THE UNIVERSITY OF BRITISH COLUMBIA
iSchool (Library, Archival & Information Studies)
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 564-ARST 585 Information Practice and Protocol in Support of Indigenous Initiatives – Course Syllabus (3)

Program: MAS/MLIS
Year: 2019
Course Schedule: Wednesdays 2:00 - 5:00 pm
Location: IKBLC 461
Instructor: Dr. Tricia Logan
Office Location: Room 114, Residential School History and Dialogue Centre
Office Phone: 604-822-9921
Office Hours: 10:00 am to 12:00 pm Thursdays - or by appointment
Email Address: Tricia.Logan@ubc.ca
 Learning Management Site: https://students.canvas.ubc.ca/

Course Goal: This course will prepare students to work effectively with library and/or archival practices that involve, in many forms, ongoing developments in Indigenous languages, governance, litigation, cultural materials, oral histories, stories and legislation that apply to Indigenous communities. Students will critically engage with orality, oral histories, Indigenous knowledge, histories, government policies, and information tools that form information systems. Students will develop their ability to listen, capacity for humility and strategies to work through questions that develop when information management practices do not support the interests of Indigenous peoples. At the end of the course, students will be well positioned to undertake experiential learning opportunities with Indigenous-oriented organizations, including but not limited to libraries, archives and cultural centres.

Often in graduate programs there is an expectation of a shared level of basic knowledge concerning the topic matter for the course; that is not an expectation for this class. Some students will be well grounded in contemporary Indigenous initiatives and the ongoing legacy of colonization. Other students may not be as aware of ongoing initiatives, their history and the resilience through which Indigenous peoples around the world continue to reject colonizing practices and policies. All students are welcome

Course Objectives

Upon completion of this course students will be able to:

a. Illustrate through examples the historic role of the information professions in Indigenous | Settler relationships [1.4];
b. Identify the types of information-related challenges and opportunities that Indigenous peoples work through when making decisions regarding the long-term stewardship of digital and non-digital material [1.4, 4.1, 4.2, 5.1, 5.2];

c. Elaborate on the types of influence dominant information practices (e.g., classification of Indigenous-related materials held by cultural institutions) have on different stakeholder groups (e.g., Indigenous communities, public school children) [1.1, 1.3, 1.4, 2.1];
d. Explain the necessity of developing effective and respectful information services for Indigenous communities and Indigenous-oriented organizations [1.1,1.3, 2.3, 5.1, 5.2, 5.3];
e. Identify, research, develop and propose strategic responses to ongoing and emerging information issues that impact Indigenous communities and organizations [1.1, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2];
f. Advocate for developing relationships with Indigenous-oriented organizations and First Nations, Métis and Inuit communities with respect for appropriate cultural protocol and their professional ethics [1.1,1.3, 2.1, 5.1, 5.2];
g. Demonstrate professional humility through their interactions with others [3.1, 3.2].

Course Topics:

- Developing respectful relationships with Indigenous-oriented organizations, Indigenous communities, and Indigenous peoples more broadly.
- Classification tensions for Indigenous and Indigenous-related materials
- Legal and political histories related to information management and Indigenous information initiatives
- Role of records related to topics which may include (but not limited to); health, land use, genealogy, and litigation within Indigenous- oriented organizations and communities
- Intellectual property rights and traditional knowledge paradigms
- Technological opportunities and innovations, as they apply to use in Indigenous communities
- Advocacy and access to information for Indigenous peoples
- Indigenous scholarship and knowledge transfer within the information professions
- Tensions between information professional organizations ethical guidelines (e.g., ALA's statements on censorship) and Indigenous protocols and cultural norms

Prerequisites: MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor MAS: completion of MAS core and permission of the SLAIS Graduate Adviser
http://slais.ubc.ca/programs/courses/

Format of the course: Class sessions will be a combination of student-led critical discussions of readings, seminar presentations, guest speakers and field trips to innovative Indigenous-oriented information organizations in the greater Vancouver area. Participation in reflective and critical in-class and online discussions is required; bringing additional, related material to share with class is expected.

Required and Recommended Reading: Readings from books, journals and websites will constitute required readings/viewings. Some items will include short recorded video or audio selections including oral histories and/or short film content. These will be available through UBC libraries in electronic and/or print formats or will be available online through Canvas.

Course Assignments

1. Participation (face to face and online) - throughout term 10%
2. Scenario Responses - 6 x throughout term 30% (5% each)
3. Provocateur Questions | Response (Q|R) - 2 x during term 10% (5% each)
4. Positionality Statement – Nov 13 - 10%
5. Final Course Reflection – Nov 20 - 10%
6. Project Presentation - Nov 20 - 5%
7. Project Submission – December 4, 2019, 11:59 pm - 25%

Assignment Name	Due Date	Weight	Graduate Competencies
1. Participation (face to face and online)	Throughout Term	10%	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 5.2
2. Scenario Responses	6 x throughout term	30% (5% each)	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2
3. Provocateur Questions/Response	2 x during term	10% (5% each)	1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
4. Positionality Statement	Nov 13, 2019	10%	1.3, 1.4, 2.1, 5.1
5. Final Course Reflection	Nov 20, 2019	10%	1.1, 1.4, 2.1 4.1, 4.2
6. Project Presentation	Nov 20, 2019	5%	1.1, 1.3, 2.1, 3.1
7. Project Submission	December 4, 2019 (11:59 pm)	25%	1.1, 1.3, 1.4, 2.1, 2.2, 3.2, 4.1, 4.2, 5.2

1. Participation (face to face and online) (10%)

Participation is based on active engagement in class discussion and activities. You are
expected to read all assigned readings deeply and critically and to participate thoughtfully in
class discussion (written and oral). Listening and engagement with orality and oral history is as
essential as speaking or presenting your own material. Lasting knowledge you walk away with from this
course is substantially the result of your interactions with the material, through discussion with the class
and our guests. Your ability to articulate ideas and concepts thoughtfully in a variety of
communication modes, including oral, written and multimedia will be evaluated through assessing the
quality (over quantity) of your contributions to in-person and online discussions. Active listening is
important. If you find yourself talking a lot, provide space for others to join in. Effective participation will
demonstrate your ability to meet the following course objectives and corresponding graduate
competencies: (1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 5.2)

2. Scenario Responses (30%)

The objectives of this assignment are to: provide you with an opportunity to apply the conceptual ideas and understandings we discuss throughout the course through developing responses to scenarios based on experiences shared by local information professionals; stimulate critical reflection on the applicability of topics covered over the term to professional practice; and encourage you to use the course learning tools and practices as a platform for critical reflection. Through your reflections you will demonstrate your capability to meet the following course objectives and corresponding graduate competencies: (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2)

6 times throughout the course you will be assigned scenarios to read, reflect upon and respond to within the class learning management system.

- Two responses will be private entries directly into Canvas (under assignments)
- Two responses will be submitted to the full class discussion thread.
- Two responses you will craft collaboratively with a small group of your colleagues via:
    - a private group wiki (only group members and instructor can view).
    - After the reflection is complete, you will choose a member of your group to post it to the full class discussion board.

• responses are to be thoughtful, thorough, error-free and should draw upon (and cite) course materials and discussions as appropriate.
• Length between 250-500 words. Looking for substance, not length.

Scenario Response Due Dates
1. Journal - Week 1 - Sept 9, 2019 @ 10 pm
2. Discussion - Week 3   - Sept 23, 2019 @ 10 pm
3. Wiki Week 5 - Oct 7, 2019 @ 10pm
4. Discussion Week 7 - October 21 @ 10pm
5. Wiki Week 9 – Nov 4 @ 10pm
6. Journal Week 11 - Nov 18 @ 10pm

3. Provocateur Questions | Response (Q|R) (10%)

This assignment is designed to encourage engagement with your colleagues, develop your critical reading expertise, hone your listening skills and generate discussion around tensions and paradoxes that emerge as we deepen our understandings of information practice and protocol in support of Indigenous initiatives. The specific objectives of this assignment are to: 1) Develop your ability to interpret, and critically evaluate scholarly and professional literature; 2) Provide opportunities for you to identify areas of particular interest to you within Indigenous initiatives as they relate to the information professions; and 3) Refine your ability to identify biases, question your assumptions, practice cultural humility and refine your understandings as you actively listen and engage with your colleagues and our guests. Through your participation in seminar discussions you will develop your capacity to meet the following course objectives and corresponding graduate competencies: 1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

A significant part of your engagement in this course will be through discussion with your colleagues over the ideas presented in assigned readings and other course related materials. The role of Provocateur involves crafting two insightful questions in response to the week's assigned material (readings, video, etc.) and writing a reflection on your group's discussion of provocateur questions in class.

a. Your two discussion questions are due the Tuesday before our Wednesday class and are to be grounded in the assigned material for that week. Please post your questions in the appropriate discussion forum within Canvas.
b. After class, write up a reflection of your group's discussion and append it to your questions in the full class discussion board. Rather than trying to write up a summary of the entire conversation, concentrate on one aspect of the discussion that you would like to reflect further on, perhaps a point that you found confusing or paradoxical.
c. The reflection should be between 200-300 words.
d. You will be a provocateur two times during the term.
e. Make note of your provocateur due dates

4. Positionality Statement (10%)
Throughout the term you will have opportunities to respond to brief writing prompts in class. At the end of the term, you will develop these responses into a positionality statement that you may choose to use in future job applications and/or writing and speaking engagements. An example statement will be shared in class. You will develop your capacity to meet the following course objectives and corresponding graduate competencies: 1.3, 1.4, 2.1, 5.1

5. Final Course Reflection (10%)
The objectives of this assignment are to: Support critical reflection on the topics covered over the term; develop your ability to evaluate learning tools and practices in terms of the support they provide (or do not provide) for critical reflection and ongoing learning; and position you to apply the conceptual ideas we discuss throughout the term to your future work. Through this assignment you will further provide evidence of your skills regarding the following course objectives and corresponding graduate competencies: 1.1, 1.4, 2.1, 4.1, 4.2

Written Deliverable:
• Upload to Canvas
• Maximum 2-page reflection on the course and your thoughts concerning the use of interactive tools, in class assignments and activities, and other course practices in supporting critical reflection.
• Style: casual professional. Informal language is fine, typos and misspelling are not.

6. Project Presentation (5%)
Your final project team will present a brief overview of your work for the term. Details to be determined in class. You will develop your capacity to meet the following course objectives and corresponding graduate competencies: 1.1, 1.3, 2.1, 3.1

7. Project Submission (25%)
Through this assignment you will demonstrate your ability to locate and critically evaluate material related to Indigenous initiatives as well as draw out implications for professional practice. Through this assignment you will further enhance your skills regarding the following course objectives and the corresponding graduate competencies: 1.1, 1.3 1.4, 2.1, 2.2, 3.2, 4.1, 4.2, 5.2

Specifics:
• In class you will be presented with a number of information organizations and programs to choose from as audiences.
• You will craft a topic briefing related to the information practices/management (e.g., digitization, policies, access protocols, collection management, relationships with local communities/organizations, classification) for that organization. Present an argument on why and how

they might apply the information from your briefing into their practice. What recommendations for changes in practice (e.g., training, protocols, tools, policy, etc.) would you make?
• Write in the voice of a professional consultant.

Written Deliverable [Upload to Canvas]
• 5 pages, NOT including references
• The writing must be clear, coherent, and error-free! The ideas should be well organized and "flow" for the reader.
• Use citation style consistently and accurately throughout.
• Give attribution for other people's ideas and words.
• You may use materials in addition to scholarly articles to bolster your briefing
• Make a strong case for the views/arguments.
• Offer explicit suggestions of how this topic might influence the work of this organization and what you recommend as first steps in addressing it.

Course Schedule* [week-by-week]:

Topic	Date
Identity and Representation	Sept 4
Decolonizing Descriptions and Arrangement	Sept 11
History	Legal, Political and Cultural	Sept 18
Intellectual Property and Traditional Knowledge Paradigms	Sept 25
Digitization	Language Revitalization	Oct 2
Role of Records and Indigenous Archives	Oct 9
Public Libraries	Oct 16
Information Professions, Residential School Histories and Related Topics on Colonialism	Oct 23
Indigenous Scholars and Scholarship within the Information Professions	Oct 30
Relationships	Services and Collections	Nov 6
Advocacy and Challenging the Norms of the Information Professions	Nov 13
Service Learning Workshop	Nov 20
Final Service Learning Project and Short Presentations to Class	Nov 27

*subject to change, based on availability of speakers and venue(s)

Attendance: Attendance is required for all class meetings. If you know you are going to be absent please inform me beforehand.

Any penalties imposed for unexcused absences (i.e. without a note from a health professional or Access and Diversity) are at my discretion.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool Website

Class policy on late submissions and missed in-class assignments

Late submissions

Work will not be accepted late and there are very few exceptions towards accepting late assignments or re-grading assignments. Under some extraordinary circumstances (ie. serious illness, injury or bereavement), assignments will be accepted late at the discretion of the Instructor. If a student is planning to miss a class they can arrange to submit an assignment in late with the understanding that a penalty may be applied to that grade. Permission will not be granted retroactively. Supporting documentation may be required following unscheduled or scheduled absences. Please read UBC policies below for guidelines on grading exceptions.

Late submissions without notice or a well-documented reason will receive a penalty of one third of a letter grade each day they are late (eg. 1/3 = A+, A or A-). As an example, after one day a paper marked A- will drop to a B+, after two days a B and so on.

Guidelines for the submission of assignments will be discussed and agreed upon at the start of classes. This will include journals, provocateur questions, in-class and on-Canvas submissions.

Your Responsibilities:

You are required to keep up to date with information on the course site within the learning portal: https://students.canvas.ubc.ca/
This is a graduate level class. You are expected to read ALL assigned readings deeply and critically and to participate thoughtfully in discussion. Any lasting knowledge you walk away with from this course is substantially the result of your active participation in, listening to, and reflecting upon class discussion.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [https://students.ubc.ca/about-student-services/centre-for-accessibility]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any

accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: https://equity.ubc.ca/resources/days-of-significance-calendar/

Academic Integrity

Plagiarism
The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Assignment descriptions and scheduling
Assignment descriptions will be delivered in class. Due to external influences that cannot be controlled, the syllabus may change in regards to educational visits and guest lecturers. Every attempt to keep students updated and informed will be made by the instructor.

Additional Information
Drop deadlines for 3-credit courses are:
Last day to withdraw without a W standing: September 17, 2019
Last day to withdraw with a W standing (course cannot be dropped after this date): October 11, 2019

Core and Recommended Readings

Recommended Text:

This text is not mandatory but it is recommended for work throughout this course and it may be quite helpful for other courses with Indigenous-focused content or in First Nations Curriculum Concentration courses, as well.

Younging, Greg. 2018. *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples.* Edmonton: Brush Education Publishing.

September 4, 2019 – Week 1
Identity & Representation

Required Readings/Viewing:

First Nations and Indigenous Studies. (2009). Terminology. *Indigenous Foundations.* First Nations and Indigenous Studies UBC. Retrieved from http://indigenousfoundations.web.arts.ubc.ca/terminology/

Crey, K. (2009). Aboriginal Identity & the Classroom. *Indigenous Foundations.* First Nations and Indigenous Studies UBC. Retrieved from http://indigenousfoundations.arts.ubc.ca/aboriginal_identity__the_classroom/

   Required Viewing (20 mins total)

Adichie, C.N. (2009, July). The danger of a single tory. *TEDGlobal.* Retrieved from http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story (Links to an external site.) (18 minutes).
Transcript available through http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en (Links to an external site.)

September 11, 2019 – Week 2
Decolonizing Descriptions & Arrangement

Guest Speaker : Dr. Sandy Littletree

Required Readings:

Doyle, A. M., Lawson, K., & Dupont, S. 2015. Indigenization of Knowledge Organization at the Xwi7xwa Library. *Journal of Library & Information Studies*, 13(2), 107-134. doi:10.6182/jlis.2015.13(2).107

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

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

Optional Reading:

- Lee, D. 2011. "Indigenous Knowledge Organization: A study of concepts, terminology, structure and (mostly) Indigenous voices." *Partnership: The Canadian Journal of Library and Information Practice and Research*, 6(1).

September 18, 2019 – Week 3
History | Legal, Political and Cultural

Required Readings:

Political

First Nations and Indigenous Studies (2009). Government Policy. *Indigenous Foundations.* First Nations and Indigenous Studies UBC. Retrieved from http://indigenousfoundations.web.arts.ubc.ca/government_policy/.

- NOTE: Please follow links and **read all subsections** of the Government Policy page: The Indian Act, Reserves, Royal Proclamation, 1763, The Residential School System, Sixties Scoop, The White Paper 1969, Constitution Act, 1982, Section 35.

Legal

Miller, Bruce. 2011. "(Chapter 2) The Social Life of Oral Narratives", *Oral History on Trial: Recognizing Aboriginal Narratives in the Courts*, Vancouver: UBC Press, pp. 67-86.

Additional Reading: Explore Xwi7xwa Library's research guide on Aboriginal Treaties.

Cultural

Muir, B.R. and A.L. Booth. 2018.Muskrat Made the World: Priority Rights of Aboriginal people to Wildlife in Canada. B.D. Leopold, J. Cummins and W. Kessler (eds.). *North American Wildlife Policy and Law*. Missoula: Boone and Crockett Club, pp. 311-342.

 [*Please read up to the end of the section called \"A new relationship\" on page 320*]. **- note that this is a complex chapter but please do your best with it; our guest will be able to help contextualize this content as Bruce Muir is the guest speaker this week. Indigenous political, legal, and cultural context ARE complex; your efforts to understand this are appreciated.**

September 25, 2019- Week 4
Intellectual Property | Traditional Knowledge Paradigms
Museum of Anthropology- Sue Rowley, Alissa Cherry and Gerry Lawson

Required Readings:

Younging, G. 2016. 5. The Traditional Knowledge – Intellectual Property Interface. *Indigenous Notions of Ownership and Libraries, Archives and Museums* (pp. 67-74). Berlin, Boston: De Gruyter. Chapter available through library as e-book.http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=8467139

Knight, Emma. 2017, "Unpacking the Museum Register: Institutional Memories of the Potlatch Collection Repatriation, *Museum Worlds,* Volume 5: Issue 1, pp. 35-47

Optional Reading:

- First Nations Information Governance Centre. (2014). *Ownership, Control, Access and Possession (OCAP-tm): The Path to First Nations Information Governance* (1-49). Retrieved from http://fnigc.ca/sites/default/files/docs/ocap_path_to_fn_information_governance_en_final.pdf

October 2, 2019 – Week 5
Digitization | Language Revitalization

Required Readings:

Carpenter, J., Guerin, A., Kaczmarek, M., Lawson, G., Lawson, K., Nathan, L. P., & Turin, M. (2016). Digital Access for Language and Culture in First Nations Communities. (SSHRC Knowledge Synthesis Final Report). Bella Bella, Vancouver.

https://heiltsuk.sites.olt.ubc.ca/files/2017/05/Digital_Language_Access_report_May2017.pdf

First Voices Website. http://www.fpcc.ca/language/FirstVoices/ (Links to an external site.)

Indigitization Website. http::www.indigitization.ca. Peruse site (including toolkit), with particular focus on the program background: http://www.indigitization.ca/grant-program/program-background/ (Links to an external site.)

UBC. (2012). Hula power. Retrieved from https://www.youtube.com/watch?v=fEzKo71xBdo

Additional Material (not required)

- Jenkins, E. (2015, November 24). Reviving an endangered language in the age of social media. Alaska Public Media. Retrieved from http://www.alaskapublic.org/2015/11/24/how-to-revive-an-endangered-language-in-the-age-of-social-media/ (Links to an external site.)

Readings shared by Dr. Mark Turin, First Nations and Endangered Languages, UBC (not required)

Pam Brown, Jennifer Carpenter, Gerry Lawson, Kim Lawson, Lisa Nathan, and Mark Turin. (2017) 'Uplifting Voices' in *Reflections of Canada: Illuminating Our Opportunities and Challenges at 150+ Years*. Edited by Philippe Tortell, Peter Nemetz and Margot Young. Vancouver: Peter Wall Institute for Advanced Studies, pages 264-269.
https://markturin.sites.olt.ubc.ca/files/2017/07/Uplifting_Voices_PWIAS.pdf

Pine, Aidan and Mark Turin. (2017) "Language Revitalization" In Oxford Research Encyclopedia of Linguistics. Editor Mark Aronoff. New York: Oxford University Press, Online Publication Date: March 2017. DOI:10.1093/acrefore/9780199384655.013.8.
http://linguistics.oxfordre.com/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-8?rskey=6VAErZ&result=1

October 9, 2019 – Week 6
Role of Records and Indigenous Archives

Required Readings:

Delva, Melanie. 2018. "Decolonizing the Prisons of Cultural Identity: Denominational Archives and Indigenous "Manifestations of Culture", *Toronto Journal of Theology*, Volume 34, Number 1, Spring 2018.

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

Nathan, L. P., Shaffer, E., & Castor, M. (2016). Stewarding Collections of Trauma: Plurality, Responsibility, and Questions of Action. *Archivaria*, *Fall*, 89–118.

Additional Reading – Not Required

- Wood, S., Carbone, K., Cifor, M., Gilliland, A., & Punzalan, R. (2014). Mobilizing records: re-framing archival description to support human rights. *Archival Science*, *14*(3–4), 397–419. http://doi.org/10.1007/s10502-014-9233-1.\

October 16, 2019 – Week 7
Public Libraries

Required Readings:

Thorpe, Kirsten and Monica Galassi, 2018. "Diversity, inclusion & respect: Embedding Indigenous priorities in public library services", *Public Library Quarterly*, 04/2018, Volume 37, Issue 2, 180-194.

Doucette, Patricia. 2003. "Incorporating Inuit Qaujimajatuqangit into Library Service and Programs--or Vice Versa?." *Feliciter* 49, no. 5: 260.

Joseph, Gene, and Kim Lawson. 2003. "First Nations and British Columbia Public Libraries." *Feliciter* 49, no. 5: 245.

Additional Readings – Not Required:

- Drabinski, E. (2013). Queering the Catalog: Queer Theory and the Politics of Correction. *The Library Quarterly: Information, Community, Policy, 83*(2), 94-111. doi:10.1086/669547
- Ontario First Nations Public Libraries Needs Assessment Report, 2017 (Links to an external site.)
- Edmonton Public Library's Report on the Aboriginal Task Force http://epe.lac-bac.gc.ca/100/200/300/edmonton_public_library/task_force/LSAP%20Report%20.pdf (Links to an external site.) Sections 6.2 - 6.33; Section 8.

October 23, 2019 – Week 8
Residential Schools and Colonialism in Canada

Required Readings:

McCracken, Krista. 2019. "Challenging Colonial Spaces: Reconciliation and Decolonizing Work in Canadian Archives", *The Canadian Historical Review*, Volume 100, Issue 2. 181-201.

Truth and Reconciliation Commission.(2015). *Calls to Action.* Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf (Links to an external site.)

Royal Commission on Aboriginal Peoples, Chapter 3, Gathering Strength, Part 6, Arts and Heritage, pp. 547-564 [read to the end of the recommendations, including the poem, by Rita Joe on p 565-564] http://data2.archives.ca/e/e448/e011188230-03.pdf

Calls for Justice, Missing and Murdered Indigenous Women and Girls Inquiry, 2019 https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf (Read pp199-218)

October 30, 2019 – Week 9
Indigenous Scholars and Scholarship within the Information Professions

Guest Speaker: Spencer Lilley

Required Readings:

Lilley, S., & Lawson, K. (2015, December). *Decolonize or Indigenize?: Transitionising for the information profession.* University of British Columbia, Vancouver, BC, Canada. Retrieved from http://ikblc.ubc.ca/spencerlilley2015/?login.

Dr. Lilley was the iSchool's Dodson Visiting Scholar in 2015. In particular watch from 42 minutes - 51 minutes.... Kim's reflection on Spencer's talk.

Lawson, Kimberley, L. (2004). Precious Fragments: First Nations materials in archives, libraries and museums. University of British Columbia. Available online through https://open.library.ubc.ca/cIRcle/collections/ubctheses/831/items/1.0091657

[pp **v-x** and pp. **1-9**, **Chapter 6** (pp 181- 216), **Concluding Statement** pp 228-229]

November 6, 2019 – Week 10
Relationships | Services & Collections

Required Readings:

Sparrow, Leona, Wilson, Jordan & Susan Rowley, "ĆƏSNA?ƏM, The City before the City: A Conversation, *BC Studies*, Issue 199, Autumn 2018, 45. 1-6.

Salomons, T. 2009. "The Musqueam Legal History Digital Archive." *Indigenous Foundations*. First Nations and Indigenous Studies UBC. Retrieved from http://indigenousfoundations.web.arts.ubc.ca/musqueam_legal_history_digital_media_archive

Watch this webinar by Daniel Justice: http://www.choice360.org/librarianship/webinars/indigenous-literatures (Links to an external site.) (can stop when Daniel's presentation is over, before the questions, at approximately **45 mins**).

November 13, 2019 – Week 11
Advocacy and Challenging the Norms of the Information Professions

Guest Speakers: Elizabeth Shaffer and Naomi Lloyd
Class at Residential School History and Dialogue Centre

Required Readings:

Nathan, L. P., & Perreault, A. (2018). Indigenous initiatives and information studies: Unlearning in the classroom. *The International Journal of Information, Diversity, & Inclusion*, *2*(1/2). 67-85. Retrieved from https://publish.lib.umd.edu/IJIDI/article/view/473

Iacovino, Livia. 2015. Shaping and reshaping cultural identity and memory: maximising human rights through a participatory archive, *Archives and Manuscripts*, 43:1, 29-41.

THE UNIVERSITY OF BRITISH COLUMBIA
iSchool (Library, Archival & Information Studies)
Faculty of Arts

To watch:

Sorting it Out Conference (2019) Talk/Workshop: by Deana Reeder and Treena Chambers

The People and the Text
https://ocs.lib.sfu.ca/index.php/dcid/dcid2019/paper/view/71

November 20, 2019 – Week 12

Service Learning Workshop – Work time

November 27, 2019 – Week 13

Final Service Learning Project and Short Presentations to Class

Work and Feedback