LIS 640-003 • Topics in Library & Information Studies: Tribal Libraries, Archives, and Museums Field Project, Summer 2013

Instructors

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Course Goals and Learning Objectives

This course is an integral part of an ongoing partnership with staff of tribal libraries, archives and museums throughout Wisconsin. Moreover, it is an element of an Institute of Museum and Library Services grant that will fund a regional professional development institute for tribal cultural workers and LIS students in Spring 2014. Besides hands-on onsite work, you will collect priority assessment data for training at the institute, develop a draft continuing education training curriculum, and collaborate fully on refining other aspects of the course. The class will have intensive meetings during the weeks before and after students are on-site (July 29-August 9); we will use Learn@UW and Adobe Connect for some discussion while you're on-site. Readings and other coursework will relate to gaining: further cultural competency (including an increased understanding of tribal cultural institutions roles in their communities); skills in qualitative data collection and analysis; tools for community partnership work; and insight on how Native cultural workers and institutions may inform LIS education.

Upon completion of this course, you will be able to:

- Articulate why you do community based work/this community based work
- Have an approach you think makes sense to understand the needs/wants/priorities for project planning when you are new in a community
- Talk about basic postcolonial and indigenous research issues and ideas
- Explain some ideas of indigenous pedagogy
- Design a learning event based on desired learning outcomes
- Improve and use an interview protocol
- Analyze qualitative data systematically
- Articulate how tribal workers and institutions can inform LIS education
- Articulate how your partnership work helped your professional (and potentially personal) development
- Feel increasingly confident when working in team settings

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.	Articulate why you do community based work/this community based work	Field Journal	Students successfully identify and describe the complexities of the relationships between power and knowledge in American Indian communities
	Talk about basic postcolonial and indigenous research issues and ideas		
2a. Students evaluate and debate information policy and ethics applicable in local, national, or global contexts.	Have an approach you think makes sense to understand the needs/wants/ priorities for project planning when you are new in a community	Institute Design and Presentation of Design	Students successfully incorporate principles of Indigenous pedagogy and information protocols when designing institute curricula
	Design a learning event based on desired learning outcomes		
3c. Students analyze information needs of diverse individuals and communities.	Improve and use an interview protocol	Interviews	Students successful interview tribal partners, code notes, and analyze collected data
	Analyze qualitative data systematically		
4a. Students demonstrate good oral and written communication skills.	Articulate how tribal workers and institutions can inform LIS education	Blog Posts, Community Background & Site Work Presentation	Students employ best standards for blog writing and effectively communicate their onsite experiences
	Articulate how your partnership work helped your professional (and potentially personal) development		
4b. Students participate effectively as team members to solve problems.	Feel increasingly confident when working in team settings	Site Work, Institute Design and Presentation of Design	Students receive positive comments from site supervisors and produce a quality curriculum with their site partners

Grading Overview

Your grade will be based on:

Participation (face-to-face and online)..20%

Community background presentation 10%

Field journal 5%

Site work 15%

Interviews(s) 10%

Blog posting(s)..10%

Site work presentation...10%

Institute design and presentation of design 20%

Grading: Participation

Robust participation in person, on site, and online are all expected. This starts with being present. More than one absence will reduce your grade half a grade.

Grading: Deadlines

This course is essentially learning by doing as a member of larger project work team with real needs. As such, you must meet deadlines like you would for a job. Late assignments will not be accepted if there is no longer an opportunity for them to contribute to the project. In any case missing deadlines will lower your grade 10% a day. We will be relying on everyone doing her/his share. Remember "perfection" is the enemy of good.

Grading: Extenuating Circumstances

Things happen and we will deal with illness, natural disasters, etc. on a case-by-case basis. Let Michele **and** Omar know as soon as possible if something comes up that will impact your ability to complete course or site work. In the case of site work, you should also be conferring with your site supervisor.

Grading Scale

A 94-100

Outstanding work. Student performance demonstrates full command of course materials and a high level of competence on site. 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 on site. 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 on site. 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 on site. Or student misses many deadlines.

Academic Integrity
Please see the University's policy at: http://students.wisc.edu/saja/misconduct/UWS14.html

Students with Disabilities
It is our intention to fully include persons with disabilities in this course. Because of the timeline and off campus work, we will touch base on this issue ahead of when the course starts. To reiterate, to request academic accommodations, you *must register* with the McBurney Disability Resources Center (www.mcburney.wisc.edu) and share your learning visa with us no later than noon on Monday, July 22.

Assignments (more details will be given in class)
Community Background Presentation
The first day of class we will generate the list of information you will be expected to investigate for background. Working with your site partner you will research both the relevant information about the Indian nation you will be working in as well as the site institution. Together you will give a 20-minute presentation for the rest of the class on Friday of the first week.

Field Journal
While on site you must keep a journal that you take notes in every day for at least 15 minutes, and preferably longer. These will serve to help with the Adobe Connect online discussions, blog posts and for your site presentation. Besides logging what you do, you should be noting what you're learning and how. You should also track if you there are things you wish we had talked

about before you left. These will be confidential to the degree that only Michele and Omar will read them and this is also a place to note high points and frustrations.

Site Work
As with other SLIS practicums, we expect you will be meeting your agreed upon site project and learning outcome goals. You are working at these sites while you're there and basic workplace competencies are also expected (showing up as scheduled, communicating appropriately, etc).

Interviews
Everyone is expected to interview at least one person at their site and we hope other culture keepers in the community. Omar will help you identify individuals and will have talked to site supervisors about the need for time to do these interviews. Kristin Eschenfelder will do both interview (ahead) and qualitative analysis (after site work) training for you. You will need to turn in summary forms for each interview (template to be provided).

Blog Posts
Prepare two short blogs post that detail practicum, course, or site 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. Post should be between 250 and 400 words. Remember to have a clear thesis (don't just repeat chronologically your experience) and include 2-4 photographs. A blog writing guide and examples will be available in class. Plan on doing one from on site and one from on campus. Posts will be due the Sunday of your assigned week; weeks will be assigned in the first class.

Site work presentation
With your site partner give a 15-minute presentation about your work and experiences. Plan to both have "speaking parts"!

Institute Design and Presentation of Design
1. Come to class on **Tuesday, August 13th** with at least one idea about a theme for the four-day spring institute.

From what you've learned from our partners and being on site, what feels like a theme that could offer a rich thread to weave the four days together? How does it capture aspirations, cultural significance, and resonate with what we've heard are priorities for training? What could help give the institute a holistic feel? That day we'll together we'll review what we think we know about priorities at this point and choose a theme to use for draft designs.

2. By **Wednesday, August 21st** come up with details for the institute.

Set the schedule for at least one day in detail and lay out at least big block ideas for three others. You do not have to come with specific facilitators, but given what you think should happen let us

know the kind of skills sets that are needed for facilitators for each session. (But if you do have ideas about specific facilitators, do include that information.) Be realistic in the sense that we have to be able to afford people.

Remember that a day at the institute is more than formal sessions on X topics. How will the structure support relationship building and networking? What will help make it fun? What are the learning outcomes? How will we know if they've been reached? Planning and evaluation are related. Include your ideas about what evaluation will work.

To the plan itself, add commentary on why you made the choices you did. Be sure to state clearly *why* you made each choice. How do they reflect what you learned from partners you interviewed? How do they reflect your experience of your community time? Also explain how choices demonstrate your thinking from our work on pedagogy.

3. Come to class on **Wednesday, Aug 21st** prepared to present your plan and the reasons for your choices.

Bring copies for everyone—or plan to project one. These presentations should be no more than 20 minutes, including discussion time.

Please plan on having a 3-4 page written justification for your institute design.

COURSE CALENDAR AND READINGS
Please come to class having completed the readings ahead (yes, including for the first day ☺).
PDF's or links will be available via e-reserves at least one week before class starts.

Note: Changes to agenda may be made as needed

Week 1: Monday, July 22, 1-5
Introductions, Project Background, Partnerships
Readings:

Convening Great Lakes Culture Keepers: Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators to Learn Through Continuing Education. IMLS Laura Bush 21st Century Librarian grant proposal.

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.

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.

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.

Treuer, D. (2012). Introduction. Rez life: An Indian's journey through reservation life (pp. 1-20). New York: Atlantic Monthly Press.

Week 1: Tuesday, July 23, 1-5
Indigenous Knowledge, Research Methodologies, Interviewing
Also before class—listen to audio on interviewing at Learn@UW site for 640
Readings:

Chilisa, B. (2012). Situating Knowledge Systems & Decolonizing the Interview Method. In Indigenous research methodologies (pp. 1-20, 203-224). Thousand Oaks, Calif: SAGE Publications.

Erdrich, L. (2003). "Books and Islands," Chapter 1. In Books and islands in Ojibwe country (pp. 1-17). Washington, D.C: National Geographic.

Miles, Matthew and A. Michael Huberman. From Chapter 4, "Early Steps in Analysis" in *Qualitative Data Analysis*, Second edition. Thousand Oaks, CA: Sage, 1994, pp. 50-72.

Wilson, S. (2001). What is indigenous research methodology? Canadian Journal of Native Education, 25(2), 175-179.

Week 1: Wednesday, July 24, 1-5
American Indian Education and Pedagogy, Adult Learning
Readings:*

Deloria, Vine, Jr., Part III, "Education" from Spirit & Reason: The Vine Deloria, Jr. Reader edited by Barbara Deloria, Kristen Foehner, and Sam Scinta, pp 129-186.

Gross, L. W. (January 01, 2010). Some elements of American Indian pedagogy from an Anishinaabe perspective. American Indian Culture and Research Journal, 34, 2, 10-26.

Harris, H. (January 01, 2002). Coyote Goes to School: The Paradox of Indigenous Higher Education. Canadian Journal of Native Education, 26, 2, 187-96.

Kirkness, V. J., & Barnhardt, R. (May 01, 1991). First Nations and Higher Education: The Four R's--Respect, Relevance, Reciprocity, Responsibility. Journal of American Indian Education, 30, 3, 1-15.

Merrian, Sharan B., Rosemary S. Caffarella and Lisa M. Baumgartner, Part Three: "Newer Approaches to Adult Learning" in *Learning in Adulthood: A Comprehensive Guide,* Third Edition. San Francisco: John Wiley, 2007, pp. 187-269.

Smith, M. K. (1996; 1999) 'Andragogy', the encyclopedia of informal education, http://www.infed.org/lifelonglearning/b-andra.htm. Last update: May 29, 2012.

"Andragogy" in Wikipedia http://en.wikipedia.org/wiki/Andragogy

*As this is a reading heavy class, the two longest readings will be divided. Robin, Jenny, and Mary will read the Deloria text. Katelyn, Jacob, and Lotus will read the Merrian text. Please read *at least* one of the Gross, Harris, and Kirkness articles.

Week 1: Thursday, July 25, 1-5
American Indian Education (continued), Tribal Colleges and Universities
Readings:

Cajete, T. G. (March 02, 2005). American Indian Epistemologies. New Directions for Student Services, 2005, 109, 69.

Metoyer-Duran, C. (January 01, 1992). Tribal Community College Libraries: Perceptions of the College Presidents. Journal of Academic Librarianship, 17, 6, 364-69.

Northup, Jim. Rez Salute: The Real Healer Dealer. Forward (by Margaret Noori), Preface and Chapter One, pp. xi-22. Golden, CO: Fulfrum Publishing, 2012.

Riding In, L. D. (2010). On their own: How thirty-one tribal colleges address five educational concepts. (Order No. 3417775, University of North Texas). (pp.1-37) ProQuest Dissertations and Theses, 123. Retrieved from http://search.proquest.com.ezproxy.library.wisc.edu/docview/744686959?accountid=465

Visit respective tribal websites (college/library/museum and official tribal one)

Review articles on your respective TCU with "Tribal Colleges Journal." The journal is available in full-text via UW Libraries databases.

Review American Indian Higher Education Consortium website: http://www.aihec.org

Week 1: Friday, July 26, 1-TBD
Tribal Museums, Cultural Competency, Community Background Presentations
Readings:

Ackley, K. (2009) Tsi?niyukwaliho?t, the Oneida Nation Museum: creating a space for Haudenosaunee kinship and identity, In Sleeper-Smith, S. Contesting knowledge: Museums and indigenous perspectives (pp. 257-282). Lincoln: University of Nebraska Press.

Kreps, C. (January 01, 2009). Indigenous Curation, Museums and Intangible Cultural Heritage. Intangible Heritage, 193-208.

Mankiller, Wilma. "the gathering" (Preface) pp. xxvii-XXX & Chapter Seven, "the way home" pp.143-171 in Every Day is a Good Day: Reflections by Contemporary Indigenous Women (Memorial Edition), Golden, CO: 2011 (original copyright 2004).

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

Tervalon, M., & Murray-García, J. (January 01, 1998). Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. Journal of Health Care for the Poor and Underserved, 9, 2, 117-25

Week 2: July 29-Aug 2
On-site Practicums and Priority Assessment Interviews

On site check-in: Adobe Connect session. Date and time to be determined based on onsite project work schedules. The session will be on the evening of Thursday, August 1 at 7pm.

Session link: http://wisc.adobeconnect.com/lis640aug1/

Due: Journal Entries by Wednesday, July 31 at 11:59pm in Learn@UW dropbox.

Week 3: August 5-9
On-site Practicums and Priority Assessment Interviews (continued)

On site check-in: Adobe Connect session. Date and time to be determined based on onsite project work schedules. The session will be on the evening of Wednesday, August 7 at 7pm.

Session link: http://wisc.adobeconnect.com/lis640aug7/

Due: Journal Entries by Tuesday, August 6 at 11:59pm in Learn@UW dropbox. The remainder of journal entries will be due Sunday, August 11 at 11:59pm in Learn@UW dropbox.

Week 4: Monday, August 12, 1-5
Practicum De-briefing, Qualitative Data Analysis (Part 1)
Readings:

Miles, Matthew and A. Michael Huberman. From Chapter 8, "Cross-Case Displays: Ordering and Explaining" in *Qualitative Data Analysis*, Second edition. Thousand Oaks, CA: Sage, 1994, pp. 207-22

Due: Interview summary forms in class.

Week 4: Tuesday, August 13, 1-5
Continuing Education for Indigenous Populations, Qualitative Data Analysis (Part 2)
Readings:

Please look over conference program and workshop curricula packet on e-reserves.

Week 5: Tuesday, August 20, 1-5
 Check-in's, Site Work Presentations

Discussion:
1. If you were going to introduce someone to the community and institution you worked with now, what would you add to background info?
2. What would you add/change about LIS education for it to be more useful for/working with Native communities?

Week 5: Wednesday, August 21, 1-5
Institute Design and Presentation of Design, Final Reflections, Potluck (or Pizza!)

Due: Institute Design and Presentation

Week 5: Thursday, August 22, 1-2:30
Evaluation Focus Group