LIS 693b

Special Topics in Librarianship
Seminar on Information Services with and for Indigenous Peoples
Summer 2014

Summer 2014, Session 1: Meets online, 27 May through 3 July 2014

Instructor: Loriene Roy, Ph.D., Visiting Professor, Anishinabe (Enrolled: White Earth Reservation; Member: Minnesota Chippewa Tribe)

Email: loriene@ischool.utexas.edu

Course Description

The course provides an opportunity to jointly explore the development and delivery of information services with and for indigenous communities in areas across the globe. Such services might include the development of specific collections, use of organization models based on indigenous worldview, and support for language revitalization. Students will explore readings on topics ranging from cultural protocols to issues regarding access of traditional knowledge. Students will read, create mini-pathfinders on key issues, and prepare draft papers for submission as possible conference presentations and/or manuscript submissions.

Prerequisite: None.

Student Learning Outcomes Addressed

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

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   1a) Apply LIS theory and principles to diverse information contexts
   1b) Demonstrate understanding of the historical context of information services and systems
   1c) Develop and apply critical thinking skills in preparation for professional practice
   1d) Craft and articulate a professional identity

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2c) Develop, manage, and assess information services for specific users and communities
   2d) Create instructional and outreach programs

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
   3c) Search, retrieve and synthesize information from a variety of systems and sources

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
   5b) Demonstrate understanding of the social and cultural context of information services and systems
   5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

Professional Expectations

All students in this course are expected to become familiar with and adhere to the Professional Expectations linked from http://www.hawaii.edu/lis/students/professional-expectations-notice/
Course Objectives

The course is structured to assist students in achieving the following objectives. Students 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 begin to understand ethical guidelines that impact library services to and with indigenous populations;
- To recognize some of the issues impacting indigenous information services.
- To develop skills in locating, evaluating, and understanding the coverage and limitations of formal information and the differences and strengths of sources informal information, including oral testimony, of selected tribal communities;
- To identify and evaluate 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 recognize the spectrum of public services offered by tribal information settings.
- 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.
- To become aware of the process involved in preparing grants to support indigenous information services through preparation of an abstracts of prospective grant applications.
- To identify at least one topic on indigenous information services for a professional conference presentation;
- To expand the pathfinder to paper for potential submission to a publication and/or conference setting.

Teaching Methods

We will follow an indigenous model of exploration, mirroring Dr. Gregory Cajete’s seven orienting processes of indigenous fulfillment/wellness: being, asking, seeking, making, having, sharing, and celebrating. These processes will be manifest through:

- Observing cultural protocol in introducing ourselves;
- Sharing work as it evolves;
- Providing constructive input;
- 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 Responsibilities: Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date:</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your 100-200 word Self Introduction</td>
<td>May 28</td>
<td>(counts in participation)</td>
</tr>
<tr>
<td>Who is Indigenous? Response Essay</td>
<td>June 2</td>
<td>150</td>
</tr>
<tr>
<td>Your Mini-Pathfinder Topic</td>
<td>June 3</td>
<td>0</td>
</tr>
<tr>
<td>Conference Proposal Abstract</td>
<td>June 6</td>
<td>75</td>
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<tr>
<td>Mini-Pathfinder Draft</td>
<td>June 9</td>
<td>75</td>
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<tr>
<td>Grant Abstract</td>
<td>June 13</td>
<td>75</td>
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<tr>
<td>Commitment Note for your Conference Paper</td>
<td>June 16</td>
<td>0</td>
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<tr>
<td>Full Mini-Pathfinder</td>
<td>June 19</td>
<td>250</td>
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<tr>
<td>Status Report on Conference Paper</td>
<td>June 27</td>
<td>0</td>
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<tr>
<td>Full Conference Paper</td>
<td>July 2</td>
<td>250</td>
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<tr>
<td>Class Participation</td>
<td>Each day</td>
<td>125</td>
</tr>
</tbody>
</table>

Total points possible: 1000

Work is due at or before noon CT (5:00 p.m. Hawai‘i time) on the designated due date. The late penalty is a deduction of 50% of the points for every 24 hour an assignment is late. No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the class meetings.
Calculation of Final Letter Grades:
940-1000+% = A; 900-939% = A-; 891-899% = B+; 840-890% = B; 791-799% = B-;
740-790% = C; 700-739% = C-

I will award partial credit when possible. Totals are not rounded up. For example, a cumulative score of 899.5 points receives a final grade of B+. Grades are submitted online.

Readings

Readings and viewings are noted in the course schedule; other readings may be assigned. Most sources should be available online. You might need to verify urls using google and search skills.

Style Manual

Please follow the Chicago Manual of Style in creating the citations in your class assignments. For guidance see the Chicago Manual of Style website (http://www.chicagomanualofstyle.org/tools_citationguide.html) or the Owl at Purdue University (http://owl.english.purdue.edu/owl/resource/717/01/). See “Citing Sources” on the University of Hawai‘i at Manoa Library website at http://guides.library.manoa.hawaii.edu/content.php?pid=143516&sid=1221447


Technology Requirements

Students are expected to:
• Communicate with Dr. Roy and fellow students in a timely manner using email to loriene@ischool.utexas.edu and posting on Laulima.
• Prepare reports using word processing software on either a Mac or PC platform.
• Use electronic resources including relevant databases and other reference sources.

Notes on Class Participation

Each student's contribution to class discussion is important to provide a positive learning experience for everyone. Since the class is online, I also need you to communicate with me: I want to stay in touch with you, hear from you, and learn with you. Class participation is also counted in calculating your final grade. A good rule of thumb is to make frequent useful contributions, one comment on average for each of the twenty-eight class meeting times, 27 May – 3 July. Note that all graded assignments also require written submissions.

Please post your comments and questions to the course information area on Laulima. I am new to Laulima but will make efforts to use this resource to post announcements and syllabus information. I will also create a distributed email list using my loriene@ischool.utexas.edu email address. This group distributed list will allow me to send emails to you as a group or individual emails. Please copy your comments to this distributed list unless I ask you to do otherwise. I would also like each of you to set up one or more Skype calls with me. These may be individual sessions or a group session. My Skype address is loriene.roy. Remember that we are in different time zones. I am 5 hours ahead of you in Central Time (http://www.timeanddate.com/worldclock/). Therefore, if you contact me at 5 p.m. on Oahu, it will be 10 p.m. for me. Similarly, if I contact you at 10 a.m. CT, it will be 5 a.m. for you!

Course Schedule

Note: Student work is marked with triple asterisks (***)

1/Tuesday, 27 May: Indigenous Librarianship: Preparing/Being

Today: We introduce cultural protocol.

All cultures have ways to do things. There is no one, simple recipe to follow that will bring two people together happily and productively. Think about the traditions you have within your community and family; you, too, have and follow protocol.
Tribal community protocol might follow an etiquette that helps order the public side of interactions. You learn protocol through human intermediaries. You might learn protocol through posted signs. You might learn protocol on tribal websites, providing you with instructions on how to approach the tribal community.

Protocol is not in place to make visitors uncomfortable, but rather it reflects traditions. Following protocol does not mean that you are subservient to tribal requirements. For Native people, the lessons and knowledge exist and we are expressions of it. And that process involves a lifetime of learning as well. This way to acknowledge and interact with the world is what we call indigenous worldview.

A. Let us start by introducing ourselves to each other.

***Send a 100-200 word biography of yourself as if you were introducing yourself to an indigenous community. Post your biography on Laulima by tomorrow, Wednesday, 28 May, 5 p.m. Central Time. Also send a copy to me at loriene@ischool.utexas.edu. Disclose as much as you feel comfortable disclosing.

Here are some sample introductions from some of my graduate students in the iSchool at the University of Texas of Austin. They introduced themselves to librarians and educators at the Northwest Indian School on the Lummi Reservation in Washington state: https://www.ischool.utexas.edu/~vlibrary/about/bios.html

B. ***Read about cultural protocols.


C. ***Looking ahead:

(1) Read over the class assignment descriptions in this syllabus. Pay special note to the deadlines.

2/Wednesday, 28 May: What/Who is Indigenous?: Being/Asking

Today: Consider what we mean when we refer to a group as indigenous as you prepare to write your first assignment, the “Who is Indigenous? Response Essay,” due by Monday, 2 June, 5 p.m. CT (noon in Hawai‘i).

A. ***Read the essay:


B. ***Read the assignment description for “Who is Indigenous? Response Essay,” due by Monday, 2 June, 5 p.m. CT (noon in Hawai‘i).


3/Thursday, 29 May: Gathering Information About Indigenous Peoples

Consider formal and information sources of information about indigenous peoples. You may use these sources, and others in your major class assignments—the “Who is Indigenous? Response Essay,” your mini-pathfinder, and your conference paper.

What would be your top five reference sources on indigenous cultures? What is a reference source?

“. . . reference books are those texts set aside to be consulted for specific information rather than to be read as a whole. In other words, reference books contain content meant to be ‘looked up.’” (p. 9) Typically reference sources include dictionaries, encyclopedias, indexes and bibliographic databases, handbooks, almanacs, yearbooks, atlases and gazetteers, biographical sources, directories, and statistical sources rather than specific book titles, websites, or journal articles.

A. ***Examine the list of subject guides (LibGuides) available to you through the University of Hawai‘i at Manoa Library: http://guides.library.manoa.hawaii.edu/index.php

Subject areas that you might find most relevant for your work include those listed in these subject areas linked under the “Browse by Subject” tab: Hawai‘i, Anthropology, Government Documents, and Ethnic Studies. Pay attention to the data available through the U.S. Department of Commerce Census Bureau. See http://www.census.gov/aians/ for data on American Indians/Alaska Natives and the Native Hawaiian and Other Pacific Islander Population 2010 Census Brief (http://www.census.gov/prod/cen2010/briefs/c2010br-12.pdf).

B. ***Read the assignment description for “Mini-Pathfinder.” Send me your “Mini-Pathfinder” topic by 5 p.m. CT (noon in Hawai‘i) on 3 June. Your draft is due by 5 p.m. CT (noon in Hawai‘i) on Monday, 9 June and your final “Mini-Pathfinder” is due by Thursday, 19 June, 5 p.m. CT (noon in Hawai‘i). See the assignment description for sample topics chosen in the past.

4/Friday, 30 May: What is Indigenous Knowledge?: Asking

***For today: read about indigenous knowledge documents and guiding professional documents. Consider how these documents will help assist you in preparing your assignments.


5/Monday, 2 June: “Who is Indigenous? Response Essay” Due

A. ***Submit your “Who is Indigenous? Response Essay” by 5 p.m. CT (noon in Hawai‘i).

B. ***Review the other assignments. Note that you need to send me the title of your “Mini-Pathfinder” topic tomorrow.

6/Tuesday, 3 June: Professional Associations or Events

A. ***Send me the title of your “Mini-Pathfinder” topic by 5 p.m. CT (noon in Hawai‘i).

B. ***Review the websites for these organizations and/or events. This will assist you in preparing your Conference Proposal Abstract, due on 6 June.
C. ***Read about the beginning of one professional gathering:

***Organizations: Examine the websites for:

*AILA (http://ailanet.org/)
*Te Ropu Whakahau (http://www.trw.org.nz/)
*IFLA, SIG on Indigenous Matters (http://www.ifla.org/indigenous-matters)
*ALA. Council. Committee on Rural, Native, and Tribal Libraries of All Kinds (http://www.alanet.org/groups/committees/ala/ala-ruralcom)
*Association of Tribal Libraries, Archives, and Museums (http://www.atalm.org/)
*Tribal Libraries, Archives, and Museums Project at UW-Madison SLIS (http://www.tlamproject.org/)

***Events: Examine the websites for:

*WIPCE (http://wipce2014.com/about-wipce/)
*International Indigenous Librarians Forum (http://ailanet.org/activities/international-indigenous-librarians-forum/)
*Tribal College Librarians Professional Development Institute (http://www.lib.montana.edu/tcli/)
*NAISA (Native American Indigenous Studies Association) (http://naisa.org/)
*Popular Culture Association American Culture Association (PCAACA) (http://pcaaca.org/national-conference-2/)

7/Wednesday, 4 June: Working With Indigenous Peoples

A. Examine cases illustrating services with and for indigenous peoples. Readings:


8/Thursday, 5 June: Contemplating Your Conference Proposal

Now, review the description for your next assignment, “Conference Proposal Abstract,” due tomorrow. Reread any of the articles cited in the syllabus so far to help you with this assignment. Identify your conference event.
What issues are worth studying and writing about? Here’s more to read!


9/Friday, 6 June: Conference Proposal Abstract Due

A. ***Submit your “Conference Proposal Abstract” by 5 p.m. CT (noon in Hawai’i).

B. ***Review the other assignments. Note that you need to send me your “Mini-Pathfinder” draft on Monday, 9 June.

10/Monday, 9 June: Mini-Pathfinder Due

A. ***Submit your “Mini-Pathfinder” draft by 5 p.m. CT (noon in Hawai’i).

B. ***Review the other assignments. Note that you need to send me your “Grant Abstract” on Friday, 13 June.

11/Tuesday, 10 June: Funding for your Indigenous Information Service/Project

A. ***Read about the IMLS grant opportunities at: http://www.imls.gov/applicants/name.aspx. Note especially these grant programs:
   (1) Laura Bush 21st Century Librarian Program;
   (2) National Leadership Grants for Libraries;
   (3) Native American Library Services: Enhancement Grants;
   (4) Native American/Native Hawaiian Museum Services Program;
   (5) Native Hawaiian Library Services;
   (6) Sparks! Ignition Grants for Libraries;
   (7) Sparks! Ignition Grants for Museums

12/Wednesday, 11 June: Holiday!

13/Thursday, 12 June: Supporting Indigenous Languages

LAM institutions are in critical positions to support indigenous languages. IFLA is in the process of considering the following statement:

   IFLA SIG on Indigenous Matters
   Draft Statement, 20 May 2012
   The Role of Libraries in Supporting Indigenous Language Revitalization

   Indigenous nations’ ways of life are imbedded in their languages. Language is a window into indigenous worlds: for indigenous peoples their languages are an essential aspect of their world view, philosophy, and ways of being or knowing. Languages reflect personal and group identities and, thus, convey a strong sense of one’s place and belonging. To many peoples, indigenous languages are tied to their origins and spirituality. The pasts and the futures of indigenous communities are awakened and sustained through their living and slumbering languages. Language is part of the cycle of knowledge and information that is passed down from one generation to the next. Language is so essential that indigenous peoples equate retention of their languages with a means to continue their existence.

   Libraries can support indigenous communities through collaborations that aim to revitalize indigenous languages. Together, indigenous peoples and library staff can create the settings for language use and the creation, collection, preservation, and understanding of indigenous language expressions and learning resources.

   Indigenous communities are the primary beneficiaries of information/knowledge on their cultures that is held in libraries and other information repositories. When libraries have holdings on indigenous content, they need to provide a welcoming
environment for indigenous peoples to access, use, and lend breath to their cultural expressions. Successful collaborations are built on proper protocols to ensure respectful access built on indigenous notions of ownership. This draft statement on the role of libraries in supporting indigenous languages echoes Articles 13, 14, 15, 16, and 31 of the United Nations Declaration on the Rights of Indigenous Peoples. For example, Article 13 states that “Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons” while Article 31 affirms that “They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.”

Dr. Whatarangi Winiata, former Tumuaki (Chief Executive) of the indigenous university, Te Wananga o Raukawa in Otaki, Aotearoa New Zealand, has outlined a five-way test that offers an approach that these efforts might follow. This list has been expanded to include the first stage of initiating communication with an indigenous community. This six step process now includes the following actions, illustrating an approach to working with tribal communities on language revitalization and other efforts.

Contacting the indigenous community;
Receiving the information with the utmost accuracy;
Storing the information with integrity beyond doubt;
Retrieving the information without amendment;
Applying appropriate judgment in the use of the information;
Passing on the information appropriately.

A. ***Consider cases that illustrate how libraries support indigenous languages. Read:

14/Friday, 13 June: Your Grant Abstract

A. ***Submit your “Grant Abstract” by 5 p.m. CT (noon in Hawai‘i).

B. ***Review the other assignments. Note that you need to send me your “Commitment Note for your Conference Paper” by Monday, 16 June.

15/Monday, 16 June: Building Collections

A. ***Submit your “Commitment Note for your Conference Paper” by 5 p.m. CT (noon in Hawai‘i).

B. Are there ways to support indigenous thought in the collections within information settings? ***Read:

   (1) “I” is for Inclusion: The Portrayal of Native Americans in Books for Young People.” Available at: http://ailanet.org/docs/%20IS%20FOR%20INCLUSION-rev%2010-07.pdf


   (3) Debbie Reece’s blog, American Indians in Children’s Literature, at http://americanindiansinchildrensliterature.blogspot.com/


16/Tuesday, 17 June: Organization of Knowledge

A. Are there ways to organize knowledge that reflect indigenous worldview? ***Check these sites out:

17/Wednesday, 18 June: Marketing and Advocacy

A. How might you promote the services that you provide from a LAM setting? ***Read:


18/Thursday, 19 June: Mini-Pathfinders Due

A. ***Submit your “Mini-Pathfinder” by 5 p.m. CT (noon in Hawai‘i).

B. ***Review the other assignments. Note that you need to send me your “Status Report on Conference Paper” by June 27.

19/Friday, 20 June: Technology and Indigenous Culture

A. Can technology be used to support indigenous cultures and world view? ***Read:


20/Monday, 23 June: Indigenous Knowledge Center Settings.

A. These sites are a good start as you seek information about the nature of an indigenous knowledge center:


(4) Te Wananga o Aotearoa Library. Library Wananga AVI. YouTube video. https://www.youtube.com/watch?v=uzLAmboydDU


21/Tuesday, 24 June: Education/Preparation for Indigenous Information Services

A. ***Read about preparing individuals for careers working indigenous information settings:


22/Wednesday, 25 June: Indigenous Information Center Architecture

A. ***Browse the websites of indigenous information centers and/or visit one! Consider the architectural details, as noted below. Enjoy! Sample sites that might interest you include:

(1) California Indian Museum and Cultural Center (http://www.cimcc.org/)
(2) Cherokee Central School (http://cherokeecentral.sharpschool.com/)
(3) Forest County Potawatomi Cultural Center, Library and Museum (http://www.fcpotawatomi.com/culture-and-history/)
(4) Nuyumbalees Cultural Centre (http://www.museumatcapemudge.com/%23!page2/cjg9)
(5) Southern Ute Cultural Center and Museum (http://www.succm.org/)
(6) Te Pataka Maramatanga – Te Wananga o Aotearoa (http://www.twoa.ac.nz/Tauira-Students/Te-Pataka-Maramatanga-Library.aspx)
(7) The Museum at Warm Springs (http://www.museumatwarmsprings.org)
(8) The National Museum of the American Indian (nmai.si.edu)

23/Thursday, 26 June: Research Centers and Notable Collections

A. ***Browse the websites for special collections. Sample sites that might interest you include:

A. ***Read:

24/Friday, 27 June: Status Reports on Your Conference Papers Due
A. ***Submit the “Status Report of Your Conference Paper” by 5 p.m. CT (noon in Hawai‘i).

25/Monday, 30 June: Key Issues: Access
Issues impacting indigenous information services include copyright, privacy, and access, all intertwined.

A. ***Start your reading on these exciting and challenging topics. See these readings and those cited for tomorrow’s class, 1 July.


26/Tuesday, 1 July: Key Issues: Traditional Cultural Expressions
A. ***Read:


27/Wednesday, 2 July: Conference Papers Due
A. ***Submit your “Conference Paper” by 5 p.m. CT (noon in Hawai‘i).

28/Thursday, 3 July: The Future for Indigenous Information Services
What can you do to contribute to the future of indigenous information services? ***Read the IFLA SIG’s “Outreach Plan” and see how you can contribute.


Assignment Descriptions
A. Who is Indigenous? Response Essay, due June 2

In this assignment you are asked to write a three to four page (750-1000 word) response to the “Who is Indigenous?” essay.

2. Consider the sources cited in the document as well as others.
3. You can prepare your written response in personal voice (“I”) and include your opinion.
4. Provide support for your opinions. That is, cite other voices in addition to your own.
5. Consider mechanics to increase your essay’s readability.
6. Check the evaluation metrics, below.

Who is Indigenous Response Essay Metrics

<table>
<thead>
<tr>
<th>EVALUATION OF ESSAY CONTENT:</th>
<th>HIGH</th>
<th>MIDDLE</th>
<th>LOW</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>1. Does the student reflect on: his/her own opinions?</td>
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<td>2. Does the student support his/her opinions with those of others?</td>
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<td>3. Does the student provide specific examples, as needed, such as identification of specific tribal communities?</td>
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<td>4. Does the student incorporate brief quotations/specific examples as needed?</td>
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<td>5. Does the student supply at least three pages (750 words) or original text?</td>
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<td>Note: the remaining words may be attributed direct quotations.</td>
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<td>6. Is an adequate introduction provided? (Deduct: 10 points if not provided)</td>
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<td>7. Is an adequate summary/closure provided? (Deduct: 10 points if not provided)</td>
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<tr>
<th>MECHANICS AND WRITING STYLE</th>
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<tbody>
<tr>
<td>1. Is the narrative of sufficient length: 3-4 pages (750-1000 words). Deduct -1.0 point for each 25 words under 1000 +/-25 or above 1250+/125.</td>
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<tr>
<td>2. Does the student avoid run-on sentences, such as those using semi-colons to connect two or more concepts? (Deduct: -1.0 for each run-on sentence.)</td>
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<td>3. Is there a cover sheet attached to the paper? (Deduct 10 points if missing)</td>
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<td>4. Is the cover sheet unnumbered? (-1.0)</td>
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<td>5. Are abbreviations and acronyms explained when needed?</td>
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<td>6. Spelling</td>
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<td>7. Punctuation</td>
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<td>8. Grammar</td>
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<td>9. Word choice</td>
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<td>10. Word usage</td>
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<td>11. Clarity</td>
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<td>12. Organization</td>
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<td>13. Does one idea logically follow another?</td>
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<td>14. Sentence variety</td>
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<td>15. Are contractions spelled out?</td>
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<td>16. Does the student avoid “etc.”? (Deduct: -1.0 point for each occurrence)</td>
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<td>17. Does the student avoid weak connectives like “however”? (Deduct: -1.0 for each occurrence)</td>
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<td>18. Cliches (not desirable)</td>
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<td>19. Length</td>
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<td>20. Neatness</td>
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<tr>
<td>21. Are pages numbered?</td>
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<td>22. Are section headings used?</td>
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<tr>
<td>23. Does the student avoid using “which” when “that” is more appropriate?</td>
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<tr>
<td>24. Is the text left justified only?</td>
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<tr>
<td>25. Are references provided for sources cited in a bibliography at the end of the narrative?</td>
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</table>

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26. Does the student cite the Chicago Manual of Style? ..................................................       
27. Are citations full and consistent? .............................................................................       
28. Does the student avoid over relying on other writing without attribution? -5.0 points for each sentence (5 or more words) unattributed .............................................

B. Your Mini-Pathfinder Topic, due June 3

Send me the topic of your mini-pathfinder in an email. Your email will just include your name and the topic (e.g., Jane Smith, Mini-Pathfinder Topic: Louise Erdrich).

To see some sample pathfinders, you might check the following source. NOTE: you will prepare unannotated bibliographies. The Oksale Virtual Library project developed in Spring 2001 for Northwest Indian College in Lummi, Washington; look under the “Education Resources.” http://www.ischool.utexas.edu/~vlibrary. Check the full description of the Mini-Pathfinder assignment, below, for some pathfinder topics chosen by students in the past.

C. Conference Proposal Abstract, due June 6

Objectives:
1. To identify research topics for possible future investigation.
2. To gain experience in responding to calls for conference papers/presentations.

Assignment Description:
1. Each student will prepare a one page (100 to 250 word) abstract describing a paper that you would like to present at a conference.
    Your abstract should have some relevance to indigenous library services. Add a cover letter to your abstract. Your cover letter should be a full page with your name, the date, and the title of the assignment (Conference Proposal Abstract).

Evaluation of Abstracts, Content:
1. Identification of conference (e.g., ALA, PCAACA, LIANZA, Association of Tribal Libraries, Archives, and Museums)
2. Identification of type of conference presentation (e.g., poster session or panel)
3. Creativity; Novel idea/approach
4. Timeliness
5. General popular appeal

Evaluation of Abstracts, Writing mechanics:
1. Clarity
2. Choice of words
3. Punctuation
4. Variety
5. Grammar
6. Spelling
7. Spell out contractions
8. Avoid weak connectives (e.g., however)
9. Adherence to word length limits
10. Avoiding use of ‘which’ for ‘that.’
11. Avoiding use of ‘etc.’

D. Mini-Pathfinder Draft, due June 9

Send me a draft of your mini-pathfinder. A good draft includes a complete introduction, at least two citations in your bibliography (your style manual and at least one other source), and an idea of how you might arrange your sources in your pathfinder. Any draft is a good draft! Read the full description of the mini-pathfinder, below.
**E. Grant Abstract, due June 13**

Objectives:

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

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 a Grant application to the U.S. Institute of Museum and Library Services. See the potential funding programs listed in the class schedule, Tuesday, 10 June. Each proposal should indicate:

1. Amount of the grant funding request, capped at the funding limit. This limit varies by type of grant.
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 caregivers 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.

Evaluation of abstracts will be based on:

Content:
1. Indication of amount of the grant funding request, capped at the funding limit.
2. Match of idea to grant specifics
3. Indicated outcome
4. Identification of project requirements
5. One sample evaluation model
6. At least one sample activity
7. Creativity
8. Relevance to Indigenous library services

Writing mechanics:
1. Clarity
2. Choice of words
3. Punctuation
4. Variety
5. Grammar
6. Spelling
7. Spell out contractions
8. Avoid weak connectives (e.g., however)
9. Adherence to word length limits
10. Avoiding use of ‘which’ for ‘that.’
11. Avoiding use of ‘etc.’
F. Commitment Note for your Conference Paper, due June 16

Send me a message confirming that you will writing your paper on the topic of your abstract and identifying the conference where you would like to present it. Your email will just include your name, the words “Conference Paper,” the title of your Conference Paper, and the name of the conference where you will present it.

G. Full Mini-Pathfinder, due June 19

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. Pathfinder topics completed in the past covered the following topics:

- Repatriation in the United States
- Native Radio
- Resources for Two Spirit Youth and Their Advocates
- Navajo Language Resources for Librarians
- Enthobotany
- Ruling Hawaiian Monarchs, 1795-1893
- American Indian Sovereignty
- The Native American Graves Protection and Repatriation Act
- Understanding Treaties
- Tribal Colleges
- American Indian Sacred Sites
- Indian Boarding Schools
- Anishinabe Women
- Introduction to American Indian Women’s Studies
- Robert Sullivan, Maori writer
- Pima Indians and Diabetes
- Indigenous Archives for Beginners
- Sherman Alexie
- Indian Casinos
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 not 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 a 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.

Mini-Pathfinder Evaluation Sheet

5=excellent; 4=very good; 3=good; 2=weak; 1=poor; 0=no credit

<table>
<thead>
<tr>
<th></th>
<th>HIGH</th>
<th>MIDDLE</th>
<th>LOW</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>A. Is the topic narrow enough to be well covered in 15-20 sources?</td>
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<tr>
<td>B. Is a statement of the nature of the topic included? (1 paragraph)</td>
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<tr>
<td>PART I: SCORING</td>
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<tr>
<td>A. Is the style manual cited?</td>
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</tr>
<tr>
<td>B. Are style manuals indicated and correctly and completely cited?</td>
<td>4</td>
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<tr>
<td>C. Is an adequate number of sources included? (15 to 20)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>D. Are selections reasonable (see scope, audience, &amp; type of library)?</td>
<td>2</td>
<td></td>
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<tr>
<td>E. Do the selections represent an appropriate variety of types of sources?</td>
<td>1</td>
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<tr>
<td>F. Do the selections focus on major reference sources rather than just a listing of monographs and journal articles?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PART II: BIBLIOGRAPHY</th>
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</thead>
<tbody>
<tr>
<td>A. Is the style manual cited?</td>
</tr>
<tr>
<td>B. Are style manuals indicated and correctly and completely cited?</td>
</tr>
<tr>
<td>C. Is an adequate number of sources included? (15 to 20)</td>
</tr>
<tr>
<td>D. Are selections reasonable (see scope, audience, &amp; type of library)?</td>
</tr>
<tr>
<td>E. Do the selections represent an appropriate variety of types of sources?</td>
</tr>
<tr>
<td>F. Do the selections focus on major reference sources rather than just a listing of monographs and journal articles?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART III: PATHFINDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Is there a 'scope note' or other definition of the subject for the patron? (may not be needed if the title of the pathfinder is descriptive)</td>
</tr>
<tr>
<td>B. Is the purpose of the pathfinder clear?</td>
</tr>
<tr>
<td>C. Have appropriate selections been made from the bibliography?</td>
</tr>
<tr>
<td>D. Are all the sources included in the bibliography? (NOTE: all sources in the bibliography need not appear in the pathfinder.)</td>
</tr>
<tr>
<td>E. Are sources arranged in a meaningful way so the user understands the concepts behind finding material on the topic?</td>
</tr>
<tr>
<td>F. Are transitions used that lead the patron through the pathfinder?</td>
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<tr>
<td>G. Is the text library jargon-free?</td>
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</tbody>
</table>

Scoring:

<table>
<thead>
<tr>
<th>Part I:</th>
<th>Part II:</th>
<th>Part III:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ X 5</td>
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<td>_____ X 0</td>
<td>_____ X 0</td>
<td>_____ X 0</td>
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</tbody>
</table>

Subtotal: _____/14  Subtotal: _____/18  Subtotal: _____/17

Part I (_____ x 15) + Part II (_____ x 15) + Part III (_____ x 15) = Total: _____ / 3 = _____%  

% X 30 points = _____  Any deductions? = _____

G. Are the criteria used in selecting sources listed? (Why include some types of sources and not others.)  

H. Is it clear how sources were selected: Is a chronology of steps taken in locating sources provided?  

I. Are the subject headings used in the search for sources listed?  

J. Does the intro. stay to 1 page? (double spaced; 250 words/page)  

K. Does the student avoid using right justification?  

L. Writing style: clarity; choice of words; punctuation; variety; word usage; grammar; spelling; spell out contractions; avoid weak connectives like however  

M. Are statements supported by documentation, when needed?  

N. Do citations appear at the bottom of the introduction?  

PART II: UNANNOTATED BIBLIOGRAPHY  

PART III: PATHFINDER  

17
H. Is there sufficient white-space to make the text easy to read? ............................  
I. Originality .................................................................  
J. If call numbers are given, are they correct? ............................................................  
K. Does the pathfinder “save the time of the client”? .............................................  
L. Does the pathfinder serve as a library instruction device? ...................................  
M. Is this section within 2 pages? (Can be single spaced) .......................................  
N. Is there an appropriate closure to the pathfinder? ...............................................  
O. Is the pathfinder well written (sentence clarity, variety, word usage, grammar,  
punctuation, spelling)? ..............................................................................................  
P. Does the student’s name also appear on the pathfinder? .......................................  
Q. Is the pathfinder dated? ..........................................................................................  

OTHER COMMENTS THAT MAY BE CONSIDERED IN THE CALCULATION OF  
YOUR GRADE:  

NOTE: five points will be deducted OFF THE TOP from each sentence that is drawn too closely from a source. Five bonus points can  
be earned if the student prepared the pathfinder for an actual patron or library.  

BONUS POINT FOR CLIENT: ________________________________________________  
ANY DEDUCTIONS: ________________________________________________________  

IS THE PATHFINDER TOPIC AppROPRIATE? IF NOT, DEDUCT 1-40 POINTS.  

Does the student select resources that would be available to the client? If not, deduct 1 point for each source.  

H. Status Report on Conference Paper, due June 27  

Send me a short report on the progress you have been making on your conference paper in an email.  

I. Full Conference Paper, due July 2  

Conference Paper:  

Your conference paper should be an original contribution that is worthy of presenting at a conference with a strong likelihood of  
serving as a first strong draft of a publishable quality manuscript.  

Your final paper should be 8 to 10 (2000-2500 words long). It should be a well written narrative on an original topic. See the  
standard evaluation metrics. Add a cover letter with the title of your paper and the conference where you hope to present it.  

Conference paper evaluation:  

<table>
<thead>
<tr>
<th>EVALUATION OF ESSAY CONTENT:</th>
<th>HIGH</th>
<th>MIDDLE</th>
<th>LOW</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student address a relevant topic?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Does the student provide needed background?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Does the student provide specific examples, as needed, such as identification of specific tribal communities?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Does the student incorporate brief quotations/specific examples as needed?</td>
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<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Does the student supply at least seven pages (1750 words) or original text?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: the remaining words may be attributed direct quotations.  

6. Is an adequate introduction provided? (Deduct: 10 points if not provided) ..........  
7. Is an adequate summary /closure provided? (Deduct: 10 points if not provided) ....  

MECHANICS AND WRITING STYLE  

1. Is the narrative of sufficient length: 8-10 pages (2000-2500 words). Deduct -1.0 point for each 25 words under 1000 +/-25 or above 1250 +/-125. ..................................................  


18
2. Does the student avoid run-on sentences, such as those using semi-colons to connect two or more concepts? (Deduct: -1.0 for each run-on sentence.) ....................................................

3. Is there a cover sheet attached to the paper? (Deduct 10 points if missing) ..........................................................

4. Is the cover sheet unnumbered? (-1.0) ..................................................................................................................

5. Are abbreviations and acronyms explained when needed? ....................................................................................

6. Spelling ..................................................................................................................................................................

7. Punctuation ...........................................................................................................................................................

8. Grammar .................................................................................................................................................................

9. Word choice ...........................................................................................................................................................

10. Word usage ...........................................................................................................................................................

11. Clarity ......................................................................................................................................................................

12. Organization ..........................................................................................................................................................

13. Does one idea logically follow another? ............................................................................................................

14. Sentence variety ........................................................................................................................................................

15. Are contractions spelled out? ................................................................................................................................

16. Does the student avoid “etc.”? (Deduct: -1.0 point for each occurrence) .........................................................

17. Does the student avoid weak connectives like “however”? (Deduct: -1.0 for each occurrence) ......................

18. Cliches (not desirable) ..........................................................................................................................................

19. Length ....................................................................................................................................................................

20. Neatness ................................................................................................................................................................

21. Are pages numbered? ..........................................................................................................................................

22. Are section headings used? ....................................................................................................................................

23. Does the student avoid using “which” when “that” is more appropriate? ............................................................

24. Is the text left justified only? ..................................................................................................................................

25. Are references provided for sources cited in a bibliography at the end of the narrative? ..........................

26. Does the student cite the Chicago Manual of Style? ...........................................................................................

27. Are citations full and consistent? ..........................................................................................................................

28. Does the student avoid over relying on other writing without attribution? -5.0 points for each sentence (5 or more words) unattributed. .................................................................

J. Class Participation, due Each day

Your 100-200 word Self Introduction, due May 28, counts as participation.

Each student’s contribution to class discussion is important to provide a positive learning experience for everyone. Since the class is online, I also need you to communicate with me: I want to stay in touch with you, hear from you, and learn with you. Class participation is also counted in calculating your final grade. A good rule of thumb is to make frequent useful contributions, one comment on average for each of the twenty-eight class meeting times, 27 May–3 July. Note that all graded assignments also require written submissions.

Please post your comments and questions to the course information area on Laulima. I am new to Laulima but will make efforts to use this resource to post announcements and syllabus information. I will also create a distributed email list using my loriene@ischool.utexas.edu email address. This group distributed list will allow me to send emails to you as a group or individual emails. Please copy your comments to this distributed list unless I ask you to do otherwise. I would also like each of you to set up one or more Skype calls with me. These may be individual sessions or a group session. My Skype address is loriene.roy. Remember that we are in different time zones. I am 5 hours ahead of you in Central Time (http://www.timeanddate.com/worldclock/).

Therefore, if you contact me at 5 p.m. on Oahu, it will be 10 p.m. for me. Similarly, if I contact you at 10 a.m. CT, it will be 5 a.m. for you!