the Department.

Course Policies

Attendance

Students are expected to fulfill their online responsibilities, unless otherwise arranged with the course faculty. Not meeting this requirement can impact your final grade.

Communication

Important course announcements will be posted in the “Announcements” feature of Canvas, and students are expected to monitor this area and read the posts.

Your Canvas e-mails will be read as soon as possible, but please DO NOT EXPECT immediate answers. We make every effort to answer your e-mails within 48 hours.

The Canvas discussions area is a public domain that will be seen by all students. If you have questions or concerns that you do not want made public, please direct them to the course faculty in Canvas e-mail.

PUT YOUR NAME ON EVERYTHING YOU SUBMIT.
Grading

You can expect to have your assignments graded and returned to you within a week or less of submission. If there are any delays in grading assignments, students will be notified via the “Announcements” feature in Canvas.

Late Assignments

Students are expected to submit all of their assignments on time unless other arrangements have been made with the faculty prior to the due date of the assignment(s). **Late work will not be accepted unless approved by the faculty.**

Tracking

Canvas enables the faculty to track students’ activity in the course.

University Policies

Academic Integrity Standards and Consequences

According to UNT Policy 06.003 (https://policy.unt.edu/policy/06-003), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty.

**Note: In this course, cheating and/or plagiarism are not tolerated.**

ADA Accommodation

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for
every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://www.unt.edu/csrr/student_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html)

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.