LIS 640 • Tribal Libraries, Archives, and Museums • Spring 2015

Thursdays, 5:30-8:00
4246 Helen C. White Hall
School of Library and Information Studies
University of Wisconsin–Madison

Instructor
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I will usually respond to emails within 24 hours, although not on weekends.

Course Description and Learning Objectives
This course provides an introduction to—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, service-learning projects, and personal contact with tribal cultural workers. The course is structured around a combination of classroom discussions, guest speakers, travel to American Indian communities, and attendance at events relevant to course topics.

Upon completion, you will be able to:

• demonstrate an understanding of Indigenous Knowledge;
• recognize the linguistic, legal, cultural, political, and economic issues influencing tribal cultural institutions;
• appreciate the contributions of American Indian tribal cultural institutions;
• articulate the best practices for developing mutually-beneficial partnerships with Indigenous communities;
• conduct group projects and partner with tribal cultural institutions effectively;
• appreciate the role of culture in the Library and Information Studies professions;
• feel increased confidence in working with American Indian communities.

Required Texts

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<th>LIS Program Level Learning Objective</th>
<th>Course Objectives</th>
<th>Assignments That Provide Evidence</th>
<th>Criteria for Assessing Evidence in the Assignment</th>
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<tr>
<td>1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.</td>
<td>Recognize the linguistic, legal, cultural, political, and economic issues influencing tribal cultural institutions</td>
<td>Semester Journal, Blog Posts</td>
<td>Students successfully identify and describe the complexities of the relationships between power and knowledge in American Indian communities</td>
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<td>2a. Students evaluate and debate information policy and ethics applicable in local, national, or global contexts.</td>
<td>Understand tribal cultural institutions in Wisconsin and partner with them effectively</td>
<td>Semester Journal, Blog Post, Cultural Institution Profile</td>
<td>Students successfully articulate the challenges and contributions of tribal cultural institutions</td>
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<td>3c. Students analyze information needs of diverse individuals and communities.</td>
<td>Demonstrate an understanding of Indigenous Knowledge; Appreciate the role of diverse cultures within the Library and Information Studies professions</td>
<td>Presentation, Completed Project Materials</td>
<td>Students successfully communicate with tribal partners, set goals, and meet their institutions needs</td>
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<td>4a. Students demonstrate good oral and written communication skills.</td>
<td>Articulate the best practices for developing mutually-beneficial partnerships with Indigenous communities; Recognize the linguistic, legal, cultural, political, and economic issues influencing tribal cultural institutions</td>
<td>Blog Post, Cultural Institution Profile, Presentations</td>
<td>Students employ best standards for blog writing and effectively communicate their course experiences</td>
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<td>4b. Students participate effectively as team members to solve problems.</td>
<td>Feel increasingly confident when working in team settings</td>
<td>Semester Journals, Completed Project Materials</td>
<td>Students receive positive comments from partners and complete a successful service-learning project</td>
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**Recommended Texts**

All texts are available for purchase at University Bookstore and 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/](http://ailanet.org/membership/)

**Recommended Facebook Pages**
Association of Tribal Libraries, Archives, and Museums
Oneida Community Library—Oneida, Wisconsin
Oneida Nation Museum
Ziibiwing Center of Anishinabe Culture and Lifeways
The Sustainable Heritage Network
Sealaska Heritage Institute
A:shiwi A:wan Museum and Heritage Center
Tribal Libraries, Archives, and Museums Student Group, UW-Madison
Makah Museum / Cultural and Research Center
Ah-Tah-Thi-Ki Seminole Museum
Smithsonian's National Museum of the American Indian
Indian Country Today Media Network
Native Appropriations

Grading Overview
Participation 20%
Blog post 5%
Cultural institution profile 10%
Journal 20%
Complete project materials 30%
Poster 15%
Total 100%

Participation (20%)
Your attendance and active participation are crucial. You are expected to attend each class; to participate in class and other related activities; to travel to one tribal community; and to contribute to constructive, thoughtful, and analytical discussions related to the topics covered in class. More than one unexcused absence will grade by half a grade. Community and mutually beneficial partnerships are central TLAM themes, so everyone needs to be fully engaged.

Blog Post (5%)
Write one blog post that details a week of TLAM course activities. The post should: (1) communicate class topics and projects to a diverse, often non-campus audience, and (2) establish an enduring historic record through narrative and photographs. Remember that blog writing requires a unique—and sometimes challenging—concise, but conversational, style. Brevity and clarity—with hooks and a good title—are preferred. Length is variable based on your ability to weave together course concepts with personal experience. 300 words is typically sufficient. Posts are due a class one week following

Cultural Institution Profile (10%)
Prepare and present a 10-minute overview of a tribal cultural institution. What tribes does it serve? Where is it located? When did it open? How does it reflect, preserve, and share community history, language, and culture? What services and programs does it provide? Has it received any grants? Do any published materials on it exist? If not, it may be necessary to contact the institution directly. You can use the TLAM course topics and structure to guide your research. If there is a specific tribal cultural institution you would like to profile, let me know. Otherwise, please select one of the following by the end of Week 2…
A:shiwi A:wan Museum and Heritage Center
Aanischaaukamikw Cree Cultural Institute
Ak-Chin Tribal Library
Ah-Tah-Thi-Ki Museum
Alutiiq Museum or Alutiiq Museum and Archaeological Repository
Citizen Potawatomi Cultural Heritage Center
Colorado River Indian Tribes Library/Archive
Iowa Tribe of Oklahoma Library
Makah Cultural and Research Center
Mashantucket Pequot Museum and Research Center
Sealaska Heritage Institute

Journal (20%)
Maintain a semester journal. Over the course of the semester, you will be asked to compose seven (7) 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.

Drawing from academic service-learning and Indigenous pedagogies, which each emphasize active learning through personal relationships and experience within community, the journal entries should be an opportunity to reflect upon—and, importantly, create connections between—class readings, guest speakers, outside events, field trips, final community projects, and life experiences.

Your internal emotional responses—the affective elements of learning—are also appropriate to include. As Gregory Cajete states in Look to the Mountain: An Ecology of Indigenous Education, the affective is the “seat of our primary motivation and the way we establish personal or group meaning for our learning” (p. 40). In Indigenous education, then, emotions are a valid component of learning. Please do try, however, to strive for balance between examinations of affective and analytical aspects of the course.

Studying Indigenous information issues in a large academic institution is often, almost necessarily, a cross-cultural experience that may be challenging at times for some students. That’s okay. Feel free to use your journals as a “safe space” to reflect on cross-cultural challenges. The journals will be private; only the course instructor will read them. If you choose, there will be class time to share your reflections with the larger group.

Journal Guidelines:

• Each entry should be at least two pages
• Include your name and SLIS mailbox number
• Include date(s) of activity/event and journal entry date
• Please write analytically and thoroughly about your thoughts, feelings, challenges, peak experiences, learnings, etc.
• Demonstrate the relationship of your community service experience to the concepts covered in class, readings, exercises, or discussions.
• Avoid a chronology list of activities for your entry. Use chronological activities only to pique understandings, insights, and feelings.
• Concentrate your writings on the different significant components of your experience:
  1. Impacts, effects on yourself
  2. Analysis of Indigenous information issues
  3. Relationship to larger societal issues
• Include at least two (2) citations from assigned readings
• Please type and submit via Learn@UW

Completed Project Materials (30%)
In groups, plan and conduct a service-learning project with a tribal cultural institution. Work with past project coordinators to determine project goals for the semester and set deadlines. Assign individual tasks and document all significant activity. Plan on sharing your work with the community and class at the end of the semester. Travel will likely be necessary; please write one blog post per trip. At the end of the semester, groups should submit a binder of all project goals, deadlines, responsibilities, blog posts, and accomplishments. If you would prefer a different project, please contact me. I am open to other ideas, including scholarly papers, photo essays, digital libraries, service-learning internships, etc.

Poster (20%)
Prepare a professional poster on your semester group project. Your group will be graded on content, writing style, and graphic design. Poster should be approximately 40x32 inches. They will be displayed at Convening Great Lakes Culture Keepers in Onamia, Minnesota, in April.

Grading Scale
A 94-100
Outstanding work. Student performance demonstrates full command of course materials and a high level of competence. Work shows a degree of synthesis and creativity that surpasses course expectations.

AB 88-93
Very good work. Student performance demonstrates thorough knowledge of course materials and a high level of competence. Work shows a degree of synthesis and creativity that is superior.

B 82-87
Good work. Student performance demonstrates the ability to meet designated course expectations and competence on site. Overall work is at an acceptable level.

BC 77-81
Marginal work. Student performance demonstrates incomplete understanding of course materials and/or a lack of competence. Or student fails to meet deadlines.

C 72-76
Unsatisfactory work. Student performance demonstrates inadequate understanding of course materials and a lack of competence on site. Or student fails to meet deadlines.
F 71 and below
Completely unsatisfactory work. Student performance demonstrates very inadequate understanding of course materials and serious lack of competence. Or student misses many deadlines.

**Late Work and Attendance**
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.

**Academic Integrity**
Please see the University’s policy at: 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/QuotingSources.html).

**Students with Disabilities**
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/).

**Class schedule**

**Week 1: January 22**
**The TLAM Story—Introductions, Syllabus, and Group Projects**


Guests: Louise Robbins, Professor Emeritus, SLIS; Brenna DeGan, SLIS student

**Week 2: January 29**
**Tribal Histories**
Due: Blog sign-up on Doodle: http://doodle.com/r2fdah5agezpy5ii
due: Cultural Institution Profile selection (in class)
due: Group project selection (in class)

**Week 3: February 5**
**Indigenous Languages & Storytelling**

Treuer, A. (2012). Everything you wanted to know about Indians but were afraid to ask. Saint Paul, MN: Borealis Books. 79-85.


Events: 18th Annual Evening of American Indian Storytelling, Friday, February 6, 7-9pm

**Week 4: February 12**
**Political & Cultural Sovereignty**

Treuer, A. (2012). Everything you wanted to know about Indians but were afraid to ask. Saint Paul, MN: Borealis Books. 86-137


Week 5: February 19
Children’s Literature and Indigenous Knowledge


Review American Indian’s in Children’s Literature:
http://americanindiansinchildrensliterature.blogspot.com


Week 6: February 26
Partnerships and Cultural Competence


Guest: Robin Amado, Library Media Technology Specialist, James Madison Memorial High School
Week 7: March 5
Tribal Libraries


Guest: **Janice Rice**, Senior Academic Librarian, College Library

Guest: **Aaron LaFromboise**, Library Technician, Medicine Springs Library, Blackfeet Community College

Week 8: March 12
Tribal Archives


Guest: **Jennifer O’Neal**, Corrigan Solari University Historian and Archivist, University of Oregon
Due: Mid-Semester Project Updates

**Week 9: March 19**

**Tribal Museums & Repatriation**


Class meets with **Jennifer Kolb**, Museum Director of Wisconsin Historical Society, at WHS Museum, 30 N. Caroll Street Madison, WI 53703

Due: Journals 4-5

**Week 10: March 26**

**Knowledge Organization**


Brian Deer Classification System
http://www.slais.ubc.ca/COURSES/libr517/02-03-wt2/projects/deer/abstract.htm

Guest: **Ann Doyle**, Head, Xwi7xwa Library, University of British Columbia

**Spring Break**

**Week 11: April 2**
Week 12: April 9

Digital Libraries


Christen, Kimberly (2015) "Tribal Archives, Traditional Knowledge, and Local Contexts: Why the “s” Matters," Journal of Western Archives: Vol. 6: Iss. 1, Article 3. Available at: http://digitalcommons.usu.edu/westernarchives/vol6/iss1/3

Guest: Kim Christen Withey, Associate Professor, Washington State University
Event: Kim Christen Withey, Presentation, Thursday, April 9, Time: TBA

Week 13: April 16

International Indigenous TLAM issues


Aoteroa/New Zealand Group:

Canada Group:

Sami Group:
Australia Group:

Identify and read two (2) additional readings for your group

**Week 14: April 23**
**Presentations & TLAM Vision**

Treuer, A. (2012). Everything you wanted to know about Indians but were afraid to ask. Saint Paul, MN: Borealis Books. 68-78.

E: Madison College Pow Wow, Saturday, April 27

Due: Journal 6 and Presentations

**Week 15: April 30**
**Trip: Mille Lacs, Minnesota**

Event: Convening Great Lakes Culture Keepers Regional Institute, April 25-29, Mille Lacs Community

Due: Display Posters

**Week 16: May 7**
**Course Evaluations, Potluck**

Due: Journal 7 and Completed Project Materials