

COURSE SYLLABUS

Long Island University – CEIT
Palmer School of Library and Information Science

LIS 512-001: Introduction to Knowledge Organization
CRN: 6274

Spring 2018

Instructor: Dr. David Jank **Office:** Palmer School – Room 341
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Office Hrs.: ● Available online every Friday afternoon (2:00 p.m. to 5:00 p.m.)
 ● Available at Post or Manhattan campuses by appointment
 ● Available before and after individual face-to-face class meetings

Class Mtgs.: ● Blended course via LIU Blackboard system
 ● Course conducted in asynchronous mode (no “live” online sessions)
 ● In-person dates: Jan. 24th, Mar. 7th, and May 2nd (no April 11th)

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Course Description:

An overview of Knowledge Organization, focusing on five key components: **Cataloging (Bibliography and Metadata), Classification (Taxonomy), Information Storage and Retrieval (ISAR), Subject Analysis (Indexing), and Ontology (Domain Analysis)**. Topics to be discussed include both traditional and emerging areas of Knowledge Organization, the technological components of Information and Computer Science that relate to Knowledge Organization, and related current issues in the areas of Information Science, Information Retrieval, and Metadata. Students will study major concepts in these areas through lectures, in-class and/or online discussions, and regular take-home assignments.

Course Objectives & Learning Outcomes:

Students will begin to master the following:

1. Understanding the integration of Knowledge Organization components
2. Understanding the emergent roles of Metadata, Taxonomy, and Ontology
3. Utilizing the technology that supports Knowledge Organization
4. Engaging in descriptive and subject analytic processes in the study of bibliography

Palmer School Objectives Adapted for this Course:

1. Foundations, Principles and Ethics of Library and Information Science:

- 1A. Students will explain and apply the foundations and principles of the library and information science professions
- 1B. Students will analyze policies and trends affecting libraries and information organizations and the profession
- 1D. Students will communicate effectively with diverse audiences.

2. Description, Organization and Operation of Information and Information Systems:

- 2A. Students will use professional standards to manage and deliver information resources in a variety of formats
- 2B. Students will use systems for organizing and structuring information and knowledge
- 2C. Students will search, retrieve and synthesize information from a variety of systems and sources
- 2D. Students will evaluate information systems and technologies

3. Information Services:

- 3A. Students will evaluate and use information resources and services to meet the needs of diverse populations;

4. Administration and Management:

- 4B. Students will explain and apply principles and practices of management and leadership

Course Requirements:

1.	Short Assignments	(Three brief “reaction essays”)	50 %
2.	Laboratory Exercises	(e.g.: Database design; OPAC searching; MARC worksheets; bibliographic descriptions; subject analyses; metadata)	40 %
4.	Instructor’s subjective	(Attendance, discussions, contact, etc.)	10 %

Textbook and Readings:

Required texts:

Houston, C. *Organizing Information in School Libraries: Basic Principles and New Rules*. Libraries Unlimited, 2016 edition, c2015.

Furrie, Betty. 2003. *Understanding MARC Bibliographic: Machine readable cataloging*. Washington, DC: Library of Congress. [available at: <http://www.loc.gov/marc/umb/> from the Cataloging Distribution Service]

Required readings:

Various scholarly journal articles and professional papers, TBA. [A class bibliography may be distributed later in the semester.]

NOTE: Students will be required to regularly monitor the RDA Toolkit (available via the LIU Library Portal) for cataloging and classification guidance and direction. This will require personal initiative, and students are expected to do this regularly without guidance from the instructor.

Students will also be required to subscribe to the professional listserv “AUTOCAT,” and to read postings there on a regular basis. (It is recommended this be selected in *digest* format, rather than individual message delivery!) Subscription information is available at: <http://listserv.syr.edu/scripts/wa.exe?SUBED1=AUTOCAT&A=1>

Recommended text:

Smiraglia, Richard P. 2001. *The nature of “a work:” Implications for the organization of knowledge*. Lanham, MD: Scarecrow Press.

In an effort to foster mastery of the use of library sources and technology, students may be expected to secure reference materials on their own. These materials will be available via standard bibliographic sources. Individual use (including troubleshooting) of Blackboard system is required of all students.

Overview of Course Content and Assignments

(Further details to be provided via the Blackboard shell)

Writing Assignments (Three “Reaction Essays”) - 50 points

Students will be given three writing assignments that are designed to focus on the current issues and topics covered in class readings. Either reflective essays or factual papers may be assigned. These should be roughly 3 pages long, and must include both bibliographic citation (that is, referring in some way to articles from professional sources retrieved from library databases), and personal observation/reaction to the nature of the topic. While these essays may be primarily narrative, they must be reactive to published material you are reviewing from professional publications.

[NOTE: *Topics must be chosen from the list of topics attached at the end of this syllabus, and no student may use the same topic more than once.*]

Laboratory Exercises - 40 points

Exercises designed to help each student perform knowledge organization tasks will be assigned. Students will be expected to complete worksheets on MARC, ISBD, metadata, cataloging, classification, item analysis, or summaries of the professional literature.

Class Participation - 10 points

It is important that students participate in discussions accordingly so as to maximize the educational experience for all students in the class. It is expected that all students will contribute to the discussions, both in class and online via Blackboard discussions for online classes.

General Guidelines and N.B. (you may ignore things that are obviously “in person” as this is a template!)

- All written assignments must be prepared using word processing software, 12 point type, and utilizing Times Roman font. Papers must be double-spaced, with approximately 1” margins. ***Overall appearance of submitted assignments will always be considered when grading, and points will be deducted for spelling and grammatical errors, and for lateness of submission.***
- Except when otherwise noted, APA Format must be followed for all written assignments. It is also expected that sources utilized for assignments and papers will be varied in format between print/non-print, and online/offline materials.
- Absences should be communicated to the instructor, either via telephone message or email, and it is up to the student to ensure that assignments are turned in on time. Late assignments will be handled in an appropriate manner.
- Given the nature of the Library and Information Science profession, it is expected that students fully understand the gravity of copyright and plagiarism issues. Inappropriate activity in these areas will be handled accordingly.
- This course is designed to assist in the development of future Library and Information Science professionals. Students are expected to be able to locate materials on their own, and to seek assistance when necessary. The facilities of the Long Island University Libraries, related online services, and local county library system Web sites, should suffice.
- Similarly, students will be required to master technology skills necessary for completing class assignments on their own. While instruction on computer applications will not be provided in class, nothing inordinate will be expected in order to complete assignments successfully. Students will be expected to develop basic competencies with online bibliographic systems on their own.
- Students are responsible for obtaining lecture notes for missed classes on their own. Both lecture and text content are covered by all assignments and tests.
- Appropriate standards of behavior are expected in terms of class protocol, and students are requested to practice good citizenship in this regard, pertaining to:

Cell phone use:

Please keep silent.

Tardiness and absences:

While formal attendance is not taken, it is considered in subjective portion of grade.

Talking during class:

Encouraged during discussion times. Discouraged otherwise.

Food and Drink:

Please use good judgment...sharing is encouraged!

New York State Education Department (NYSED) Regulations Breakdown

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus. (*Note:* The following is based on a standard 15-week course meeting once per week. For online courses, the “per week” emphasis is less critical, as students are allowed to work at their own pace, based on their own schedules. For winter, summer, or intersession courses, please disregard the “per week” entirely. You can proceed with the entire course on your own timing.)

Expected Levels of Student Work as per NYSED Requirements: 150 hours

- 30 hours:** Class meetings
(*2 hr. seminar meeting for 15 weeks*)
- 60 hours:** Required readings, research, data collection
(*approx. 10 weeks @ 6 hrs./wk*)
- 60 hours:** Written assignments, virtual assignments (Blackboard and online exercises), oral presentations, quizzes, etc.
(*approx. 15 weeks @ 4 hrs./wk*)

CLASS SCHEDULE AND ASSIGNMENTS

- *See addenda at end of Syllabus for various reference materials, detailed descriptions, and support documents*
- *See “Content” folders in Blackboard for all assignment handouts*
- *Note that “Week Numbers” refer to Fridays, meaning the topics and readings listed should ideally be completed by that day*
- *Note that “Assignments” mentioned within the rectangular boxes should ideally be completed by the Friday of the NEXT week*
- *Note that I keep saying “ideally” because that will keep you on track best. I do not enforce “due dates,” however, please consult the “Rules and Guidelines” document in Blackboard for details on how I recommend that you observe dates in this course*
- *Also, Note that the Syllabus contents itemized here may be changed at any time during the semester! Please be attentive to announcements of changes via Blackboard!*

UNIT 1

Participate in the “Icebreaker Exercise”
Get to know your classmates (and also me...☺)
Review the Syllabus in detail
Skim through your text to get a “feel” for the extent of KO
Take a “walk-through” of the class Blackboard shell and make sure you can move around in it!

UNIT 2

Historical overviews: Part 1
Evolution of bibliographic standards
Prominent leaders
Standards movements

<p><i>Assignment: Read Houston text, Chapter 1</i> <i>Review the Power Point Slides presentation: “What is KO?”</i> <i>Requirement after reviewing the presentation: Contribute a comment to appropriate Discussion Board for a “start-of-course” class discussion.</i></p>
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UNIT 3

Historical overviews: Part 2
Technology in KO
File structures
Database foundations
Library foundations

Assignment: Read Houston text, Chapter 2
Reflective Essay #1: Select from listing of topics in Addenda

UNIT 4

Theory and Epistemological Views of KO
Entity-Relationship modeling
Bibliographic foundations
“Families” of Knowledge Organization

Assignment: Read Houston text, Chapter 3
Assignment: Cataloging exercises

UNIT 5

Database structures
Online searching
Relevance and Knowledge Organization

Assignment: Read Houston text, Chapter 4
Reflective Essay #2: Select from listing of topics in Addenda

UNIT 6

Virtual Assignment: OPAC Searching exercise
Virtual Assignment: Cataloging exercises

UNIT 7

Bibliographic description
ISBD Standards
Introduction to MARC

Assignment: Read Furrie manual on MARC
Assignment: Read Houston text, Chapter 5

UNIT 8

Variations on bibliographic descriptions
MARC standards
Metadata schemas

Assignment: Read Houston text, Chapter 6
Reflective Essay #3: Select from listing of topics in Addenda

UNIT 9

Assignment: Read Houston text, Chapter 7
Virtual Assignment: ISBD Exercise
Virtual Assignment: Basic MARC worksheets exercise
Virtual Assignment: Cataloging exercises

UNIT 10

Subject analysis
Controlled vocabulary
Ontology

Assignment: Read Houston text, Chapter 8
Assignment: Subject headings in MARC worksheets

UNIT 11

Classification theory
Classification schemes
Call numbers

Assignment: Read Houston text, Chapter 9
Assignment: Cataloging exercises

UNIT 12

Management of Knowledge Organization operations
Staffing and Budgeting
ILS procurement and administration

Assignment: Read Houston text, Chapter 10
Assignment: Catch-up work online
Assignment: Catch-up work on cataloging exercises

SOME HANDY (I hope) ONLINE TOOLS AND RESOURCES

CATALOGING FUNDAMENTALS and TERMINOLOGY

URL: <http://harep.org/Documentr/descrpdf.pdf>

CATALOGERS DESKTOP

User name: lislib

Password: 88857233

LC CLASSIFICATION WEB

URL: <http://classificationweb.net/>

User name: palmerschool

Password: catalog

WORLDCAT via FIRSTSEARCH

URL: <http://firstsearch.oclc.org>

Authorization: 100387052

Password: TAP3HXGAN

WORLDCAT RESOURCES (general)

<http://www.oclc.org/worldcat/>

RDA TOOLKIT

URL:

<https://login.cwplib.proxy.liu.edu/login?qurl=http%3a%2f%2faccess.rdatoolkit.org>

Password: [use Student ID Barcode number]

SPECIAL LIBRARIES CATALOGUING CHEAT SHEETS

<http://special-cataloguing.com/cheats>

FULL TEXT OF FURRIE “UNDERSTANDING MARC” MANUAL

<http://www.loc.gov/marc/umb/>

“IT’S MARC” (The Library Corporation)

<http://www.itsmarc.com>

FULL TAG LISTING

<http://www.itsmarc.com/crs/bib1468.htm>

LIBRARY OF CONGRESS MARC RESOURCES

<http://www.loc.gov/marc/umb>

TLC’s ONLINE CATALOGING RESOURCES

http://www.itcompany.com/info retriever/cat_marc.htm

FRBR, FRAD, and RDA

http://www.alastore.ala.org/pdf/9780838998908_excerpt.pdf

IMPORTANT WIKIPEDIA ENTRIES

MARC Standards

http://en.wikipedia.org/wiki/MARC_standards

Knowledge Organization

http://en.wikipedia.org/wiki/Knowledge_organization

KOS and SKOS

http://en.wikipedia.org/wiki/Knowledge_organization_systems

<http://en.wikipedia.org/wiki/SKOS>

Metadata

<http://en.wikipedia.org/wiki/Metadata>

COURSE SYLLABUS ADDENDUM – RESEARCH AREAS
Long Island University
Palmer School of Library and Information Science
LIS 512 : Introduction to Knowledge Organization

Suggested Research Topics on Current Trends in Knowledge Organization

A key goal of this course is to encourage students to be aware of the many issues and developments in the cognate fields of Library and Information Science that can impact Knowledge Organization. It is strongly suggested that students select topics from the following list when completing related writing assignments. These topics are not listed in any particular order, and are all of significant importance to our profession.

NOTE: No topic may be selected more than once for assignments!

What is meant by the phrase “a work” within the context of LIS?

One of the biggest challenges of cataloging and classification is the handling of multiple manifestations of individual intellectual creations. Things such as revisions, editions, translations, permutations, and iterations can really haunt catalogers. Examine some of the ways in which catalogers and bibliographers handle these concepts.

Bibliographic Organization and OPAC Retrieval

For many years, catalogers have been accused of not understanding how users seek information. For many years, information users have been accused of not understanding how information is organized. Conduct your own empirical experience by selecting various (perhaps 5 or so) online library OPAC systems and test a single search strategy on all of them to determine the effectiveness of OPAC cataloging practices.

RDA and FRBR

What are they? Why do we care? How are they impacting the work functions of catalogers and taxonomists? Include a brief analytical description and history of each, and compare and contrast them.

MARC's development

Everything and anything you can uncover that would help to understand the evolution of this, the most prominent metadata standard.

Vendor Relations

Today, no cataloger is able to get a job without a firm grasp of integrated library systems (or, ILS). Conduct some research on the development of the ILS. Identify some of the leading vendors of these products, as well as the successes and pitfalls involved in implementing them.

Metadata

One of the most ubiquitous and frequently used terms today is “metadata.” While many often define it in an off-handed manner as “information about information,” this is a very poor definition. Find out all you can about it, and how it is transforming the functions of technical services departments throughout the world.

Comparative Cataloging

Many times we hear people use the word “cataloging” to describe what goes on with library items “behind the scenes” before they are made available to library users. This word, however, has appeared in many iterations as our profession has utilized the term “catalog” to mean different things at different times. Write a brief paper examining this phenomenon.

Historical Figures in KO

Although less illustrious than in other fields, Knowledge Organization as a professional standard has had many leaders and standard-bearers. Do some investigative research on some of our key figures and leaders, such as: Cutter, Dewey, Lubetzky, Panizzi, Ranganathan, and many others!

Authority Control

One of the biggest challenges facing catalogers is to account for the many variations in how data may be represented. Review the issues surrounding authority control, especially relating to authors' names and subject terms.

Indexing

Today, many librarians in the KO field are involved in studying classification techniques, taxonomies, index building, and database design. Explore some of these areas of work and how they contribute to the scholarship of knowledge organization.

Domain Analysis

Many scholars in library and information science have argued that all catalogers must be skilled in domain analysis. Find out something about this area of research and comment on it.

Technology

In order to master a basic understanding of Knowledge Organization, it is useful to be conversant in the various technological developments that allow us to organize information in useful and meaningful ways. Take a stab at exploring and explaining any of the following:

- Inverted file structures
- Relational databases
- Bibliographic utilities
- Online Public Access Catalogs (OPACs)
- Bibliographic database structures
- Database building
- Resource Description Framework (RDF) standards

Taxonomy and Ontology

As our profession evolves, these two areas of expertise are becoming more and more critical to master, especially in specialist sectors, such as archives, special collections, museums, rare books, industry, commerce, digital libraries, and Web-based information services. See if you can describe in your own words what taxonomy and ontology are all about, and how or if you can see how ontology editing could be a useful skill in your own professional development.

Build-Your-Own Jargon

Here are several basic, everyday KO terms that are interrelated and prominent in all areas of knowledge organization work. Try and discuss them in tandem with each other so as to develop your own understanding of knowledge organization.

- AACR
- ISBD
- MARC
- LCSH
- DDC
- Entity-Relationship Model (ERM)
- Metadata schemas

COURSE SYLLABUS ADDENDUM – UNITS and MODULES

Long Island University
Palmer School of Library and Information Science
LIS 512 : Introduction to Knowledge Organization

KO Concept Map

More detailed topical groupings of lecture content, and conceptual view of the intellectual components of Knowledge Organization

HISTORY

- Evolution of bibliographic description
- Evolution of information organization structures
- Evolution of classification systems
- Key historical figures
- Key “movements” and standards establishment
- Emergence of international standards
- Emergence of technological products, utilities, etc.
- Information technology (databases, file structures, etc.) and Information representation

OVERVIEW

- Theories and epistemological views of knowledge organization
- Domains of knowledge organization
 - Cataloging/description
 - Metadata schemas
 - Subject analysis and ontology
 - Classification and taxonomy
 - Domain analysis
- Database structures
- Database building
- The nature of bibliography and bibliographic science
- Publishing and the Entity-Relationship Model of knowledge organization
- Bibliographic searching
- Knowledge representation
- Indexing, retrieval, data normalization
- Relevance, Aboutness, Precision, Recall
- Objectives of bibliographic control

CATALOGING / BIBLIOGRAPHIC DESCRIPTION

- Description
- Union catalogs
- Exploitation
- Bibliographic entities
- ISBD
- CIP
- RDA
- FRBR

METADATA SCHEMAS

- MARC
- EAD
- DACS
- XML
- Dublin Core
- CRM
- Ontology editors

SUBJECT ANALYSIS AND ONTOLOGY

- Thesauri
- Controlled vocabulary
- LCSH
- LC Children's
- Sears
- MESH
- NAL

CLASSIFICATION AND TAXONOMY

- The nature of classification
- Classification theory
- Taxonomic structures
- Call numbers
 - LCCS
 - Dewey Decimal
 - SuDocs
- Collocation
- Conspectus tests

DOMAIN ANALYSIS

- Knowledge domains
- Content analysis
- Discourse analysis
- Bibliometrics
- Concept mapping, mental models
- Document and Genre Studies
- Bibliography
- Ontology construction
- User Studies / User Experience
- Cognition Studies
- Epistemological Lifeboat

MANAGEMENT OF KO PROJECTS

- Authority control
- Bibliographic utilities and their services
- Selecting software services and packages
- Integrated Library Systems
- Digital libraries
- Staffing
- Paraprofessional support
- Workflow and Copy Cataloging
- Budgeting
- Role of KO in library services

INTERNATIONAL AND EMERGENT TRENDS

- Evolution of standards
- National and international standards
- Support for international language compatibility
- Data transmission protocols
- Patterns across countries

COURSE SYLLABUS ADDENDUM – SOME BASIC FUNDAMENTALS

Long Island University
Palmer School of Library and Information Science
LIS 512 : Introduction to Knowledge Organization

Terminology, etc.

Cataloging Fundamentals – AACR2 Basics

Definitions and Acronyms

AACR2 — Anglo-American Cataloguing Rules, 2nd ed.: a code for the descriptive cataloging of book and non-book materials. Published in 1978, adopted in 1981. Revised in 1988 and again in 1998 (**AACR2R**).

Access point — A term under which a cataloging record may be searched and located.

Added entry — An entry other than the main entry by which an item is represented in the catalog.

Bibliographic record — A unit describing a work in a bibliographic file, e.g., a catalog card.

Chief source of information — The preferred source of cataloging data, usually the equivalent of the title page.

CIP — Cataloging-In-Publication, a joint project of the publishing industry and the Library of Congress, providing preliminary cataloging information printed in the published work.

Corporate body — An organization or group of persons that may act as an entity, e.g., associations, institutions, government agencies, firms.

Descriptive cataloging — The phase of cataloging concerned with the identification and description of an item and the proper recording of that information.

Item — A document or set of documents in any physical form, treated as an entity, and forming the basis of a single bibliographic description.

ISBD — International Standard Bibliographic Description: a format for representing the descriptive information in a cataloging record.

ISBN — International Standard Bibliographic Number.

ISSN — International Standard Serial Number

LC — Library of Congress.

LCCN — Library of Congress Control Number (was Library of Congress Card Number).

LCSH — Library of Congress Subject Headings.

MARC — Machine Readable Cataloging: a standard format for the encoding and transmission of cataloging information in machine-readable form.

Main entry — The complete cataloging record of an item, presented in the form by which that item will be uniformly identified and cited; the primary access point.

Series — A group of separate items related to one another by the fact that each item bears, in addition to its own title proper, a collective title applying to the group as a whole. The individual items may or may not be numbered.

Statement of responsibility — A statement, transcribed from the item being described, relating to persons or bodies responsible for the intellectual or artistic content of the item.

Tracings — The list of subject headings and added entries under which a bibliographic record has been filed.

Uniform title — The standardized title by which a work is to be identified for cataloging purposes.

MARC Terminology

Record — All the cataloging information for an item, containing description, main and added entries, subject headings, and classification or call numbers.

Field — The bibliographic record is divided into fields of information, corresponding to the areas and elements on a catalog card.

Tag — Each field is preceded by a 3-digit number called a tag, which identifies the function of the field.

Subfield — Most fields are divided into smaller units, called subfields. Subfields are identified by codes, usually lower-case alphabetic characters, and normally correspond to ISBD punctuation.

Delimiter — Subfield codes are preceded by delimiters, represented variously by a dollar sign, double dagger, underscore or carat. Delimiters identify the code as code rather than a normal character.

Indicator — Each tag is followed by two spaces that may be used for indicators. Indicators are digits from one to nine or blank. Their functions vary from field to field and are often related to print constants, indexing, or display functions.

Structure of MARC – Variable Fields

Divided by hundreds

0xx Control, identification, and classification numbers, etc.

1xx Main entries

2xx Titles and title paragraph (title, edition, imprint)

3xx Physical description, etc.

4xx Series statements

5xx Notes

6xx Subject access fields

7xx Added entries other than subject or series; linking fields

8xx Series added entries, etc.

9xx Reserved for local implementation

MARC Bibliographic Record with Explanation of Tags

- 010 a LCCN (Library of Congress Control Number)
020 a ISBN (International Standard Book Number)
040 a Original source of cataloging c Inputting library
050 a Library of Congress call number
082 a Dewey Decimal Classification number
1xx x a Author main entry - personal (100), corporate (110), or conference name (111).
245 1x a Title proper : b remainder of title / c statement of responsibility.
250 a Edition.
260 a Place : b Publisher, c Date.
300 a Pagination, etc. : b other physical details (illustrative matter) ; c dimensions.
440 x a Series, title traced ; v volume number
490 1 a Series traced differently, see 8xx fields ; v volume number
490 0 a Series not traced ; v volume number
500 a General notes.
504 a Bibliography note.
505 a Contents note.
600 10 a Subject added entry - personal name v Form subdivision x Topical subdivision y Chronological subdivision z Geographic subdivision.
650 0 a Subject added entry - topical v Form subdivision x Topical subdivision y Chronological subdivision z Geographic subdivision.
651 0 a Subject added entry - geographic v Form subdivision x Topical subdivision y Chronological subdivision z Geographic subdivision.
700 1 a Added entry - personal name. t Title (omit initial articles).
710 2 a Added entry - corporate name. t Title (omit initial articles).
711 2 a Added entry - conference name. t Title (omit initial articles).
740 0x a Analytic or related title entry, uncontrolled (omit initial articles).
800 1 a Series added entry - personal name. t Title (omit initial articles).
810 2 a Series added entry - corporate name. t Title (omit initial articles).
811 2 a Series added entry - conference name. t Title (omit initial articles).
830 0 a Series added entry - uniform title (omit initial articles).

COURSE SYLLABUS ADDENDUM – BIBLIOGRAPHIC TIMELINE

Long Island University
Palmer School of Library and Information Science
LIS 512 : Introduction to Knowledge Organization

Bibliographic Organization Timeline

Where Developments Taking Place	Key Dates / Years and Ranges	Material Formats Focused on	Notes / Comments
Egypt	3000 B.C.	Stone and clay tablets	Archaeological Digs
Babylon	2000 B.C.	Papyrus	Great Library of Alexandria
Far East			Bibliographies of Confucius
European Countries	Civilizations all the way up to 18 th Cent.	Scribes	
Western Civilizations	18 th Century	Printing	Most libraries per se are private personal collections; books; random order
	1803	Almost exclusively printed materials (Books, papers, etc.)	President Thomas Jefferson
	1813		Library of Congress established
Britain (key leaders emerging)			Sir Henry Ellis
	1819		 Henry Baber

	1820		(British Museum; the British Library coming into existence; Bodelian Library prominent)
		Still all printed materials	
			"disorganized random collections"
	1830		
			Antonio Panizzi hired by British Museum (1831)
			Charles Coffin Jewett graduates Brown University (1835)
United States			
	1839		
			Baber promotes Panizzi "Keeper of Dept. of Printed Books" (1837)
Britain	1841	Books	
		Books	
United States		Books	Panizzi's 91 Rules
			Jewett appointed head of Brown library
		Stereotyping permits mass production of book catalogs	Emphases are on Alphabetical Listing
	1850		
			Smithsonian Catalog System
United States	1853		First National Union Catalog
		More and more mass producing of book catalogs	
	1855		
			Jewett a hit at Library Conference; gets rebellious; gets fired
	1858		
	1860		
	1868		Jewett moves to

	1870		BPL
	1876	Focus in these times still "Book Catalogs"	Charles Ammi Cutter working there
Britain	1877		Cutter moves to Boston Athenaeum
	1880s		Cutter's "Rules for a Dictionary Catalog"
Britain and the U.S.	1890s		Formation of American Library Assn. (1876)
Latin American countries choosing among selves or U.S.	1895		Cutter, et.al., @ LAUK conference(s)
	1900		Dewey Decimal System taking hold
South American countries developing co-operative agencies	1905	Books, books, books	Establishment of GPO and SUDOCs classification
	1908		President James Madison
	1920		Co-operative Meetings held in U.S. &U.K.
Latin American countries begin sharing with U.S. even while U.S./U.K. loosens	1930		
	1930s		
China getting first international attention	1940		First "Anglo-American Code" debuts
		First formal acknowledgments of need for	Practices adapt, then

People's Republic of China founded	1949	standardized descriptions of non-print materials	begin to change
Japan leading Asian movement away from Western practices	1950		First official American changes to the A-A Codes; co-operation begins to flag
Mexico begins partnering with U.S.	1950s	Debates on access points, collocation, entities	National Asian libraries begin bibliographic record sharing
Russia dominating Asian practices			Asian cataloging practices becoming formalized
Germany begins international sharing		Standardized bibliographic descriptions of many non-print formats developing	"The 1949 ALA Cataloging Rules"
Middle Eastern countries invite American Librarians to teach	1961		Japan establishes Nippon Rules
Major Western European countries and the U.S. start to regroup and realize need for standardizing internationally	1967		Library of Congress Classification evolving
(still primarily a U.S./Europe dynamic going on)	1970		No longer any real "international" standards
	1970s		Russian libraries influencing practices throughout Asia
			ICCP and Paris Principles
			(practices vs. principles debates, but genuine return to int'l. co-op.)

	 1978		Anglo-American Cataloging Rules, v.1 (“AACR 1”)
	1980s 	Support growing for CJK data in electronic representation of international standards	MARC format develops
	1983 		ISBD (Int’l Standard Bibliographic Desc.)
International cooperation beginning	1985 		OCLC and USMARC; RAK in Germany; Nippon in Japan
	1988 	Archival materials getting much attention; significant for “non-library” applications of ISBD	
	1990 	MARC now integrating almost all non-print formats	AACR 2
True multi-nation co-operation		Attempting to integrate all formats and standardized representation	MARBI and international MARC
	1998 		Archival materials formats developing
		First strong move for supporting African languages in bibliographic formats	MARC AMC launched
Africa emerging as “next big thing” in terms of bibliographic development	2007 		
	2010	Re-examining entire concept of bibliographic description	AACR “2 ½”

		Coming soon to a library near you ...	FRBR movement AACR 3??? RDA (ta-dah)
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