



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓nəm̓ 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:	2023
Course Schedule:	Wednesdays, 2:00 to 5:00 PM
Location:	LASR 105
Instructor:	Kristin Kozar
Office location:	IRSHDC
Office phone:	604.729.3522
Office hours:	Wednesdays, 11:00 to 12:00 PM
E-mail address:	kristin.kozar@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

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 and peoples.

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 cultural 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 impacts 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 colonial practices and policies. All students are welcome.

FNCC Specialization: The assignments in this course are able to serve the requirements of the First Nations Curriculum Concentration (FNCC). If you would like to take this course for FNCC credit, please contact me to discuss this option.



Learning Outcomes:

Upon completion of this course students will be able to:

1. Illustrate through examples the historic role of the information professions in Indigenous | Settler relationships [1.4];
2. 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];
3. 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];
4. 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];
5. 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];
6. 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];
7. 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 Advisor

<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.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours.

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 - 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 – March 22 (10%)
5. Final Course Reflection – Written Submission – April 5 (10%)
6. Course Reflection Project Presentation – April 12 (5%)
7. Service Learning Project Submission – April 12 (25%)

Assignment Name	Due Date	Weight	Graduate Competencies
1. Participation	Throughout Term	10%	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 5.2
2. Scenario Responses <ul style="list-style-type: none"> • Scenario 1- Jan 25 • Scenario 2 – Feb 1 • Scenario 3 – Feb 15 • Scenario 4 – Mar 1 • Scenario 5 – Mar 8 • Scenario 6 – Mar 15 	6 x throughout term	30% (5% each) Dates also posted on Canvas	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	Mar 22	10%	1.3, 1.4, 2.1, 5.1
5. Final Course Reflection	Apr 5	10%	1.1, 1.3, 2.1, 3.1
6. Course Reflection Project Presentation	Apr 12	5%	1.1, 1.3, 2.1, 3.1
7. Service Learning Project	Apr 12	25%	1.1, 1.3, 1.4, 2.1, 2.2, 3.2, 4.1, 4.2, 5.2

1. Participation (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). Any 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 as written summaries.
 - Responses will be submitted via Canvas under assignments.
 - Responses are to be thoughtful, thorough, error-free and should draw upon (and cite) course materials and discussions as appropriate.
 - Length between 300-500 words. Looking for substance, not length.

Scenario Response Due Dates will also be posted on Canvas, with the assignments.

Scenario	Available	Due Date
1	Week 1	January 25 @ 11:59 PM
2	Week 3	February 1 @ 11:59 PM
3	Week 4	February 15 @ 11:59 PM
4	Week 6	March 1 @ 11:59 PM
5	Week 8	March 8 @ 11:59 PM
6	Week 9	March 15 @ 11:59 PM

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 provocative questions in class.

- a) Your online-posted 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.
 - i. **Initial Post: Monday before Wednesday class**
 - ii. **Second Post: Reflection due before the next Wednesday class (a week to post reflection)**
- b) After class (on the week you are designated provocateur) write up a reflection of your group's discussion/guest speaker/lecture and append it to your questions in the full class discussion board on CANVAS. 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 you found paradoxical or confusing – This is due before the next class.
- c) The reflection should be between 200-300 words.
- d) You will be a provocateur two times during the term.
- e) On weeks when you are not the provocateur, it will be helpful to your colleagues/classmates to comment on their discussion threads and questions.
- f) **Make note of your provocateur due dates. A sign-up sheet will be distributed in class and on Canvas during the first week of class.**

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.

During class we will be focusing additional attention to how our positionality is related to the territory we are situated on. Some classmates and colleagues may be connecting to the class from areas outside of the UBC-Vancouver campus area and we will discuss in class how the positionality statement can be better related to territory and our understanding of the territories we are learning from.

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.

Final Course Reflections will be shared with the whole class. They may include (but not limited to):



- Reflections on new concepts/theories
- Responses to readings or guest speakers
- Proposals for new or adapted information practices
- New approaches to information practice, in relation to Indigenous communities
- Responses to calls to action (TRC, MMIWG, UNDRIP or others)
- Reflections on ongoing learning or future research

Your final project team will present a brief overview of your work for the term. Details will be determined in class. You will develop your capacity to meet the following course objectives and corresponding graduate competencies: 1.1, 1.3, 1.4, 2.1, 3.1, 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. This is to be no longer than 10 minutes. Details to be determined in class.

7. Service Learning Project (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	Jan 11
Public Libraries	Jan 18
Decolonizing Descriptions & Arrangements	Jan 25
Indigenous Histories and Trauma Histories	Feb 1
Digitization Language Revitalization	Feb 8
Intellectual Property and Traditional Knowledge Paradigms	Feb 15
Reading Break	Feb 22
Advocacy and Challenging the Norms of the Information Professions	Mar 1
Information Professions, Residential School Histories and Related Topics on Colonialism	Mar 8
Indigenous Scholars and Scholarship within the Information Professions	Mar 15
Relationships Services and Collections	Mar 22
History Legal, Political and Cultural	Mar 29
Indigenous Data Sovereignty and Records	Apr 5
Project Presentations	Apr 12

Attendance: Attendance is required for all synchronous 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.

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 (i.e. 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 (e.g. 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.



Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

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>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>.

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Anti-Discrimination and Anti-Racism: Harassment, bullying and discrimination are not tolerated nor is suppression of academic freedom. All students and course participants (speakers, guests) will be supported and will be provided with safe spaces to discuss any experiences, concerns or questions. A core role of this course is to openly discuss discrimination, racism and promote inter-cultural competencies. This course will also support existing anti-discrimination and anti-racism initiatives that have been adopted and that are under development at the School of Information. LIBR564/ARST585



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course content and assignments are designed to expand the conversations on discrimination and contribute to additional changes inside and beyond the School of Information and into professional information practices and careers. These efforts are combined with UBC's concurrent actions on addressing the [TRC Calls to Action](#), the [MMIWG Calls to Justice](#) and the initiation of the [UBC Indigenous Strategic Plan](#).