

LIS 640 • Tribal Libraries, Archives, and Museums • Spring 2016

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

Loew, P. (2013). *Indian nations of Wisconsin: Histories of endurance and renewal*. Madison: Wisconsin Historical Society Press. ISBN: 087020503X

Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask*. Saint Paul, MN: Borealis Books. ISBN: 9780873518611

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

Recommended Texts

Roy, Lorie, Anjali Bhasin, and Sarah K. Arriaga. (2011). *Tribal libraries, archives, and museums: preserving our language, memory, and lifeways*. Lanham: Scarecrow Press. ISBN: 0810881950

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/>

Recommended Facebook Pages

Association of Tribal Libraries, Archives, and Museums
American Indian's in Children's Literature

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...

Aanischaaumikw Cree Cultural Institute
Ah-Tah-Thi-Ki Museum
Cherokee Heritage Center
Iowa Tribe of Oklahoma Library
Laguna Pueblo Library
Mashantucket Pequot Museum and Research Center
Tuzzy Consortium Library
Xwi7xwa Library at the University of British Columbia

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 Forest County Potawatomi Cultural Center 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 21

The TLAM Story—Introductions, Syllabus, and Group Projects

Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask*. Saint Paul, MN: Borealis Books. pp. 1-14, 39-67, 146-164.

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.), *Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways*. (pp. 141-156). Lanham: Scarecrow Press.

Guests: **Louise Robbins, Janice Rice, Robin Amado, Carmella Hatch, Megann Schmitt, Sam Link**

Week 2: January 28

Tribal Histories

Dunbar-Ortiz, Roxanne, 1939-. (2014). An indigenous peoples' history of the United States. Boston: Beacon Press, 15-31.

Treuer, A. (2012). Everything you wanted to know about Indians but were afraid to ask. Saint Paul, MN: Borealis Books. pp. 14-38, 138-145.

Loew, P. (2013). Indian nations of Wisconsin: Histories of endurance and renewal. Madison: Wisconsin Historical Society Press.

Due: Blog sign-up on Doodle (in class)

Due: Cultural Institution Profile selection (in class)

Due: Group project selection (in class)

Week 3: February 4

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.

Archibald, J.-A. (2008). Indigenous storywork: Educating the heart, mind, body, and spirit. Vancouver: UBC Press, 1-33.

Piquemal, N. (2003). From Native North American Oral Traditions to Western Literacy: Storytelling in Education. Alberta Journal of Educational Research, 49, 2, 113-22.

Basso, K. H. (1996). Wisdom sits in places: Landscape and language among the Western Apache. Albuquerque: University of New Mexico Press, 3-70.

Events: 19th Annual Evening of American Indian Storytelling, Friday, February 5, 7-9pm

Week 4: February 11

Partnerships and Cultural Competence

United States. (2009). Culture card: A guide to build cultural awareness : American Indian and Alaska Native. Rockville, MD: U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration.

NCAI Policy Research Center and MSU Center for Native Health Partnerships. (2012). 'Walk softly and listen carefully': Building research relationships with tribal communities. Washington, DC, and Bozeman, MT: Authors.

Kajner, T., Fletcher, F., & Makokis, P. (August 01, 2012). Balancing Head and Heart: The Importance of Relational Accountability in Community-University Partnerships. Innovative Higher Education, 37, 4, 257-270.

Overall, P. M. (April 01, 2009). Cultural Competence: A Conceptual Framework for Library and Information Science Professionals. *Library Quarterly*, 79, 2, 175-204.

Guest: **Robin Amado**, Library Media Technology Specialist, Memorial High School

Week 5: February 18

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

N.C. Carter, American Indians and law libraries: Acknowledging the third sovereign, *Law Library Journal* 94 (2002), pp. 7–26.

Holm, T., Pearson, J. D., & Chavis, B. (June 06, 2003). Peoplehood: A Model for the Extension of Sovereignty in American Indian Studies. *Wicazo Sa Review*, 18, 1, 7-24.

Coffey, W., & Tsosie, R. (January 01, 2001). Rethinking the Tribal Sovereignty Doctrine: Cultural Sovereignty and the Collective Future of Indian Nations. *Stanford Law & Policy Review*, 12, 191-222.

Week 6: February 25

Indigenous Knowledge and Children's Literature

Brant-Castellano, M. (2000). Updating aboriginal traditions of knowledge. In G. J. S. Dei, B. L., Rosenberg. (Eds.). *Indigenous knowledges in global contexts*, (pp. 21–36). Toronto, ON, Canada: University of Toronto Press.

Cordova, V. F. (Viola Faye). (2007). How it is : the Native American philosophy of V.F. Cordova. Tucson : University of Arizona Press, pp. 61-66, 69-75, 100-106, 113-126, 186-200.

Meyers, Manulani. "Hawaiian Epistemology." <http://vimeo.com/7910477>. Last accessed December 24, 2014.

Reese, D. (2013). Critical Indigenous literacies. In J. Larson, & J. Marsh (Eds.), *The SAGE handbook of early childhood literacy*. (2nd ed., pp. 251-263). London: SAGE Publications Ltd.

Slapin, B. (1996). How to tell the difference: a guide to evaluating children's books for anti-Indian bias. Rev. ed. Berkeley, CA: Oyate.

Due: Journals 1-3

Week 7: March 3

Tribal Libraries

Biggs, B. (2000). Bright child of Oklahoma: Lotsee Patterson and the development of America's tribal libraries. *American Indian Culture and Research Journal*. 24 (4), 55-67.

Forbes, J. D., United States., & White House Pre-Conference on Indian Library and Information Services On or Near Reservations. (1978). The potential role of libraries and information services in supporting Native American cultures and the quality of life of Native people: A paper. Washington: Office of Library and Information Services, U.S. Dept. of the Interior.

Beatty, V. (2011). Empowering Indigenous Students in the Learning Library. In Roy, L., Bhasin, A., & Arriaga, S. K. (Eds.), *Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways*. (pp. 131-140). Lanham: Scarecrow Press.

Culturally responsive guidelines for Alaska public libraries. Retrieved from:
<http://akla.org/publications/culturally-responsive-guidelines-for-alaska-public-libraries/>

Guest: **Janice Rice**, Librarian Emeritus, UW-Madison

Week 8: March 10 **Tribal Archives**

Roy, L., & Alonzo, D. (2011). The record road: growing perspectives on Tribal Archives. In Roy, L., Bhasin, A., & Arriaga, S. K. *Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways*. (pp. 177-188). Lanham: Scarecrow Press.

McKemmish, S., Iacovino, L., Ketelaar, E., Castan, M., & Russell, L. (2011). Resetting Relationships: Archives and Indigenous Human Rights in Australia. *Archives and Manuscripts*, 39, 1, 107-144.

O'Neal, Jennifer R. (2015). "'The Right to Know': Decolonizing Native American Archives," *Journal of Western Archives*: Vol. 6: Iss. 1, Article 2. Available at:
<http://digitalcommons.usu.edu/westernarchives/vol6/iss1/2>

O'Neal, Jennifer R. (2014). "Respect, Recognition, and Reciprocity: The Protocols for Native American Archival Materials," in *Identity Palimpsests: Archiving Ethnicity in the US and Canada*, eds. Dominique Daniel and Amalia Levi, 125-142. Sacramento: Litwin Press.

First Archivists Circle. (2006). *Protocols for Native American archival materials*. Salamanca, N.Y.: First Archivists Circle.

Due: Mid-Semester Project Updates

Week 9: March 17 **Tribal Museums & Repatriation**

Lonetree, A. (2012). *Decolonizing museums: Representing native America in national and tribal museums*. Chapel Hill: University of North Carolina Press. (pp. 1-28)

Mithlo, Nancy Marie. (2004). "Red man's burden": The politics of inclusion in museum settings. *The American Indian Quarterly* 28(3), 743-763. Retrieved December 7, 2010, from Project MUSE database.

Trope, J. F., & Echo-Hawk, W. R. (January 01, 1992). The Native American Graves Protection and Repatriation Act: Background and Legislative History. *Arizona State Law Journal*, 24, 1, 35-77.

Lonetree, A. (2012). *Decolonizing museums: Representing native America in national and tribal museums*. Chapel Hill: University of North Carolina Press. (pp. 123-175)

Assembly of First Nations. 1994. *Turning the page: forging new partnerships between museums and First Peoples = Tourner la page : forger de nouveaux partenariats entre les musées et les Premières Nations*. Ottawa: Canadian Museums Association. (p. 1-11)

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

Due: Journals 4-5

Spring Break

Week 10: March 24

Week 11: March 31

Knowledge Organization

Doyle, A. M. (2013). *Naming, claiming and (re)creating: Indigenous knowledge organization at the cultural interface*. Vancouver: s.n. (pp. 1-8, 111-143).

Tomren, Holly. (2003). *Classification, Bias and American Indian Materials*. Unpublished paper. San Jose: San Jose State University.
<http://ailasacc.pbwiki.com/f/BiasClassification2004.pdf>

Littletree, Sandra, and Cheryl A. Metoyer. 2015. "Knowledge Organization from an Indigenous Perspective: The Mashantucket Pequot Thesaurus of American Indian Terminology Project". *Cataloging & Classification Quarterly*. 53 (5-6): 640-657.

Duarte, Marisa Elena, and Miranda Belarde-Lewis. 2015. "Imagining: Creating Spaces for Indigenous Ontologies". *Cataloging & Classification Quarterly*. 53 (5-6): 677-702.

Week 12: April 7

Digital Libraries

Isaac, G. (2007). *Mediating knowledges: Origins of a Zuni tribal museum*. Tucson: University of Arizona Press. (pp. 29-58)

Christen, K. Does Information Really Want to be Free? Indigenous Knowledge Systems and the Question of Openness. *International Journal of Communication*. 2012, Volume 6, 2870-2893. (<http://ijoc.org/ojs/index.php/ijoc/article/view/1618>)

Christen, K. (January 01, 2011). Opening Archives: Respectful Repatriation. *American Archivist*, 74, 1, 185-210.

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>

Week 13: April 14

International Indigenous TLAM issues

Roy, L. (2011). International Efforts in Supporting and Advancing Services for Indigenous Populations. In Roy, L., Bhasin, A., & Arriaga, S. K. *Tribal libraries, archives, and museums: Preserving our language, memory, and lifeways*. (pp. 59-66). Lanham: Scarecrow Press.

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.

Aoteroa/New Zealand Group:

Szekely, Chris, "Te Ara Tika: Maori and Libraries in New Zealand – Staying the Distance," *World Libraries* 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/szekely_v12n1.shtml

Canada Group:

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," *World Libraries* 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/sinclair_v12n1.shtml

Sami Group:

Lindi, Liv Inger, "Sami Library Service in Norway," *World Libraries* 12 (1) (Spring 2002). Available at: http://www.worlib.org/vol12no1/lindi_v12n1.shtml

Australia Group:

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>

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

Week 14: April 21

Trip: Forest County Potawatomi

Event: Growing Great Lakes Culture Keepers Work Meeting, April 20-22, Forest County
Potawatomi Cultural Center, Library and Museum

Week 15: April 28

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.

Due: Journal 6 and Presentations

Week 16: May 5

Course Evaluations, Potluck

Due: Journal 7 and Completed Project Materials