



## Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

4BO450 Informationshistoria, 7,5 högskolepoäng

Information History, 7.5 credits

### **Main field of study**

Library and Information Science

### **Subject Group**

Library and Information Science

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2021-01-04

The course syllabus is valid from autumn semester 2021

### **Prerequisites**

90 credits in library and information science including an independent project of 15 credits, or the equivalent.

## Objectives

After completing the course, the student should be able to:

- apply central concepts and account for different orientations in the research field of information history;
- analyse how the practices, techniques, media and institutions for information management have changed over time;
- independently discuss the various roles that information has had in society, in different historical contexts;
- analyse and independently discuss the roles of libraries, museums, and archives in the change of the conditions for producing knowledge, from an information historical perspective.

## Content

This course discusses the roles that information has played in different societies and in different time periods. It is thematically organised, and covers the institutions of, as well as the practices and techniques used in information management. It furthermore discusses the role that information has played in societal change, and how this has been dealt with in research on information history. The art of printing, libraries, the alphabet, lists, paper, and filing cabinets are examples of techniques and institutions that are covered in the course. The course also discusses issues to do with knowledge production, surveillance and communication, from an information historical perspective.

## Type of Instruction

Teaching is delivered in the form of a series of lectures, along with text-based seminars. Different distribution forms may occur with lectures as well as seminars.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The course is examined through a written assignment, which is subsequently discussed in a seminar. In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

## Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

## Other

Teaching may be conducted in English as well as in Swedish.

## Required Reading and Additional Study Material

Black, Alistair, & Schiller, Dan. (2014). Systems of Information: The Long View. *Library Trends*, 62(3), 628–662. <https://doi.org/10.1353/lib.2014.0009> (34 pages).

Blair, Ann. (2010). *Too much to know: Managing scholarly information before the modern age*. Yale University Press. (200 pages in selection).

Cortada, James W. (2012). Shaping Information History as an Intellectual Discipline. *Information & Culture: A Journal of History*, 47(2), 119–144. <https://doi.org/10.1353/lac.2012.0008> (25 pages).

Crawford, Alice. (2015). *The meaning of the library: A cultural history*. Princeton University Press. (300 pages).

Flanders, Judith. (2020) *A Place For Everything: The Curious History of Alphabetical Order*, Pan Macmillan. (272 pages).

Goody, Jack. (1977). *The domestication of the savage mind*. Cambridge U.P. (50 pages in selection).

Higgs, Edward. (2004). *The information state in England: The central collection of information on citizens since 1500*. Palgrave Macmillan. (284 pages).

Jarlbrink, Johan, Lundell, Patrik, & Snickars, Pelle. (2019). *Mediernas historia: Från big bang till big data*. Föreningen Mediehistoriskt arkiv. (287 pages).

Müller-Wille, Staffan, & Charmantier, Isabelle. (2012). Natural history and information overload: The case of Linnaeus. *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences*, 43(1), 4–15. <https://doi.org/10.1016/j.shpsc.2011.10.021>.

Robertson, Craig. (2019). Granular Certainty, The Vertical Filing Cabinet, and the

Transformation of Files. *Administrory*, 4(1), 71–86. <https://doi.org/10.2478/adhi-2019-0005>.

**Additional study material**

Carlquist, Erik, & Järv, Harry. (2008). *Mänsklighetens minne: En bibliotekshistorisk antologi*. Schildt.

Eliot, Simon, & Rose, Jonathan. (2007). *A companion to the history of the book*. Blackwell.