

LIS 640
Tribal Libraries, Archives, and Museums
Spring 2014
Thursdays 5:30-8:00pm
4246 Helen C White Hall
School of Library and Information Studies
University of Wisconsin–Madison

Janice Rice	Robin Amado
2201 College Library	4217 Helen C. White (Main Office)
Office Hours: Thursdays 4-5pm	Office Hours: By appointment
(608)-263-7146	(847)-501-0654
jrice@library.wisc.edu	amado@wisc.edu

It is our desire to fully include persons with disabilities in this course. Please let us know within the first two weeks of class if you need any special accommodations to enable you to fully participate. We will try to maintain confidentiality of the information you share with us. To request academic accommodations, you must also register with McBurney Disability Resource Center (1305 Linden Drive; 263-2741, <http://www.mcburney.wisc.edu/>).

COURSE DESCRIPTION

This course provides an overview of, and practical experience with, tribal libraries, archives and museums, with a special emphasis on the tribal cultural institutions of Wisconsin. It is designed to facilitate a participatory learning experience through presentations, readings, and personal contact with tribal cultural workers. The course is structured around a combination of classroom discussions, guest speakers, travel to American Indian reservation communities, and attendance at events relevant to course topics.

OBJECTIVES

Upon completion of the course, you will:

- demonstrate an understanding of tribal knowledge societies;
- recognize the legal, social, cultural, political, and economic issues affecting participation of Indian tribes in the knowledge society;
- appreciate the challenges faced by Wisconsin tribal cultural institutions;
- understand tribal cultural institutions in Wisconsin and partner with them effectively.

REQUIRED TEXTS*

- Loew, P. (2013). *Indian nations of Wisconsin : Histories of endurance and renewal*. Madison, WI: Wisconsin Historical Society Press. ISBN: 9780870203329
- Roy, Loriene, Anjali Bhasin, and Sarah K. Arriaga. (2011). *Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways*. Lanham, MD: Scarecrow Press. ISBN: 0810881950
- Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask*. Saint Paul, MN: Borealis Books. ISBN: 9780873518611

*All text are held on reserve at SLIS Library

RECOMMENDED MEMBERSHIP

The American Indian Library Association (AILA), an affiliate of the American Library Association (ALA), is a membership action group that addresses the library-related needs of American Indians and Alaska Natives. Members are individuals and institutions interested in the development of programs to improve Indian library, cultural, and informational services in school, public, and research libraries on reservations. AILA is committed to disseminating information about Indian cultures, languages, values, and information needs to the library community. Student membership is only \$10. <http://ailanet.org/membership/>

LATE WORK & ATTENDANCE POLICY

All the assignments are to be submitted on the specified due dates except in an emergency situation. A late assignment is subject to a reduction in score as a late penalty (minus 5% of the assignment points for each day past the due date; no credits for the assignments submitted more than a week late). If there are any problems preventing you from submitting an assignment by the specified date, you should contact one of us, and get permission in advance. With permission, you will be allowed to make up the missed assignment without penalty. Attendance at all class sessions is strongly encouraged. If you cannot attend a class/lab session (e.g., due to flu-like symptoms), you should notify both of us in advance, and make arrangement with another student to determine what you have missed.

PERFORMANCE EVALUATION

Students' performance will be evaluated on the following course requirements. Academic dishonesty in any form will result in a grade of "F" for the assignment in which it was demonstrated. Please read "UW Student Code of Conduct Policies & Procedures: Academic Misconduct" for more information on academic misconduct (<http://students.wisc.edu/saja/misconduct/UWS14.html>). The UW Writing Center's document, "Acknowledging, Paraphrasing, and Quoting Sources," might also be helpful (http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf).

Blog post	10%
Semester journal	20%
Complete project materials	30%
Poster	20%
<u>Participation</u>	<u>20%</u>
Total	100%

Blog Post (10%)

Coordinate one blog post that details TLAM activities. The blog post will serve two functions: (1) communicate class topics and projects to a diverse, often non-university audience, and (2) establish an enduring historic record through narrative and photographs.

Semester Journal (20%)

Maintain a semester journal. Over the course of the semester, you will be asked to compose eight (8) journal entries that integrate course readings, guest speakers, field trips, and personal experiences. The final journal entry should be a well-written 5-page reflection on the group project—its process and outcomes—and how your experience corresponded with course topics.

Completed Project Materials (30%)

Work on a service-learning project encompassing in-class and on-site experiences. Project timelines will differ according to project partners. Project partners will be contacted for feedback on participation. Final documents should include a completed “Project Goals” form and photos that illustrate the project’s progress and process.

Poster (20%)

Prepare a professional poster presentation on your semester group project. See supplementary materials for guidelines.

Participation (20%)

Your attendance and active participation are crucial. You are expected to attend each class; to actively participate in class and other related activities; and to contribute to constructive, thoughtful, and analytical discussions related to the topics covered in class.

GRADING SCALE

A:	93 - 100	AB:	85 - 92
B:	76 - 84	BC:	67 - 75
C:	56 - 66	F:	55 and below

CLASS SCHEDULE

Date	Topic	Readings	Guests/Events	Due
January 23 (Week 1)	Introductions, Syllabus, & Group Projects	<p>Loew, P. (2013). <i>Indian nations of Wisconsin: Histories of endurance and renewal</i>. Madison, WI: Wisconsin Historical Society Press. pp. 1-22</p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. pp. 1-14</p> <p>Convening Great Lakes Culture Keepers: Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators to Learn Through Continuing Education. IMLS Laura Bush 21st Century Librarian grant proposal.</p>	<p>G: Louise Robbins, Professor Emeritus, SLIS</p> <p>G: Omar Poler, Associate Outreach Specialist, SLIS</p> <p>G: Katelyn Martens, Lotus Norton-Wisla, Jordan Radke, Mary Wise, Students, SLIS</p>	
January 30 (Week 2)	Tribal Histories & Group Project Planning	<p>Loew, P. (2013). <i>Indian nations of Wisconsin : Histories of endurance and renewal</i>. Madison, WI: Wisconsin Historical Society Press.</p> <p>Roy, L. (2011). Weaving partnerships with the American Indian peoples in your community to develop cultural programming. In L. Roy, A. Bhasin & S. K. Arriaga (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 141-156). Lanham, MD: Scarecrow Press.</p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. pp. 15-38</p> <p>Treuer, D. (2012). Introduction. <i>Rez life: An Indian's journey through reservation life</i> (pp. 1-20). New York, NY: Atlantic Monthly Press.</p>	<p>G: Patty Loew, Professor of Life Sciences Communication & Author</p>	<p>Blog Sign-Up on Doodle Poll</p> <p>Decide on Project</p>

Date	Topic	Readings	Guests/Events	Due
February 6 (Week 3)	Languages, Storytelling, & Expression	<p>Piquemal, N. (2003). From native North American oral traditions to Western literacy: Storytelling in education. <i>Alberta Journal of Educational Research</i>, 49, 2, 113-22.</p> <p>Reznowski, G. & Joseph, N. (2011). Out of the archives: Fostering collaborative environments for language revitalization. In L. Roy, A. Bhasin & S. K. Arriaga (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 47-57). Lanham, MD: Scarecrow Press.</p> <p>Rice, Ryan. (2012). Defining moment: What is contemporary (NATIVE) art? In E. Taubman & D.R. McFadden (Eds.), <i>Changing hands: Art without reservation 3</i> (pp. 49-51). New York, NY: Museum of Arts & Design.</p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. pp. 79-85.</p> <p>Wisconsin State Journal. <i>Down to a Whisper: States Native languages threatened with loss</i>. Retrieved from http://host.madison.com/app/interactive/language/</p>	<p>Meet at the Chazen Art Museum, Object Study Room</p> <p>G: Rand Valentine, Associate Professor, Department of Linguistics & Director of American Indian Studies</p> <p>E: 17th Annual Evening of American Indian Storytelling, Friday, February 7, 7-10pm, Tripp Commons</p>	
February 13 (Week 4)	Political and Cultural Sovereignty	<p>Carter, N.C. (2002). American Indians and law libraries: Acknowledging the third sovereign, <i>Law Library Journal</i>, 94, 7-26.</p> <p>Coffey, W., & Tsosie, R. (2001). Rethinking the tribal sovereignty doctrine: Cultural sovereignty and the collective future of Indian nations. <i>Stanford Law & Policy Review</i>, 12, 191-222.</p> <p>Nesper, L. (2002). <i>The Walleye war: The struggle for Ojibwe spearfishing and treaty rights</i>. Lincoln NE,: University of Nebraska Press. pp. 1-10</p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. pp. 86-137</p>	<p>G: Larry Nesper Assistant Professor, Department of Anthropology & American Indian Studies Program</p> <p>E: State of the Tribes, Thursday, February 13, Time TBD, State Capitol</p>	

Date	Topic	Readings	Guests/Events	Due
February 20 (Week 5)	Service-Learning & Project Trips	<p>Kajner, T., Fletcher, F. & Makokis, P. (2012). Balancing head and heart: The importance of relational accountability in community-university partnerships. <i>Innovative Higher Education</i>, 37, 4, 257-270.</p> <p>NCAI Policy Research Center and MSU Center for Native Health Partnerships. (2012). <i>'Walk softly and listen carefully': Building research relationships with tribal communities</i>. Washington, DC, and Bozeman, MT.</p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. 39-67.</p>		Journals 1 & 2
February 27 (Week 6)	Tribal College Libraries & Indigenous Education	<p>Beatty, V. (2011). Empowering Indigenous students in the learning library. In L. Roy, A. Bhasin & S. K. Arriaga (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 131-140). Lanham, MD: Scarecrow Press.</p> <p>Gross, L. W. (2010). Some elements of American Indian pedagogy from an Anishinaabe perspective. <i>American Indian Culture and Research Journal</i>, 34, 2, 10-26.</p> <p>Murray, S. (2006). Wisconsin's tribal colleges overcome challenges to enrich their communities. <i>Tribal College Journal of American Indian Higher Education</i>, 17(3), 28-32.</p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. pp. 138-164</p>	<p>G: Aaron LaFromboise, Blackfeet Community College Library</p> <p>E: DoIT Workshop "Illustrator for Research Posters", Wednesday, February 26, 6-8pm, Computer Sciences Rm B109</p>	

Date	Topic	Readings	Guests/Events	Due
March 6 (Week 7) cont'd.	Tribal Libraries	<p>Biggs, B. (2000). Bright child of Oklahoma: Lotsee Patterson and the development of America's tribal libraries. <i>American Indian Culture and Research Journal</i>, 24 (4), 55-67.</p> <p><i>Culturally responsive guidelines for Alaska public libraries</i>. Retrieved from: http://akla.org/publications/culturally-responsive-guidelines-for-alaska-public-libraries/</p> <p>Krebs, A. (2012). Native America's twenty-first-century right to know. <i>Arch Sci.</i> 12, 173-190.</p> <p>Patterson, L. (2008). <i>TRAILS: Tribal library procedure manual</i>. Retrieved from http://www.ala.org/offices/olos/toolkits/trails pp. 6-15</p>		
March 13 (Week 8)	Tribal Archives	<p>First Archivist Circle. <i>Protocols for Native American archival materials</i>. Retrieved from http://www2.nau.edu/libnap-p/protocols.html</p> <p>McKemmish, S., Iacovino, L., Ketelaar, E., Castan, M., & Russell, L. (2011). Resetting relationships: Archives and Indigenous human rights in Australia. <i>Archives and Manuscripts</i>, 39, 1, 107-144.</p> <p>Powell, T. B. (2007). A drum speaks: A partnership to create a digital archive based on traditional Ojibwe systems of knowledge. <i>RBM</i> 8.2, 167-179.</p> <p>Roy, L., & Alonzo, D. (2011). The record road: growing perspectives on Tribal archives. In L. Roy, A. Bhasin & S. K. Arriaga (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 177-188). Lanham, MD: Scarecrow Press.</p>	<p>G: Omar Poler, Associate Outreach Specialist, SLIS</p> <p>E: "Designing and Printing Posters with PowerPoint", Friday, March 14, Noon-1pm, 348 MERIT Library</p>	Journals 3 & 4

Date	Topic	Readings	Guests/Events	Due
March 20 (Week 9)	Spring Break	No class – Optional trip to Menominee/Stockbridge-Munsee		
March 27 (Week 10)	Tribal Museums & Repatriation	<p>Ackley, K. (2009) Tsi?niyukwaliho?t, the Oneida Nation Museum: Creating a space for Haudenosaunee kinship and identity. In Sleeper-Smith, S. <i>Contesting knowledge: Museums and indigenous perspectives</i> (pp. 257-282). Lincoln, NE: University of Nebraska Press.</p> <p>Mithlo, N. M. (2004). "Red man's burden": The politics of inclusion in museum settings. <i>The American Indian Quarterly</i> 28(3), 743-763.</p> <p>Molloy, P. (2003). <i>National NAGPRA Program – Frequently asked questions</i>. Retrieved from http://www.nps.gov/nagpra/FAQ/INDEX.HTM</p> <p>Parker, P., & United States. (1990). <i>Keepers of the treasures: Protecting historic properties and cultural traditions on Indian lands: a report on tribal preservation funding needs submitted to Congress by the National Park Service, United States Department of the Interior</i>. Washington, D.C.: The Branch. http://www.cr.nps.gov/crdi/publications/IntroductionandPart1.pdf</p>	<p>Class meets at 5pm at Wisconsin Historical Society Museum, 30 N. Carroll Street</p> <p>G: Jennifer Kolb, Museum Director, Wisconsin Historical Society Museum</p>	<p>Mid- Semester Project Update Check-in</p>
April 3 (Week 11)	Knowledge Organization	<p>Doyle, A. (2006). Naming and reclaiming Indigenous knowledge: Intersections of landscape and experience. In <i>Proceedings of the Ninth International Society of Knowledge Organization, Vienna Aus</i>. Wurzburg: Ergon Verlag. Retrieved from http://hdl.handle.net/10150/105581</p> <p>MacDonnell, P., Tagami, R. & Washington, P. (2003). <i>Brian Deer Classification System</i>. Retrieved from http://goo.gl/dpn4vN</p> <p>Tomren, H. (2003). <i>Classification, bias and American Indian materials</i>. Unpublished paper. San Jose, CA: San Jose State University. Retrieved from http://ailasacc.pbwiki.com/f/BiasClassification2004.pdf</p>	<p>G: Ann Doyle, Head of Xwi7xwa Library, University of British Columbia</p>	<p>Journals 5 & 6</p>

Date	Topic	Readings	Guests/Events	Due
April 10 (Week 12)	Collection Development and Children's Literature	<p>Hogan, K. (2011). Tribal libraries as the future of librarianship: independent collection development as a tool for social justice. In L. Roy, A. Bhasin & S. K. Arriaga (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 177-188). Lanham, MD: Scarecrow Press.</p> <p>Reese, D. (2013). Critical Indigenous literacies. <i>The SAGE Handbook of Early Childhood Literacy</i>. 2nd Edition, 251-262.</p> <p>Read three articles from Debbie Reese's Blog: American Indians in Children's Literature, http://americanindiansinchildrensliterature.blogspot.com</p>	G: Naomi Caldwell , Associate Professor and Coordinator of Library Media Education, Alabama State University	
April 17 (Week 13)	Convening Great Lakes Culture Keepers Conference	<p>No class – Meet with your project groups and visit a Native exhibit at the Wisconsin Historical Society Museum, the Chazen Art Museum, or the Milwaukee Public Museum</p> <p>Lonetree, A. (2012). <i>Decolonizing museums: Representing native America in national and tribal museums</i>. Chapel Hill, NC: University of North Carolina Press. pp. 1-28, 123-175</p>		Project Update Blog Post & Museum Reflection due by Thursday at 8pm
April 24 (Week 14)	International Indigenous Issues	<p>Roy, L. (2011). International efforts in supporting and advancing services for Indigenous populations. In L. Roy, A. Bhasin & S. K. Arriaga (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 59-66). Lanham, MD: Scarecrow Press.</p> <p>UN General Assembly. <i>United Nations declaration on the rights of Indigenous peoples : Resolution</i>. Received from http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</p> <p>continued...</p>		

Date	Topic	Readings	Guests/Events	Due
April 24 (Week 14)	International Indigenous Issues	<p>Aoteroa/New Zealand: Szekely, C. (2002). Te Ara Tika: Maori and libraries in New Zealand – staying the distance. <i>World Libraries</i>, 12 (1). Retrieved from http://www.worlib.org/vol12no1/szekely_v12n1.shtml</p> <p>Canada: Sinclair-Sparvier, W. (2002). Improving & delivering effective library services for Aboriginal peoples in Saskatchewan: A Canadian province’s approach to answering the needs of the Aboriginal community. <i>World Libraries</i>, 12 (1). Retrieved from http://www.worlib.org/vol12no1/sinclair_v12n1.shtml</p> <p>Sami: Lindi, L. I. (2002). Sami library service in Norway. <i>World Libraries</i>, 12 (1). Retrieved from http://www.worlib.org/vol12no1/lindi_v12n1.shtml</p> <p>Australia: National and State Libraries Australasia. (2007). NSLA National Policy Framework for Aboriginal and Torres Strait Library Services and Collections. Retrieved from http://www.nsla.org.au/publication/national-policy-framework-indigenous-library-services</p>		Identify and read two (2) additional readings for your group
May 1 (Week 15)	Presentations & Course Evaluations	Overall, P. M. (2009). Cultural competence: A conceptual framework for library and information science professionals. <i>The Library Quarterly</i> , 79, 2, 175-204.		Final Poster Digital Files April 29 by midnight Journals 7 & 8
May 8 (Week 16)	TLAM Vision		Meet at Janice’s House	Completed Project Materials