

**LIS 640**  
**Tribal Libraries, Archives, and Museums**  
Spring 2013  
Thursdays 1:30-4:00  
4246 Helen C White Hall  
School of Library and Information Studies  
University of Wisconsin–Madison

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(preferred)

*I will usually respond to emails within  
24 hours, though not on Sundays.*

It is my desire to fully include persons with disabilities in this course. Please let me 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 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. (2001). *Indian nations of Wisconsin : histories of endurance and renewal*. Madison: Wisconsin Historical Society Press. ISBN: 9780870203329
- Roy, Lorienne, Anjali Bhasin, and Sarah K. Arriaga. (2011). *Tribal libraries, archives, and museums: preserving our language, memory, and lifeways*. Lanham: 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 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.

### **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/UWSI4.html>). The UW Writing Center's document, "Acknowledging, Paraphrasing, and Quoting Sources," might also be helpful ([http://writing.wisc.edu/Handbook/Acknowledging\\_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf)).

Blog post	10%
Semester journal	20%
Complete project materials	30%
Poster	20%
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 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 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.). Project timelines will differ according to project partners.

*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
Jan. 24 (w 1)	Introductions, Syllabus, Group Projects	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	<b>G: Louise Robbins</b> , Professor Emeritus, SLIS	Blog Sign-Up  <a href="http://www.doodle.com/y-c9b6ammi8gi-wu4r">http://www.doodle.com/y-c9b6ammi8gi-wu4r</a>
Jan. 31 (w 2)	Tribal Histories & Group Project Planning	Loew, P. (2001). <i>Indian nations of Wisconsin : Histories of endurance and renewal</i> . Madison: Wisconsin Historical Society Press.  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. (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i> . (pp. 141-156). Lanham: Scarecrow Press.  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, 138-164	<b>G: Louise Robbins</b> , Professor Emeritus, SLIS	Decide on Project Groups  Identify Wisconsin Tribal Cultural Institutions
Feb. 7	Languages &	Down to a Whisper: States Native Languages Threatened	<b>G: Rand</b>	

(w 3)	Storytelling	<p>with Loss, Wisconsin State Journal (articles and media)  <a href="http://host.madison.com/app/interactive/language/">http://host.madison.com/app/interactive/language/</a></p> <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. &amp; Joseph, N. (2011). Out of the Archives: Fostering Collaborative Environments for Language Revitalization. (2011). In Roy, L., Bhasin, A., &amp; Arriaga, S. K. (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 141-156). Lanham: 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. 79-85.</p>	<p><b>Valentine,</b> Associate Professor UW-Madison Department of Linguistics</p> <p><b>E: 16th Annual Evening of American Indian Storytelling,</b> Friday, February 8 7-10pm</p>	
Date	Content	Readings	Guests/Events	Due
Feb. 14 (w 4)	Political & Cultural Sovereignty	<p>Coffey, W., &amp; Tsosie, R. (January 01, 2001). Rethinking the Tribal Sovereignty Doctrine: Cultural Sovereignty and the Collective Future of Indian Nations. <i>Stanford Law &amp; Policy Review</i>, 12, 191-222.</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>UN General Assembly, <i>United Nations Declaration on the Rights of Indigenous Peoples : resolution</i>. Available at:  <a href="http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf">http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</a></p> <p>Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i>. Saint Paul, MN: Borealis Books. 86-137</p>	<p><b>G: Larry Nesper</b> Assistant Professor, Department of Anthropology &amp; American Indian Studies Program</p>	
Feb. 21 (w 5)	Indigenous Knowledge & Children's Literature	<p>Maina, C. K. (March 01, 2012). Traditional knowledge management and preservation: Intersections with Library and Information Science. <i>International Information and Library</i></p>	<p><b>G: Debbie Reese,</b> American Indian Children's Literature Blog and San Jose</p>	Journals 1-3

		<p><i>Review</i>, 44, 1, 13-27.</p> <p>Royal, C. (2005) <i>Exploring Indigenous Knowledge</i>. Conference paper delivered at “The Indigenous Knowledges Conference – Reconciling Academic Priorities with Indigenous Realities,” Victoria University, Wellington, 25 June 2005. Available at: <a href="http://www.charles-royal.com/assets/exploringindigenousknowledge.pdf">http://www.charles-royal.com/assets/exploringindigenousknowledge.pdf</a></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>	<p>State University Circle Learning LIS student</p> <p><b>E: Grant Writing Workshop for Librarians,</b> February 21<sup>st</sup> 5-9pm, 4207 Helen C. White</p>	
Feb. 28 (w 6)	Trip 1:TBA	<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: Authors.</p>		
Mar. 7 (w 7)	Tribal Libraries	<p>Beatty, V. (2011). Empowering Indigenous Students in the Learning Library. In Roy, L., Bhasin, A., &amp; Arriaga, S. K. (Eds.), <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 131-140). Lanham: Scarecrow Press.</p> <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>Burns, K., Doyle, A., Joseph, G., Krebs, A. (2010). Indigenous Librarianship. In <i>Encyclopedia of Library and Information Sciences</i> (3rd ed., pp. 2330-2346). Boca Raton, FL: CRC Press.</p> <p>Culturally responsive guidelines for Alaska public libraries. Retrieved from: <a href="http://akla.org/publications/culturally-responsive-guidelines-for-alaska-public-libraries/">http://akla.org/publications/culturally-responsive-guidelines-for-alaska-public-libraries/</a></p>	<p><b>G: Janice Rice,</b> Senior Academic Librarian, College Library</p> <p><b>E: Creating Research Posters,</b> The Writing Center, Wednesday, March 6, 3:30-5:00</p>	

Mar. 14 (w 8)	Tribal Archives	<p>First Archivist Circle. Protocols for Native American Archival Materials. Retrieved from: <a href="http://www2.nau.edu/libnap-p/protocols.html">http://www2.nau.edu/libnap-p/protocols.html</a></p> <p>McKemmish, S., Iacovino, L., Ketelaar, E., Castan, M., &amp; Russell, L. (2011). Resetting Relationships: Archives and Indigenous Human Rights in Australia. <i>Archives and Manuscripts</i>, 39, 1, 107-144.</p> <p>Roy, L., &amp; Alonzo, D. (2011). The record road: growing perspectives on Tribal Archives. In Roy, L., Bhasin, A., &amp; Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 177-188). Lanham: Scarecrow Press.</p> <p>Powell, Timothy B. A Drum Speaks: A Partnership to Create a Digital Archive Based on Traditional Ojibwe Systems of Knowledge. <i>RBM</i> 8.2 (2007): 167-179.</p>		Mid-Semester Project Updates
Date	Content	Readings		
Mar. 21 (w 9)	Tribal Museums & Repatriation	<p>Bowechop, J. &amp; Erikson, P. (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 – Frequently Asked Questions. Retrieved January 18, 2011, from <a href="http://www.nps.gov/nagpra/FAQ/INDEX.HTM">http://www.nps.gov/nagpra/FAQ/INDEX.HTM</a></p> <p>Parker, P., &amp; 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</p>	<p><b>Class meets with Jennifer Kolb,</b> Museum Director of Wisconsin Historical Society, at WHS Museum 30 N. Carroll Street Madison, WI 53703</p>	Journals 4-5

		Congress by the National Park Service, United States Department of the Interior. Washington, D.C.: The Branch. (Introduction & Part I. Available at: <a href="http://www.cr.nps.gov/crdi/publications/IntroductionandPartI.pdf">http://www.cr.nps.gov/crdi/publications/IntroductionandPartI.pdf</a> )		
Mar. 28 (w 10)	Spring Break	No class		
Apr. 4 (w 11)	Museums (cont.) & 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. <a href="http://hdl.handle.net/10150/105581">http://hdl.handle.net/10150/105581</a></p> <p>Lonetree, A. (2012). <i>Decolonizing museums: Representing native America in national and tribal museums.</i> Chapel Hill: University of North Carolina Press. (pp. 1-28, 123-175)</p> <p>Tomren, Holly. (2003). <i>Classification, Bias and American Indian Materials.</i> Unpublished paper. San Jose: San Jose State University. <a href="http://ailasacc.pbwiki.com/f/BiasClassification2004.pdf">http://ailasacc.pbwiki.com/f/BiasClassification2004.pdf</a></p> <p>Brian Deer Classification System <a href="http://www.slais.ubc.ca/COURSES/libr517/02-03-wt2/projects/deer/abstract.htm">http://www.slais.ubc.ca/COURSES/libr517/02-03-wt2/projects/deer/abstract.htm</a></p>		



<p>Apr. 11 (w12)</p>	<p>International Indigenous TLAM issues</p>	<p>Roy, L. (2011). International Efforts in Supporting and Advancing Services for Indigenous Populations. In Roy, L., Bhasin, A., &amp; Arriaga, S. K. <i>Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways</i>. (pp. 59-66). Lanham: Scarecrow Press.</p> <p>Aoteroa/New Zealand Group: Szekely, Chris, "Te Ara Tika: Maori and Libraries in New Zealand – Staying the Distance," <i>World Libraries</i> 12 (1) (Spring 2002). Available at: <a href="http://www.worlib.org/vol12no1/szekely_v12n1.shtml">http://www.worlib.org/vol12no1/szekely_v12n1.shtml</a></p> <p>Canada Group: Sinclair-Sparvier, Wendy, "Improving &amp; 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 2002). Available at: <a href="http://www.worlib.org/vol12no1/sinclair_v12n1.shtml">http://www.worlib.org/vol12no1/sinclair_v12n1.shtml</a></p> <p>Sami Group: Lindi, Liv Inger, "Sami Library Service in Norway," <i>World Libraries</i> 12 (1) (Spring 2002). Available at: <a href="http://www.worlib.org/vol12no1/lindi_v12n1.shtml">http://www.worlib.org/vol12no1/lindi_v12n1.shtml</a></p> <p>Australia Group: National and State Libraries Australasia. (2007). NSLA National Policy Framework for Aboriginal and Torres Strait Library Services and Collections. Retrieved from: <a href="http://www.nsla.org.au/publication/national-policy-framework-indigenous-library-services">http://www.nsla.org.au/publication/national-policy-framework-indigenous-library-services</a></p>	<p><b>E: Creating Research Posters</b>, The Writing Center, Wednesday, March 6, 3:30-5:00</p>	<p>Identify and read two (2) additional readings for your group</p>
<p>Apr. 18 (w13)</p>		<p>Duarte, Marisa. (2011). Listening to the Enchanted Bee: a Yaqui Leadership. Unpublished Paper. University of Washington.</p>	<p><b>G: Marisa Duarte</b>, University of Washington Doctoral Student</p>	<p>Journals 6-7</p>

			E: <b>Marisa Duarte</b> , Presentation, Thursday, April 18, Time: TBA	
Apr. 25 (w14)	Presentations & TLAM Vision	Treuer, A. (2012). <i>Everything you wanted to know about Indians but were afraid to ask</i> . Saint Paul, MN: Borealis Books. 68-78.	E: <b>Madison College Pow Wow</b> , Saturday, April 27	Final Posters Due
May 2 (w15)	Trip 2: Lac du Flambeau		E: <b>Convening Culture Keepers Mini-Conference</b> , May 2 & 3, Lac du Flambeau Community	Present Posters
May 9 (w16)	Presentations, Course Evaluations, Potluck			Journal 8 & Completed Project Materials