Summer 2009: Meets Mondays through Fridays starting Tuesday, 26 May through 12 June 2009, 1:00 – 3:40 p.m. in Bilger 318B.

Instructor: Loriene Roy, Visiting Professor, Anishinabe (Enrolled: White Earth Reservation; Member: Minnesota Chippewa Tribe)
Voicemail: Fax: 956-5835
Email: loriene@ischool.utexas.edu
Office: POST 303G
Office hours: Monday through Friday, after class, 3:40 p.m. – 4:10 p.m.

Course Description

The course provides a forum for introducing and discussing issues, activities, philosophies, and orientation to working with and for indigenous populations in providing library services. Students will discuss protocol, policies, issues, communities, key organizations and events, library services, resources/reference titles, and settings. Along the way, students will prepare and deliver presentations on tribal settings and issues, abstracts of prospective research papers, abstracts of fundable services, and a mini-pathfinder of resources on selected topics.

Prerequisite: None.

Core Competencies Addressed
- Professional Ethics
- Resource Building
- Knowledge Dissemination—Service
- Knowledge Accumulation—Education and Lifelong Learning
- Institution Management
- Social, Historical, and Cultural Context

Program Learning Objectives Addressed

This course is structured to assist students in achieving the following objectives:

- To begin to understand and discuss ethical guidelines that impact library services to and with indigenous populations.
- To develop skills in locating formal information, including demographics, and informal information, including oral testimony, of selected tribal communities.
- To begin to understand how to develop public services in tribal information settings.
- To consider selected information resources appropriate for use in tribal communities.
- To start to identify the professional communities, including organizations, involved in developing, documenting, and advocating for indigenous information services.
- To become aware of the process involved in preparing grants through preparation and review of abstracts of prospective grant applications.
- To identify at least one topic on indigenous information services for a professional conference presentation.
- To recognize and discuss some of the issues impacting indigenous information services.
**Professional Expectations:** All students in this course are expected to become familiar with and adhere to the Professional Expectations posted at [http://www.hawaii.edu/lis/students.php?page=profexp](http://www.hawaii.edu/lis/students.php?page=profexp).

**Course Objectives**

The student will be able to

- Begin or augment a life-long study of indigenous culture(s) within the framework of cultural protocol and the ethical standards of librarianship.
- To identify and evaluate selected information resources appropriate for use in tribal communities.
- To recognize the spectrum of public services offered by tribal information settings.
- To identify and prepare responses to issues impacting indigenous communities.
- To become aware of the process involved in preparing grants through preparing abstracts of prospective grant applications.
- To develop or enhance basic grant review skills through evaluating abstracts of prospective grant applications.
- To acquire skills in preparing professional conference presentation proposals.
- To develop, through the design of a mini pathfinder, techniques in providing library instruction that direct patrons to satisfactory resources while teaching skills in searching for and using library resources.

**Teaching Method**

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. These processes will be manifest through:

- Observing cultural protocol in introducing ourselves and our discussions;
- Small group discussions;
- Group reviews that aim for constructive input and consensus;
- Large group reporting out that focuses on balanced input and communal learning;
- Modeling presentations and discussion;
- Celebrating benchmarks and achievement.

**Research Methods**

Students will use the following research methods within the class: case study, study of evaluation research, information retrieval, and study of applicable needs assessment.

**Requirements**

**Course Assignments and Scoring**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Date due</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>200</td>
<td>Each day</td>
</tr>
<tr>
<td>Tribal/Native Community Mini-Profile</td>
<td>100</td>
<td>May 29</td>
</tr>
<tr>
<td>Tribal Information Settings Issues Panel: Presentation</td>
<td>150</td>
<td>June 8</td>
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<tr>
<td>Tribal Information Settings Issues Panel: Syllabus</td>
<td>150</td>
<td>June 8</td>
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<tr>
<td>PCA Abstract</td>
<td>50</td>
<td>June 9</td>
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<tr>
<td>PCA Review Team</td>
<td>50</td>
<td>June 9</td>
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<tr>
<td>Grant Abstract</td>
<td>50</td>
<td>June 11</td>
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<tr>
<td>Grant Abstract Review Team</td>
<td>50</td>
<td>June 11</td>
</tr>
<tr>
<td>Mini-Pathfinder</td>
<td>200</td>
<td>June 12</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td>1000</td>
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Calculation of Letter Grades

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>990 to 999</td>
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<tr>
<td>A</td>
<td>940 to 990</td>
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<tr>
<td>A-</td>
<td>900 to 939</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>840 to 890</td>
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<td>B-</td>
<td>800 to 839</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>740 to 790</td>
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<tr>
<td>C-</td>
<td>700 to 739</td>
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Work is due at or before the start of class. The late penalty is a deduction of 20% of the points for every 24 hour an assignment is late.

Readings

Readings are noted in the course schedule. All sources should be available online.

Technology Requirements

Students are expected to:
- Communicate with Dr. Roy and fellow students in a timely manner using email.
- Prepare assignments using word processing software on either a Mac or PC platform and submit assigned work before or by stated deadlines. Remember to add cover sheets to your assignments.
- Use electronic resources including relevant databases and other reference sources.
- Create presentations using PowerPoint or other presentation applications.

Notes on Class Participation

Each student's contribution to class discussion and group work is important to provide a positive learning experience for everyone. Class participation is also counted in calculating your final grade. A good rule of thumb is to make a useful contribution to class discussion each day. Students may accrue class participation credit through the following activities. Note that most assignments also require written submissions.

[a] definition of indigenous (10 points)
[b] indigenous knowledge document (10 points)
[c] indigenous library association or event (10 points)
[d] indigenous knowledge center setting (10 points)
[e] indigenous information center architecture (10 points)
[f] indigenous reference sources (50 points)
[g] research centers and notable collections (10 points)
[h] Technology and Indigenous Culture (10 points)
[i] class discussion and small group work (80 points).

Note: 10 points will be deducted for each class absence.

Details:

[a] definition of indigenous (10 points)


Consider: how inclusive is this definition? What is the impact of considering a definition based on minority or majority representation? Why is geographic place included in this definition? How do you ascertain cultural origin?
Locate another definition for indigenous. Be prepared to briefly (2-4 minutes) introduce your definition for indigenous. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (What is Indigenous?). On the second page, provide your definition, the source for your definition, and cite in full the style manual you followed in creating your citation. Your source can be a published bibliographic source or a traditional source, such as an oral tradition. Please do not submit any additional information.

[b] indigenous knowledge document (10 points)

Lead discussion about a specific indigenous knowledge document. All students should also be able to comment on the Library Bill of Rights and ALA’s Draft principles on “Librarianship and Traditional Cultural Expressions: Nurturing Understanding and Respect.”

[c] indigenous library association or event (10 points)

Be prepared to briefly (2-4 minutes) introduce your indigenous library organization or event. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Indigenous Library Association or Event). On the second page, provide your definition and the url for your association’s or event’s website. Please do not submit any additional information.

[d] indigenous knowledge center setting (10 points)

Be prepared to briefly (2-4 minutes) introduce an indigenous knowledge center setting where you have not worked in a paid or volunteer capacity. Focus on mission, location, staffing, and services. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Indigenous Knowledge Center Setting). On the second page, provide your definition and the url for your setting’s website. Please do not submit any additional information.

[e] indigenous information center architecture (10 points)

Select another indigenous information center setting where you have not worked in a paid or volunteer capacity. Focus on the physical structure. Discussion indigenous aspects of the physical environment from the building’s footprint, grounds, service areas, floor covering, interior decoration, furniture, and other elements. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Indigenous Information Center Architecture). On the second page provide the name of your library and the url for your setting’s website. Please do not submit any additional information.

[f] indigenous reference sources (50 points)

Compile an unannotated bibliography of your top five reference sources on indigenous cultures. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Indigenous Reference Sources). On the second page provide the citations for your five sources and a full citation to the style manual you used as your citation guide. Be prepared to discuss your choices in class. Please do not submit any additional information.

[g] Research Centers and Notable Collections (10 points)

Identify a noteworthy physical collection of indigenous materials. Be prepared to discuss your selection. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Research Center and Notable Collection). On the second page, provide the name of your research center and notable collection and the url for your setting’s website. Please do not submit any additional information.

[h] Technology and Indigenous Culture (10 points)
Identify an example of applying technology to indigenous cultural heritage. This could include a virtual museum exhibit, web portal, cultural map, or other product. Be prepared to discuss your selection. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Technology and Indigenous Culture). On the second page, provide the name of your indigenous knowledge center setting and the url for your example. Please do not submit any additional information.

[i] class discussion and small group work (80 points)

Contribute to class discussion daily. Missing class will result in a deduction of 10 points for each class missed.

### Course Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topics/Assignments</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1 | Tues., May 26 | **Indigenous Librarianship: Preparing/Being**          | 1. Read excerpts of Greg Cajete’s *Look to the Mountain* at:  
http://www.ischool.utexas.edu/~vlibrary/edres/index.html  
Scenario #1: “Santa Clara Pueblo (NM) Community Library: Weaving a Web of Support.” Available at:  
http://www.webjunction.org/home/-/articles/content/434549  
Scenario #2: “San Carlos Public Library: The Power of Two and a Half.” Available at:  
http://www.webjunction.org/home/-/articles/content/431057  
Scenario #3: “Winnebago Public Library (NE): Little Library on the Prairie.” Available at:  
http://www.webjunction.org/home/-/articles/content/442697 |
|   |            | **• Introduce cultural protocol**                       |                                                                                                                                     |
|   |            | **• Introduce ourselves**                              |                                                                                                                                     |
|   |            | **• Introduce the class**                              |                                                                                                                                     |
|   |            | **• Cajete’s seven orienting processes**               |                                                                                                                                     |
|   |            | **• Tribal Information Setting Scenarios (small group activity)** |                                                                                                                                     |
|   |            | ***Class discussion: tribal information setting scenarios |                                                                                                                                     |
|   |            | ***Sign up for Tribal/Native Community Mini-Profile    |                                                                                                                                     |
|   |            | ***Sign up for Tribal Information Settings Issues Panel |                                                                                                                                     |
| 2 | Wed., May 27 | **What is Indigenous?: Being/Asking**                  | 1. Read excerpts of Greg Cajete’s *Look to the Mountain* at:  
http://www.ischool.utexas.edu/~vlibrary/edres/index.html  
Scenario #1: “Santa Clara Pueblo (NM) Community Library: Weaving a Web of Support.” Available at:  
http://www.webjunction.org/home/-/articles/content/434549  
Scenario #2: “San Carlos Public Library: The Power of Two and a Half.” Available at:  
http://www.webjunction.org/home/-/articles/content/431057  
Scenario #3: “Winnebago Public Library (NE): Little Library on the Prairie.” Available at:  
http://www.webjunction.org/home/-/articles/content/442697 |
|   |            | ***Be prepared to briefly (2-4 minutes) introduce a definition for indigenous. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (What is Indigenous?). On the second page, provide your definition, the source for your definition, and cite in full the style manual you followed in creating your citation. Your source can be a published bibliographic source or a traditional source, such as an oral tradition. Please do not submit any additional information.  
***Class discussion: what is indigenous  
*** Sign up for topic for class discussion on |                                                                                                                                     |
<p>|   |            | <strong>Reading:</strong>                                            |                                                                                                                                     |</p>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Thurs., May 28</td>
<td><strong>What is Indigenous Knowledge?: Asking</strong></td>
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<td><strong>What is protocol?: Asking</strong></td>
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<td>*<strong>Class discussion: indigenous knowledge documents</strong></td>
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<td>Lead discussion about a specific indigenous knowledge document. All students should also be able to comment on the Library Bill of Rights and ALA’s Draft principles on “Librarianship and Traditional Cultural Expressions: Nurturing Understanding and Respect.”</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Fri., May 29</td>
<td><strong>Focus on Communities: Sharing</strong></td>
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<td></td>
<td>*<strong>Tribal/Native Community Mini-Profile paper due</strong></td>
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<tr>
<td></td>
<td>*<strong>Presentation of Tribal/Native Community Mini-Profile</strong></td>
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<td></td>
<td>*<strong>Sign up to discuss association/organization</strong></td>
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<td>See formal sources such as:</td>
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<td></td>
<td>1. <a href="http://www.census.gov">http://www.census.gov</a> Check the American FactFinder link.</td>
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<td></td>
<td>2. eHraf (Human Relations Area Files) Available at:</td>
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<td><a href="http://www.yale.edu/hraf/index.html">http://www.yale.edu/hraf/index.html</a>.</td>
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<td>Mon., June 1</td>
<td><strong>Overview: What is indigenous librarianship?: Asking</strong></td>
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<td><strong>Readings:</strong></td>
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<td>6</td>
<td>Tues., June 2</td>
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Available at: [http://www.worlib.org/vol12no1/roy_v12n1.shtml](http://www.worlib.org/vol12no1/roy_v12n1.shtml)


Organizations: Examine the websites for:
* AILA
* ATSILIRN
* Te Ropu Whakahau
* IFLA, SIG on Indigenous Matters
* NALSIG
* ALA. OLOS Subcommittee on Library Services for American Indians
* ALA. Council. Committee on Rural, Native, and Tribal Libraries of All Kinds

Events: Examine the websites for:
* WIPCE
* International Indigenous Librarians Forum
* National Tribal Archives, Libraries and
<table>
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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>7</td>
<td>Wed., June 3</td>
<td><strong>Indigenous Knowledge Center Settings: Having</strong></td>
<td>Museums Conference</td>
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<td>Tribal/Native schools</td>
<td>*Sequoyah Research Center Symposium</td>
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<td>Tribal/Native community libraries</td>
<td>*Tribal College Librarians Professional Development Institute</td>
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<td>Tribal colleges</td>
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<td>***Be prepared to briefly (2-4 minutes) introduce an indigenous</td>
<td>Roy, Loriene, “The International Indigenous Librarians’ Forum: A</td>
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<td>knowledge center setting where you have not worked in a paid or</td>
<td>Professional Life-Affirming Event,” <em>World Libraries</em> 10 (1/2)</td>
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<td>volunteer capacity. Focus on the setting’s mission, location,</td>
<td>(Spring/Fall 2000). Available at:</td>
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<td>Submit 2 pieces of paper. The first page is your cover sheet with</td>
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<td>your name, the title of the course, the date, and the title of this</td>
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<td>submission (Indigenous Knowledge Center Setting). On the second page,</td>
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<td>provide the name of your indigenous knowledge center setting and the</td>
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<td>url for your setting’s website. Please do not submit any additional</td>
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<td>information.</td>
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<td>Check major websites such as AIHEC</td>
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<td>(American Indian Higher Education Consortium), Bureau of Indian</td>
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<td>Education, or tribal/native education department websites.</td>
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<td>Reading:</td>
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<td>Centres in Northern Territory.* 2005. Available at:</td>
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<td>8</td>
<td>Thurs., June 4</td>
<td><strong>Indigenous Information Center Architecture; Setting: Making</strong></td>
<td>Australian Government Culture Portal.</td>
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<td>***Select another indigenous information center setting where you</td>
<td>“Australian Indigenous Architecture.”</td>
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<td>have not worked or volunteered, focusing on the physical structure.</td>
<td>Available at:</td>
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<td>Discuss indigenous aspects of the physical environment from the</td>
<td><a href="http://www.cultureandrecreation.gov.au/article">http://www.cultureandrecreation.gov.au/article</a> s/indigenous/architecture/</td>
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<td>building’s footprint, grounds, service areas, floor covering,</td>
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<td>interior decoration, furniture, and other elements. Submit 2 pieces</td>
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<td>of paper. The first page is your cover sheet with your name, the</td>
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<td>title of the course, the date, and the title of this submission</td>
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<td>(Indigenous Information Center Architecture). On the second page</td>
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<td>provide the name of your library and the url for your setting’s</td>
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<td>website. Please do not submit any additional information.</td>
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<td>9</td>
<td>Fri., June 5</td>
<td><strong>Indigenous Library Services: Seeking, Making, Sharing</strong></td>
<td>Reading:</td>
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<td><strong>Readings:</strong></td>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Resource</th>
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</table>
3. ALA Committee on Rural, Native, and Tribal Libraries of All Kinds. Available at: [http://www.ala.org/ala/aboutala/offices/olos/aboutolos/oloscommittees/rnt/resources.cfm](http://www.ala.org/ala/aboutala/offices/olos/aboutolos/oloscommittees/rnt/resources.cfm) |
| 12       | **Research Centers and Notable Collections**                             | **Popular Culture Association abstracts and Review Teams** <br>***Submit your Popular Culture Association presentation proposal abstract*** <br>***Work in teams to select proposals*** |

**Selected Resources**  
**Acquisitions: Guidelines**

***Compile an unannotated bibliography of your top five reference sources on indigenous cultures. Submit 2 pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Indigenous Reference Sources). On the second page provide the citations for your five sources and a full citation to the style manual you used as your citation guide. Be prepared to discuss your choices in class. Please do not submit any additional information.

**Readings:**

2. University of British Columbia. Xwi7xwa Library. “First Nation Libraries & Librarianship.” Available at:
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>13</td>
<td>Thurs., June 11</td>
<td>King Kamehameha Holiday</td>
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<td>14</td>
<td>Fri., June 12</td>
<td><strong>Mini-Pathfinders due</strong></td>
<td>For sample pathfinders, you might check the following. NOTE: you will prepare unannotated bibliographies</td>
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<td><strong>Share class reflections</strong></td>
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<td><strong>IMLS Enhancement Grant abstracts and Review Teams</strong></td>
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<td><strong>Submit your IMLS Enhancement Grant proposal abstract</strong></td>
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<td><strong>Work in teams to select proposals</strong></td>
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<td><strong>Share class reflections</strong></td>
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http://www.library.ubc.ca/xwi7xwa/fn_lib.htm.
Native or Tribal Setting: Mini Profile

Objectives:
1. To locate information about tribal communities available through formal resources such as the U.S. Census and eHraf (Human Relations Area Files).
2. To consider information provided through tribal/native resources such as tribal/native community websites;
3. To consider the types of information not readily available through formal resources including oral history and traditional expressions.

Assignment description:
1. Select a native or tribal community. Each student should select a unique setting.
2. For Census go to http://www.census.gov/.
3. Examine the data available through American FactFinder at: http://factfinder.census.gov/home/saff/main.html?_lang=en
4. Browse this page and examine these links:
   A. American Indian and Alaska Native (AIAN) Data and Links http://factfinder.census.gov/home/aian/index.html
   B. See the link to the Tribal Government Website
5. Locate 10 data elements on this native community or tribe through the U.S. Census Website. Sample data elements might include:
   A. Total population
   B. School enrollment in college or graduate school
   C. Language spoken at home
6. Go to eHraf and search for research findings on your selected tribal group.
7. Find one source of narrative information about your selected native/tribal community. You might locate this information, for example, through the tribal government website.
8. Be prepared to discuss your findings in class. You might be asked to demonstrate an online resource such as a tribal website.
9. Submit to me two pieces of paper. The first page is your cover sheet with your name, the title of the course, the date, and the title of this submission (Native or Tribal Setting: Mini Profile). On the second page, list the source of your data elements (e.g., American FactFinder) and your 10 data elements (e.g., Total Population) from the U.S. Census. Add a citation for one sourced from eHraf and your source of narrative information, following a standard citation style. Please do not submit any additional information.

Evaluation:
1. Was an acceptable native or tribal community selected?
2. Were 10 data elements listed (-5 points for omitting each data element)
3. Was a source of narrative information provided (-20 points if not provided)
4. Was eHraf mentioned?
5. Was the source of the narrative information cited? (-20 if not provided)
Mini-Pathfinder

Objectives:
1. To explore resources available on a topic of relevance to indigenous librarianship
2. To acquire experience in developing library resources for in-house use
3. To demonstrate skills in reference, collection management, and library instruction

General description of the pathfinder:
A “pathfinder” is a means by which libraries help their patrons to find information on a particular topic or to find particular kind of information. The total length of your completed project will be from 5 to 6 double-spaced, typed pages.

There are three parts of the assignment.
Part I is a brief (1 page; 250 word) discussion of the pathfinder topic, scope of the pathfinder, and the audience. Mention the criteria you used to select your sources and the subject headings you used in your search.
Part II is an UNANNOTATED bibliography of 15 to 20 sources on your topic.
Part II is the Pathfinder itself. The pathfinder is no more than 2 pages long, capable of being reproduced (without condensed type) on both sides of an 8 1/2” by 11” sheet of paper.
Parts I through II should be word processed. See the course schedule for links to websites with sample pathfinders.

How to Prepare a Pathfinder
STEP 1. Begin by choosing a topic. In general, the best pathfinder topics are those subjects that are broad enough to have 15 to 20 distinct and important sources but small enough to be well covered by this number of sources.
STEP 2. Compile a working bibliography. Consider what types of sources provide the kind and level of information your audience needs. It may be necessary/appropriate to rely on some general sources (e.g., databases such as America: History and Life).
STEP 3. If your topic is too broad, you might narrow it by audience (young adults), by geography, by culture, by medium, or by time period.
STEP 4. Once your bibliography is complete you can begin to make the difficult decisions: which sources will you include and which will you delete from the pathfinder?
STEP 5. Tailor your pathfinder instructions for an imaginary client. Students using the pathfinder to help locate resources on a first term paper will need more instruction than more experienced researchers.
STEP 6. Make final revisions. Review the assignment description and evaluation form.
STEP 7. Check the due date for the final draft of the pathfinder. Bring a paper copy to class.

Checklist:
1. NATURE OF THE TOPIC: what are you talking about? How would you briefly define the Navajo Long March? When did it take place? Who was involved? Here you briefly define the topic, perhaps identify a key individual, discuss the history of the topic, and/or quote someone who knew the topic well. Remember that quotations should be fully cited to an endnote at the end of the introduction (bottom of page 2). Do note devote too much space in the introduction to a discussion of the nature of the topic.
2. **SCOPE:** How much of the topic are you covering?

3. **INFORMATION NEEDS:** What sort of questions does your patron want to have answered about the Pathfinder topic? Do not answer this question in terms of the types of sources available on the topic. That is, do not say, “the patron wants as handbook, a dictionary, and a website.” Instead, indicate that the patron wants, for example, to identify local resource people teach woodland beading.

4. **VARIETY IN SOURCES:** Unless you have an actual client who specifies a preference for particular types of sources, include a wide range of types of courses. Remember that it is usually better to include an index than journal articles. Consider including subject encyclopedias, databases, or general reference sources.

5. The Pathfinder is not a list of sources but includes instructions on how to find the sources and how to find information within the sources.

6. Avoid library jargon in your Pathfinder, unless your patron is a librarian. Examples of words that constitute library jargon include: monograph, key-word search, hits, serial, reference source. Add definitions when appropriate.

7. Provide a helpful closure to your pathfinder. Be sure to add your name and the date you completed your work.
Tribal Information Settings Issues Panel: Presentation

Objectives:
1. To identify issues of current interest and potential impact to indigenous library services
2. To gain experience in preparing and delivering formal presentations
3. To add to team building skills.

Assignment Description:
Develop as a team of 3 to 4 students a panel to acquaint the class with an issue related to indigenous information services. Since panels will present during only one class session, please group yourself into no more than five panels.
Suitable panel topics include:
1. Staffing Indigenous Information Centers (including recruitment into the field);
2. Indigenous Language Revitalization;
3. Funding in Difficult Economic Times
4. Gaming in Libraries
5. Other topic, approved in advance

Each team will present a 30 minute panel presentation to the class. Panel should address:
A. Relevant historical background
B. An overview of key material on the topic
C. An overview of a supporting or pro stance on this issue
D. An overview of a contrary stance on this topic
E. Other relevant information, approved in advance.

While this is a group project, you may find that preparation can be done largely on an individual basis and/or through email. Each student will be evaluated on the following criteria
A. Each student will submit a detailed three to four page syllabus for his or her portion of the program.

This syllabus is in essence your presentation notes and any relevant information you are not able to impart in your allotted time. Please do NOT submit a written narrative/essay of your presentation. Instead, follow an outlining format recommended by your style manual of choice (e.g., APA, Chicago/Turabian, MLA). You should provide at least 150 words of text on each page of your outline.

A typical outline style calls for listing content in levels, with roman numerals (e.g., I, II) demarcating the highest level, followed by capital letters (e.g., A, B), then numbers (e.g., 1, 2), and lower case letters (e.g., a, b). Each line of text in your outline should be no more than one sentence of content.
A bibliography of consulted sources must be attached to your syllabus. The bibliography must follow the recommended style manuals for print and electronic sources. Cite also these style manuals in the bibliography.

Make sure that your team develops a set of PowerPoint slides to support your panel presentation. Lack of a PowerPoint slide presentation will result in a deduction of 50 points (-5%) from the student's grade.

B. Your oral presentation will also be evaluated. See the checklist for lecture delivery

Please stick to the stated time limits. Each student should be responsible for no more than 10 minutes of the presentation. Deductions will be made if presentations run over the time limit or are shorter than expected

Please speak clearly and loudly enough for all to hear.

Creative presentations may earn more credit.

Be prepared to handle questions from your audience. Questions must also be answered within your time limit.

The team should use presentation software (e.g., PowerPoint) or design a web page to use during its presentation.
Popular Culture Association Abstract and Abstract Review

Objectives:
4. To identify research topics for possible future investigation.
5. To gain experience in responding to calls for conference papers/presentations.
6. To add to team building skills.

Assignment Description:
I. Each student will prepare a one page (100 to 250 words) abstract describing a paper that you would like to present at the 2010 Popular Culture Association/American Culture Association national conference. Address your proposal to one of the area chairs. You will find the list online at http://pcaaca.org/. Click on “Subject Areas & Chairs.” Sample area topics include “Adaptation (Film, TV, Lit., & Electronic Gaming),” “Advertising,” “Aging & Senior Culture,” “American Indian Literatures & Cultures,” “Biographies,” “Comedy and Humor,” “Libraries, Archives, Museums, & Popular Research,” “Material Culture,” “Protest Issues and Actions,” “Sea Literature, History, & Culture,” “Sports,” and “Travel and Tourism.”

Your abstract should have some relevance to indigenous library services. Bring a copy with a cover letter for Dr. Roy. Also, make enough paper copies of your proposal to distribute to each student in the class.

Abstracts will be evaluated based on:
1. Indication of Subject Area
2. Creativity
3. Novel approach
4. Relevance to PCA
5. General popular appeal
6. Writing mechanics:
   Clarity
   Choice of words
   Punctuation
   Variety
   Grammar
   Spelling
   Spell out contractions
   Avoid weak connectives (e.g., however)

II. Students will work in review teams to select presentation proposals for the conference. Review teams will report on their process and results. Teams will select the proposals based on the following criteria:
1. Creativity
2. Novel approach
3. Relevance
   1. Timeliness
   2. General popular appeal.

Teams will submit peer and self evaluation form if needed.

Evaluation of teams:
1. Ability to complete task on time
2. Contribution of all team members in decision making
3. Contribution of all team members in reporting out
Grant Abstract and Grant Abstract Review Team

Objectives:

1. To identify potentially fundable projects for an indigenous information setting
2. To gain experience in preparing abstracts for grant proposals
3. To aid in team building skills

General Description: Each student will prepare a one page (100 – 250 word) abstract describing a grant proposal he or she would like to submit as part of an Enhancement Grant application to the U.S. Institute of Museum and Library Services. Each proposal should indicate:

1. Amount of the grant funding request, capped at $150,000
2. An outcome
3. Project requirements
4. One sample evaluation model
5. At least one sample activity

Sample Grant Proposal Abstract

The White Clay Tribal Community Library “Beginning to Read Together” project will provide beginning reading kits and a reading-aloud training workshop for licensed child care providers on the reservation. A secondary audience is the caregivers of these children. The library staff will develop and offer a three-hour Saturday workshop for all ten currently licensed child care providers. Workshop attendees will learn about the importance of individual and family reading, the basics of reading aloud and reading together, and selection of appropriate books and reading activities. Each child care provider attending the workshop will receive a resource kit including a set of five early-reading books, “Beginning to Read Together,” stickers, and brochures to distribute to parents. One outcome of the project will be greater parent involvement in reading activities in the home. Parents and care givers will be asked to record the amount of time spent reading during two sample weeks. The $50,000 in grant money requested for this project will be used for the production and mailing of promotional material and the purchase of books, stickers, and tote bags.

Please bring a copy of your grant proposal abstract with a cover letter for Dr. Roy. Also, make enough paper copies of your proposal to distribute to each student in the class. Students will work in review teams to select two proposals for recommended funding.

Evaluation of abstracts will be based on:

1. Indication of amount of the grant funding request, capped at $150,000
2. Indicated outcome
3. Identification of project requirements
4. One sample evaluation model
5. At least one sample activity
6. Creativity
7. Relevance to Indigenous library services
8. Writing mechanics:
Students will work in review teams to select presentation proposals for the conference. Review teams will report on their process and results. Teams will select the proposals based on the following criteria:

3. Creativity
4. Matching to grant specifications
5. Relevance

Teams will submit peer and self evaluation form if needed.

Evaluation of teams:
1. Ability to complete task on time
2. Contribution of all team members in decision making
3. Contribution of all team members in reporting out