

LIS 640
Tribal Libraries, Archives, and Museums
Spring 2011
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

Janice Rice
Helen C White, Room 2201
Office Hours: By appointment
(608) 263-7146
jrice@library.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 service 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, 25 hours of service learning in the field, 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.

SERVICE LEARNING PROJECTS

You will have a choice of several service-learning projects across the state. Early in the semester you will chose a project, which will include the option of working with one of three agency partners: (1) Langelade County Historical Society & Wisconsin Heritage Online; (2) Red Cliff Ojibwe Tribal Library; and (3) Ho Chunk Nation Study Center, Baraboo. Your 25 hours of service learning must be documented by the site supervisor. Furthermore, you must submit at least 8 journal reflections that triangulate your field experiences with course readings, lectures, and discussions. You will be graded for your learning, not your project. Finally, please respect our community partners' time and staff limitation by arriving on time.

REQUIRED TEXTS

- Loew, P. (2001). *Indian nations of Wisconsin : histories of endurance and renewal*. Madison: Wisconsin Historical Society Press.

TEXTS ON RESERVE

- Loew, P. (2001). *Indian nations of Wisconsin : histories of endurance and renewal*. Madison: Wisconsin Historical Society Press.
- Fixico, D. L. (2003). *The American Indian mind in a linear world*. New York: Routledge.
- Ogden, S. (2004). *Caring for American Indian objects: A practical and cultural guide*. St. Paul: Minnesota Historical Society 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.aılanet.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	30%
Final project	30%
Final presentation	10%
Participation	20%
Total	100%

Blog Post (10%)

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

Semester Journal (30%)

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 (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.).

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. 20 (w 1)	Welcome, Introductions, Syllabus, TLAM History, Final Projects	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. "TLAM: Creating student-driven indigenous LIS at the University of Wisconsin-Madison" (emailed)	G: Louise Robbins , Professor Emeritus, SLIS G: Emily Pfothenauer , Outreach Specialist, Wisconsin Library Service (WiLS)	
Jan. 27 (w 2)	Native Languages, Revitalization, Documentation	Down to a Whisper: States Native Languages Threatened with Loss, Wisconsin State Journal (articles and media) http://host.madison.com/app/interactive/language/ Forest County Potawatomi Cultural Center Library and Museum (browse language resources) http://www.potawatomimuseum.com/ Loew, P. (2001). Indian nations of Wisconsin : Histories of endurance and renewal. Madison: Wisconsin Historical Society Press. (pp. 1-53)	G: Rand Valentine , Associate Professor UW- Madison Department of Linguistics E: Reel Injun: On the Trail of the Hollywood Indian (film) January 28, from 6:00 pm – 9:00 pm, there will be a screening at the Chazen Museum (Room L150)	
Feb. 3	Wisconsin	Loew, P. (2001). Indian nations of Wisconsin : Histories of		

(w 3)	Tribal Histories, Media, Storytelling	<p>endurance and renewal. Madison: Wisconsin Historical Society Press. (pp. 54-140)</p> <p>Fixico, D.L. (2003). The American Indian mind in a linear world : American Indian studies and traditional knowledge. New York : Routledge. (Ch. 2)</p>	<p>G: Patty Loew Associate Professor Department of Life Sciences Communication</p> <p>E: 14th Annual Evening of American Indian Storytelling, Saturday, February 5 7-10pm Wisconsin Union Theater, Memorial Union</p>	
Date	Content	Suggested Readings	Guests/Events	Due
Feb. 10 (w 4)	Indigenous Knowledges	<p>Becvar, K. and Srinivasan, R. (2009). Indigenous knowledge and culturally responsive methods in information research, <i>Library Quarterly</i>, 79(4), 421-441.</p> <p>Dei, G. (2000). Rethinking the role of Indigenous knowledges in the academy. <i>International Journal of Inclusive Education</i>, 4(2), Retrieved from EBSCOhost.</p> <p>Martin, Karen, “Ways of Knowing, Ways of Being and Ways of Doing: Developing a Theoretical Framework and Methods for Indigenous Re-Search and Indigenist Research,” <i>Journal of Australian Studies</i> 76 (2003): 203-214. Available at: http://eprints.qut.edu.au/7182/</p>	<p>G: Ryan Comfort American Indian Curriculum Services, School of Education</p>	Journals Due
Feb. 17 (w 5)	Tribal Sovereignty, Library Law	<p>Deloria, P. J., & Salisbury, N. (2002). A companion to American Indian history. Malden, Mass: Blackwell, Chapter 21 “Federal and State Policies and American Indians” and Chapter 24, “Indian Law, Sovereignty, State Law: Native People and the Law”</p>	<p>G: Larry Nesper Assistant Professor, Department of Anthropology & American Indian Studies Program</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>Wisconsin Library Legislation and Funding, Law, Standards, Policies and Planning. (n.d.). Retrieved January 18, 2011, from http://dpi.state.wi.us/pld/lawbudget.html (Browse “Statutes” and “Administrative Code”)</p>	<p>G: Mike Cross, Director of Public Library Development, Department of Public Instruction – Wisconsin Division for Libraries, Technology, and Community Learning</p>	
<p>Feb. 24 (w 6)</p>	<p>Tribal Libraries, Funding, Organizations, Current Events</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>Roy, L., & Smith, A. A. (2002). Supporting, Documenting, and Preserving Tribal Cultural Lifeways: Library Services for Tribal Communities in the United States. <i>WORLD LIBRARIES</i>.12, 55-65.</p> <p>Traditional Cultural Expression and Libraries. Retrieved January 19, 2011, from http://wo.ala.org/tce/</p> <p>Patterson, L. (2008). Tribal Library Procedures Manual. TRAILS (Training and Assistance for Indian Library Services), September 2008. (Browse only) http://www.ala.org/ala/aboutala/offices/olos/toolkits/trails.cfm</p>		
<p>Mar. 3 (w 7)</p>	<p>Archives, Protocols</p>	<p>William T. Hagan, “Archival Captive – The American Indian,” <i>The American Archivist</i> 41, no. 2 (April 1978). Available at: http://archivists.metapress.com/content/307223q5h80244r7/fulltext.pdf</p> <p>"The Politics of Search: Archival Accountability in Aboriginal Australia." Kimberly Christen. MIT5. Media in Transition 5</p>	<p>E: Travel to Ho Chunk Nation Study Center, March 4, 9am</p>	

		<p>Conference. Technological Translations and Digital Dilemmas Panel. April 28, 2007.</p> <p>Protocols for Native American Archival Materials. http://www2.nau.edu/libnap-p/protocols.html</p>		
Date	Content	Suggested Readings		
Mar. 10 (w8)	Tribal Museums, Repatriation, Tribal Historic Preservation	<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 – Frequently Asked Questions. Retrieved January 18, 2011, from http://www.nps.gov/nagpra/FAQ/INDEX.HTM</p> <p>National Association of Tribal Historic Preservation Officers – About THPOs. Retrieved January 18, 2011, from http://www.nathpo.org/aboutthpos.htm</p> <p>Ogden, S. (2004). <i>Caring for American Indian objects: A practical and cultural guide</i>. St. Paul: Minnesota Historical Society Press, (browse).</p>	<p>Class meets with Jennifer Kolb, Museum Director of Wisconsin Historical Society, at WHS Museum 30 N. Carroll Street Madison, WI 53703</p> <p>E: State of the Tribes Address to a Joint Session of Wisconsin State Legislature, State Capitol Tuesday, March 8 Time: TBA</p> <p>E: Travel to Ho Chunk Nation Study Center, March 11, 9am</p>	Journals Due
Mar. 17 (w9)	SPRING BREAK	No class	E: Trip to Red Cliff Reservation, March 20-21.	
Mar. 24	Trip 1: Stockbridge-Munsee/			

	Menominee Nation			
March 31 (w11)	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. Te Ara Tika: Guiding Words: Ngā Ingoa Kaupapa Māori, Pūranga Tuatoru: Māori Subject Headings Project, Phase 3 Research Report, February 2005 http://trw.org.nz/publications/Te_Ara_Tika_Guiding_Words.pdf (browse)</p>	<p>E: Wunk Sheek Pow-Wow, UW-Madison Saturday, April 2nd Time: TBA</p> <p>E: Trip to Red Cliff Reservation, April 3-4.</p>	
April 7 (w12)	Digital Collections, Images	<p>Hoelscher, Steven D. (2008). Picturing Indians: Photographic encounters and tourist fantasies in H.H. Bennett's Wisconsin Dells. (Chs. 1, 6, & Epilogue)</p> <p>Brumbaugh, L. P. (January 01, 1996). Shadow Catchers or Shadow Snatchers? Ethical Issues for Photographers of Contemporary Native Americans. <i>American Indian Culture and Research Journal</i>, 20, 3, 33-50.</p> <p>Powell, Timothy B. "A Drum Speaks: A Partnership to Create a Digital Archive Based on Traditional Ojibwe Systems of</p>	<p>G: Nancy Mithlo Assistant Professor, American Indian Studies & Art History</p> <p>E: Cheryl Metoyer Lecture, Saturday, April 9th, University of Wisconsin–Milwaukee SOIS</p>	

		<p>Knowledge." RBM 8.2 (2007): 167-179.</p> <p>The Gibagadinamaagoom project http://gibagadinamaagoom.info/elders.html</p>		
Date	Content	Suggested Readings	Guests/Events	Due
Apr. 14 (w13)	Trip 2: Lac Courte Oreilles		E: Convening Culture Keepers Mini-Conference , April 14-15, LCO Community College	Conference Presentations
Apr. 21 (w14)	International indigenous TLAM issues	<p>Szekely, Chris, "Te Ara Tika: Maori and Libraries in New Zealand – Staying the Distance," <u>World Libraries</u> 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," <u>World Libraries</u> 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/sinclair_v12n1.shtml</p> <p>Sarri, Peter, "Creating a Library Plan for the Sami in Sweden," <u>World Libraries</u> 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/sarri_v12n1.shtml.</p> <p>Lindi, Liv Inger, "Sami Library Service in Norway," <u>World Libraries</u> 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/lindi_v12n1.shtml</p> <p>"Welcoming Places: Ideas for Public Library Services for Aboriginal People and Torres Strait Islanders." Available at: http://www.webjunction.org/c/document_library/get_file?fold</p>	<p>G: Miranda Johnson, Assistant Professor, UW-Madison History Department</p> <p>E: Travel to Ho Chunk Nation Study Center, March 22, 9am</p>	Journals Due

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Apr. 28 (w15)	Presentations, Course evaluations			Final Project
May 5 (w16)	Presentations, Potluck			