

LIS 640
Tribal Libraries, Archives, and Museums
Spring 2012
Thursdays 1:30-4:00
4246 Helen C White Hall
School of Library and Information Studies
University of Wisconsin–Madison

Omar Poler
Helen C White, Room 4284
Office Hours: By appointment
(608) 890-3817
poler@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. I will try to maintain confidentiality of the information you share with me. 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 the 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 interact with them effectively.

REQUIRED TEXTS

- Loew, P. (2001). *Indian nations of Wisconsin : histories of endurance and renewal*. Madison: Wisconsin Historical Society Press.
- Roy, Loriene, Anjali Bhasin, and Sarah K. Arriaga. 2011. *Tribal libraries, archives, and museums: preserving our language, memory, and lifeways*. Lanham: Scarecrow Press.

TEXTS ON RESERVE

- Loew, P. (2001). *Indian nations of Wisconsin : histories of endurance and renewal*. Madison: Wisconsin Historical Society Press.
- Roy, Loriene, Anjali Bhasin, and Sarah K. Arriaga. 2011. *Tribal libraries, archives, and museums: preserving our language, memory, and lifeways*. Lanham: Scarecrow Press.

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. Students membership is only \$10. <http://www.ailanet.org/membership/index.htm>

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 me, 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 me in advance, and make arrangement with another student to determine what you have missed. Online participation is required for the class 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%
Final project	40%
Final presentation	10%
Participation	20%
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 reflective 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. Check course schedule for deadlines.

Final project (40%)

Work on a self-designed project encompassing in-class and on-site experiences. Projects could be in different forms (e.g., scholarly paper, photo essay, digital library, service learning internship, etc.).

Presentation (10%)

Give a presentation of your final project to class. In addition to the project itself, share and present your experience and reflection.

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

TENTATIVE CLASS SCHEDULE

Date	Topic	Readings	Guests/Events	Due
Jan. 26 (w 1)	Welcome, Introductions, Syllabus, TLAM History, Final Projects	<p>Burns, K., Doyle, A., Joseph, G., Krebs, A. (2010). Indigenous Librarianship. In Encyclopedia of Library and Information Sciences (3rd ed., pp. 2330-2346). Boca Raton, FL: CRC Press.</p> <p>Johnson, C., Phan, C., & Poler, O. (2011). TLAM : creating student-driven indigenous LIS at the University of Wisconsin-Madison. In Roy, L., Bhasin, A., & Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 221-226). Lanham: Scarecrow Press.</p>	<p>G: Louise Robbins, Professor Emeritus, SLIS</p> <p>G: Janice Rice, Senior Academic Librarian, College Library</p>	
Feb. 2 (w 2)	Native Languages & Storytelling	<p>Down to a Whisper: States Native Languages Threatened with Loss, Wisconsin State Journal (articles and media) http://host.madison.com/app/interactive/language/</p> <p>Piquemal, N. (September 06, 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>Waasaagoneshkang. (1917) Filcher-of-Meat. In Jones, W., & Michelson, T. (Eds.), <i>Ojibwa texts</i>. (pp. 380-399). Leyden: E.J. Brill.</p>	<p>G: Rand Valentine, Associate Professor UW-Madison Department of Linguistics</p> <p>E: 15th Annual Evening of American Indian Storytelling, Friday, February 3 7-10pm</p>	
Feb. 9 (w 3)	Wisconsin Tribal Histories, Media	<p>Loew, P. (2001). Indian nations of Wisconsin : Histories of endurance and renewal. Madison: Wisconsin Historical Society Press.</p>		
Date	Content	Suggested Readings	Guests/Events	Due

<p>Feb. 16 (w 4)</p>	<p>Indigenous Knowledge, Aboriginal Research</p>	<p>Absolon, K., & Willett, C., (2004). Aboriginal research: Berry picking and hunting in the 21st century. <i>First Peoples Child & Family Review</i>, 1(1), 5-17.</p> <p>Battiste, M., & Canada. (2002). <i>Indigenous knowledge and pedagogy in First Nations education</i>. Ottawa, Ont: Indian and Northern Affairs Canada. Available at: http://www.afn.ca/uploads/files/education/24_2002_oct_marie_battiste_indigenousknowledgeandpedagogy_lit_review_for_min_working_group.pdf</p> <p>(Optional) Becvar, K. & Srinivasan, R. (2009). Indigenous knowledge and culturally responsive methods in information research, <i>Library Quarterly</i>, 79(4), 421-441.</p>	<p>G: Ryan Comfort American Indian Curriculum Services, School of Education</p>	<p>Journals Due</p>
<p>Feb. 23 (w 5)</p>	<p>American Indian Law, Government, Tribal Historic Preservation</p>	<p>About THPOs. Retrieved January 9, 2012, from http://www.nathpo.org/aboutthpos.htm</p> <p>Parker, P., & United States. (1990). 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. Washington, D.C.: The Branch. (Introduction & Part 1. Available at: http://www.cr.nps.gov/crdi/publications/IntroductionandPart1.pdf)</p> <p>N.C. Carter, American Indians and law libraries: Acknowledging the third sovereign, <i>Law Library Journal</i> 94 (2002), pp. 7–26.</p> <p>(Optional) Harring, S., (2002). Indian Law, Sovereignty, State Law: Native People and the Law. Deloria. In P. J., & Salisbury, N. (2002). <i>A companion to American Indian</i></p>	<p>G: Larry Nesper Assistant Professor, Department of Anthropology & American Indian Studies Program</p>	
		<p>About THPOs. Retrieved January 9, 2012, from http://www.nathpo.org/aboutthpos.htm</p> <p>Parker, P., & United States. (1990). Keepers of the treasures: Protecting historic properties and cultural traditions on Indian</p>		

Mar. 1 (w 6)	Trip 1: Oneida Nation			
Mar. 8 (w 7)	Tribal Libraries, Funding, Professional Organizations	<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>Hansen, M., & Thull, J. (2011). Tribal College and University Library Association (TCULA). In Roy, L., Bhasin, A., & Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 69-70). Lanham: Scarecrow Press.</p> <p>Patterson, L. (September 06, 2000). History and Status of Native Americans in Librarianship. <i>Library Trends</i>, 49, 1, 182-93.</p> <p>Webster, K. (2011). American Indian Library Association. In Roy, L., Bhasin, A., & Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 67-68). Lanham: Scarecrow Press.</p>	G: Janice Rice , Senior Academic Librarian, College Library	
Mar. 15 (w 8)	Archives, Digital Collections	<p>Roy, L., & Alonzo, D. (2011). The record road: growing perspectives on Tribal Archives. In Roy, L., Bhasin, A., & Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 177-188). Lanham: Scarecrow Press.</p> <p>"The Politics of Search: Archival Accountability in Aboriginal Australia." Kimberly Christen. MIT5. Media in Transition 5 Conference. Technological Translations and Digital Dilemmas Panel. April 28, 2007.</p>	<p>G: Michelle Caswell, UW-Madison SLIS Doctoral Candidate and Adjunct Instructor</p> <p>E: State of the Tribes Address to a Joint Session of Wisconsin</p>	
		<p>Roy, L., & Alonzo, D. (2011). The record road: growing perspectives on Tribal Archives. In Roy, L., Bhasin, A., & Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 177-188). Lanham: Scarecrow Press.</p>	G: Michelle Caswell , UW-Madison SLIS	

Date	Content	Suggested Readings		
Mar. 22 (w 9)	Knowledge organization	<p>Doyle, Ann. "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, 2006. http://hdl.handle.net/10150/105581</p> <p>Tomren, Holly. <i>Classification, Bias and American Indian Materials</i>. Unpublished paper. San Jose: San Jose State University, 2003. http://ailasacc.pbwiki.com/f/BiasClassification2004.pdf</p> <p>Brian Deer Classification System http://www.slais.ubc.ca/COURSES/libr517/02-03-wt2/projects/deer/abstract.htm</p> <p>Simpson, Sally. <i>Te Ara Tika: Guiding Words: Ngā Ingoa Kaupapa Māori, Pūronga Tuatoru: Māori Subject Headings Project, Phase 3 Research Report, February 2005</i> http://trw.org.nz/publications/Te_Ara_Tika_Guiding_Words.pdf (browse)</p>		Journals Due
March 29 (w 10)	Tribal Museums, Repatriation	<p>Bowechop, Janine. & Erikson, Patricia Pierce, 1962-. (2005). Forging indigenous methodologies on cape flattery: The makah museum as a center of collaborative research. <i>The American Indian Quarterly</i> 29(1), 263-273. Retrieved December 7, 2010, from Project MUSE database.</p> <p>Mithlo, Nancy Marie. (2004). "Red man's burden": The politics of inclusion in museum settings. <i>The American Indian Quarterly</i> 28(3), 743-763. Retrieved December 7, 2010, from Project MUSE database.</p> <p>Molloy, P. (2003, October 20). National NAGPRA Program –</p>	<p>Class meets with Jennifer Kolb, Museum Director of Wisconsin Historical Society, at WHS Museum 30 N. Caroll Street Madison, WI 53703</p>	
		<p>Bowechop, Janine. & Erikson, Patricia Pierce, 1962-. (2005). Forging indigenous methodologies on cape flattery: The makah museum as a center of collaborative research. <i>The American Indian Quarterly</i> 29(1), 263-273. Retrieved December 7, 2010, from Project MUSE database.</p>	<p>Class meets with Jennifer Kolb,</p>	

Apr. 5 (w 11)	SPRING BREAK	No class		
April 12 (w12)	Protocols and Partnerships	<p>First Archivist Circle. Protocols for Native American Archival Materials. Retrieved from: http://www2.nau.edu/libnap-p/protocols.html</p> <p>Roy, L. (2011). Weaving Partnerships with the American Indian peoples in your community to develop cultural programming. In Roy, L., Bhasin, A., & Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 69-70). Lanham: Scarecrow Press.</p> <p>Culturally responsive guidelines for Alaska public libraries. Retrieved from: http://www.akla.org/culturally-responsive.html</p> <p>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>		
Date	Content	Suggested Readings	Guests/Events	Due
		<p>Szekely, Chris, "Te Ara Tika: Maori and Libraries in New Zealand – Staying the Distance," <i>World Libraries</i> 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/szekely_v12n1.shtml</p> <p>Sinclair-Sparvier, Wendy, "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) (Spring</p>		
		<p>Szekely, Chris, "Te Ara Tika: Maori and Libraries in New Zealand – Staying the Distance," <i>World Libraries</i> 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/szekely_v12n1.shtml</p>		

April 26 (w14)	Presentations, Course evaluations, Vision			
May 3 (w15)	Trip 2: Forest County Potawatomi		E: Convening Culture Keepers Mini- Conference , April 19-20, FC Potawatomi Cultural Center, Library and museum	Conference Presentations
May 10 (w16)	Presentations, Potluck			Final Project