Welcome to

"**Access & Care of Indigenous Cultural Knowledge**"

a 3-credit face-to-face graduate class

Fall 2018

Mondays, 3-6 pm., UTA 1.504

Unique Number: 27750

Instructor: Dr. Loriene Roy (Anishinabe; Enrolled: White Earth Reservation; Member: Minnesota Chippewa Tribe)

You might be interested in taking this class if you are seeking a career in archives, public services in a library, museum education including program planning, as an independent researcher or writer, graduate education, international information services/librarianship, or any position where you might work with diverse clientele or patrons interested in diversity.

**Course Meeting Times and Classroom Location**

Monday, 3 p.m. - 6 p.m. in UTA 1.504, starting on Monday, 10 September 2018. Our last day of class is Monday, 10 December 2018. We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class. We will have a fifteen minute break approximately half way through the class. Please return promptly after the break.

**Course Description**

We will explore the overlap between indigenous world views and the professional values of those who might hold representations of indigenous cultural knowledge in their collections.

We will advance our understanding through readings, discussion, and writing. Topics to be explored include: indigeneity and traditional knowledge; cultural protocol; guidance from professional organizations including documents such as the "Aboriginal and Torres Strait Islander Library and Information Resource Network [ATSILIRN] Protocols for Libraries, Archives, and Information Services" and the "Protocols for Native American Archival Materials"; consultation with tribes; shared authority; respectful collection development and management; research methods and decolonization; organization and description of indigenous content; and current events and 'hot topics' as they arise: e.g., truth & reconciliation, banned books, and indigenous portrayals in popular media.

Prerequisite: Graduate standing in the School of Information or admission to the Bachelor’s in Computer Science/MSIS program. Students in other departments may be able to enroll in the class if there is room after iSchool students have been given an opportunity to register.

**Specific Learning Objectives**

At the conclusion of this course students should:

* Begin or augment a life-long study of the intersection between indigenous worldviews and the domain of the information professions.
* Participate in discussions of the nature of traditional knowledge (TK) and the role of the information professions in respecting and caring for TK.
* Identify the potential of professional information organizations in providing guidance in providing care of and access to TK.
* Contribute to discussions of how library and information science (LIS) education might help education library, archives, and museum (LAM) professionals in providing care of and access to TK.
* Begin to understand research/study approaches that extend consultation with tribal communities to shared authority, including decolonizing methods.
* Understand the need to incorporate indigenous worldview in the organization and description of TK.

**Teaching Methods**

We will follow an indigenous model of exploration, mirroring Dr. Gregory Cajete’s seven orienting processes of indigenous fulfillment/wellness: being, asking, seeking, making, having, sharing, and celebrating. Source: Cajete, Look to the Mountain: An Ecology of Indigenous Education (Skyland, NC: Kivaki Press, 1994), p. 23. These processes will be manifest through:

* Observing cultural protocol in introducing yourselves;
* Reflecting deeply on course content and how it relates to you personally and to your future career and work;
* Sharing work as it evolves;
* Providing constructive input;
* Seeking content related to your chosen assignment topics; and,
* Celebrating benchmarks and achievement.

To support your process, you will read, write, and contribute to discussions.

**Research Methods:** In terms of indigenous research methods, we will use among ourselves the decolonizing methods described by Linda Tuhiwai Smith’s in Decolonizing Methodologies: Research and Indigenous Peoples ((London; Dunedin, New Zealand: Zed Books; University of Otago Press, 1999), pp. 142-162) of story telling; celebrating survival; indigenizing; reading; writing; envisioning; reframing; and sharing.

**Your Required Readings**

* There is no required separate textbook. There are required readings and viewings linked from the syllabus. Full text of readings is provided when possible. In several cases you will need to locate the relevant pages in large documents. In other cases you will need to examine websites. Links to URLs are provided when possible.

**Grading**

Grades will be based on:

Individual activities during our 14 meetings:

* Pathfinder Draft [25 points] Pathfinder Draft
* Pathfinder [150 points] Pathfinder
* LibGuide [100 points] LibGuide
* Pathfinder/LibGuide In-Class Presentation [50 points] Pathfinder/LibGuide In-Class Presentation
* Hui 'Ekolu Interview: Reflective Essay [150 points] Hui 'Ekolu Interview: Reflective Essay
* Hui 'Ekolu Interview: Transcript: [100 points] Hui 'Ekolu Interview: Transcript
* Hui 'Ekolu Interview: In-Class Presentation with PowerPoint slides [50 points] Hui 'Ekolu Interview: In-Class Presentation with PowerPoint Slides
* Submission of Hui 'Ekolu Interview to Client [25 points] Submission of Hui 'Ekolu Interview to Client
* Participation and Attendance [100 points] Participation and Attendance: Midsemester Evaluation; Participation and Attendance: End of Semester Evaluation

Group projects that span the entire semester

* Continuing Education Document for Clients [150 points] Continuing Education Document for Clients
* In-Class Presentation of CE Document [50 points] In-Class Presentation of CE Document
* In-Class CE Presentation Handout (1 page double sided) [50 points] In-Class CE Presentation Handout

No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester.

**Grade Calculations**

950-1000 points = A; 900-949 points = A-; 870-899 points = B+; 830-869 points = B; 800-829 points = B-; 770-799 points = C+; 730-769 points = C; 700-729 points = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 899.5 points receive a grade of B+. I neither grade on a curve nor use a "quota system." It is a rough rule of thumb that in elective graduate courses in this department there will be one A awarded for every three B's. Remember that you can check the points you receive for individual assignments on Canvas and your final grade online.

**Tentative Course Schedule**

\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Right! Our class does not start until after Labor Day!

**Week 1 (Sept. 10): Boozhoo (hello)! Welcome to the class!**

**Week 2 (Sept. 17): Who is indigenous? What is indigenous worldview?**

**Week 3 (Sept. 24): What is TK?**

**Week 4 (Oct. 1): Decolonization and Research Methods**

Work due: Pathfinder draft Pathfinder Draft

Work due: Select your Hui 'Eloku interviewee by this date Hui 'Ekolu Interview: Transcript

Work due: Complete your human subjects training by this date. For details see this website: Link https://research.utexas.edu/ors/human-subjects/training/

Work due: 2 Oct: Send your invitation to your Hui 'Eloku interviewee by this date

**Week 5 (Oct. 8): How are LAM involved with TK I? Archives**

**Week 6 (Oct. 15): Pathfinders; How are LAM involved with TK II? Libraries and Museums**

* Work due: Pathfinder Pathfinder
* Work due: LibGuide LibGuide
* Work due: Pathfinder/LibGuide Presentation Pathfinder/LibGuide In-Class Presentation
* Remember to submit your Pathfinder/LibGuide to your client and CC Dr. Roy in this communication Verifying Submission of Pathfinder and LibGuide to Client
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**Week 7 (Oct. 22): Guidance from Professional Organizations**

Guest: "Collecting through Post Custodial Methods Materials of Indigenous Communities and Stories in Latin America. Speaker: Ms. Itza Carbajal

**Week 8 (Oct. 29): Educating LAM Professionals**

**Week 9 (Nov. 5): Consultation and Shared Authority**

Work due: By 10 November: Conduct your Hui 'Eloku interview before this date Hui 'Ekolu Interview: Transcript

**Week 10 (Nov. 12): Hui 'Ekolu Interviews and Presentations; Decolonizing Space**

Work due: Hui 'Ekolu Interview: Reflective Essay Hui 'Ekolu Interview: Reflective Essay

Work due: Hui 'Ekolu Interview: Transcript Hui 'Ekolu Interview: Transcript

Work due: Hui 'Ekolu Interview: In-Class Presentation with PowerPoint Slides Hui 'Ekolu Interview: In-Class Presentation with PowerPoint Slides

**Week 11 (Nov. 19): Organization and Description of Indigenous Knowledge**

Work due: Submission of Hui 'Ekolu Interview to Client Submission of Hui 'Ekolu Interview to Client

**Week 12 (Nov. 26): Cases**

**Week 13 (Dec. 3): Continuing Education Documents; LAM Workers and Continuing Education**

Work due: Continuing Education Document for Clients Continuing Education Document for Clients

Work due: In-Class Presentation of Continuing Education Document In-Class Presentation of CE Document

Work due: In-Class Continuing Education Presentation Handout In-Class CE Presentation Handout

**Week 14 (Dec. 10): Summary and Ceremony**

**Assignment Descriptions**

**Hui 'Ekolu Interview: Transcript, In-Class Presentation, Submission to Client, and Reflective Essay**

Background information: You will submit your Hui ‘Eloku Oral History interview work in four pieces: (a) your transcript of your interview; (2) your in-class presentation on your interview; (3) the submission of your transcript and audio file to your client; and (4) your written reflective essay about your experience.

**Pathfinders and LibGuides**

**Continuing Education Document for Clients** [150 points]

In-Class Presentation on CE Document [50 points]

Handout for In-Class CE Presentation (1 page double sided) [50 points]

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PeerEval\_Access&CareFall2018.doc

LectDelivery\_Access&CareFall2018.docx

Writing Mechanics\_Access&CareFall2018.docx

**Participation and Attendance**

* Credit for participation will be based on daily contributions to discussion and in-class activities. Note: Evaluation for participation may be shown in more than one columns in the grading section on Canvas.