

Course Outline/Syllabus

LIBR 1295: Indigenous Communities and Libraries

Course Format: Online
Credits: 3

Transfer Credit: For information, visit bctransferguide.ca

Course content released 9am Mondays

Optional zoom session dates are:

- Friday, September 15, 12-12:45pm
- Friday, October 06, 12-12:45pm
- Friday, November 03, 12-12:45pm
- Friday, December 01, 12-12:45pm (*note: your instructors will be away for a conference, and zooming from a different location*)

Zoom: Topic: Langara Fall 2023 LIBT 1295

<https://sfu.zoom.us/j/82362788222?pwd=T2k4VktEVytoemtWMFp1NDVxbHI5Zz09>

Meeting ID: 823 6278 8222

Password: 451998

Instructors Names and Contact Information

Ashley Edwards, aedwards@langara.ca

Rachel Chong, rachelchong@langara.ca

Office Hours

To be arranged with an instructor. Please email both of us with questions and requests.

Course Description

This course will introduce learners to Indigenous initiatives within libraries. Starting with developing a foundation based on Indigenous terminology and key documents, learners will engage with collection development, cataloguing and classification, instruction, public service, programming, and archives and museums through an Indigenous lens. These topics will be supported by resources, textual and audio-visual, with an emphasis on Indigenous voices.

Community Guidelines

As participants in this course we agree to:

Listen actively

- Respect others when they are talking.
- Engage from a place of compassion, keeping an open heart.

Be curious

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- Keep an open mind.
- Ask clarifying questions to make sure we understand other points of view.
- Move conversation forward as opposed to shutting it down.
- Seek first to understand, then to be understood.

Prepare to be “unsettled” and pushed out of our comfort zones.

- Keep an open mind.
- Recognize we come from diverse backgrounds and are at different points of our learning journey.
- Expect and accept discomfort and joy as part of the learning process.
- Value opportunities to be “unsettled” by ideas and thoughts.

Practice respect

- Share our experiences and opinions with “I” statements, avoid generalizing with “we” or “they” comments.
- Do not generalize beyond yourself. Do not speak for others.
- Respect people’s emotional space, opinions, and cultures.

If at any time you feel you cannot participate according to these guidelines, please contact an instructor for support.

We will understand participation to mean consent to these guidelines.

Required texts

- Elements of Indigenous Style by Gregory Younging (Cree) - available in the Library on [reserve](#) or as an [e-book](#) (single user access)
- [Indigenous Information Literacy](#) by Rachel Chong (Métis)

Other resources will be accessible in Brightspace.

Assignments

All due dates will be Sundays by 11:59pm

All assignments and journal entries must be completed and submitted in order to successfully complete the course.

You must submit the assignments and journal entries by the due date, **unless previous arrangements are made with the instructor.**

All assignments and journal entries must be submitted on the due date, unless previous arrangements are made with the instructor, or **marks will be deducted.**

If you need accommodation for an assignment due date, please reach out to the instructors 2 - 3 days in advance in minimum.

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Assignments should be submitted with the following file name:

Last name First initial_Assignment

Example: EdwardsA_ReflectionJournal1

Assignment dates and descriptions

Rubrics available in Brightspace

Assessment	Weighting	Due Date
Introduction	5%	September 10
Reflection Journal	5% x 7 = 35%	Due biweekly; Sept. 17, Oct. 01, Oct. 15, Oct. 29, Nov. 12, Nov. 26, Dec. 10
Book Review (Collection development)	20%	October 08
Reference Question (Reference)	20%	November 05
Display (Public service)	20%	December 03

Introduction post - 5%

Please introduce yourself answering the following:

- Territory acknowledgement
- Why you're taking this course
- Where are you in the program?
- What type of library are you most interested in?
- What topics are you most excited or interested about for this course?
- Anything else you feel comfortable sharing

Reflection Journal Entries - 7x 5% each, total of 35%

Throughout the course we encourage a practice of reflexivity. In [Restorying Colonialism](#), Skw̓wú7mesh decolonial facilitator and strategist Ta7taliya Nahanee defines active reflexivity as the "process of continual active reflection, that moves beyond comfort, to activate new ways of knowing and doing based on new information." There is a connection between this and what Shawn Wilson (Opaskwayak Cree) writes about in his 2008 book, [Research is Ceremony](#). He says that a researcher (learner) is in relationship with their research, that it changes them. Margaret Kovach (Nêhiyaw and Saulteaux) writes about her journaling practice as a graduate student, which allowed her to make connections between courses, resources, and her experiences in her 2009 book, [Indigenous Methodologies](#).

This assignment is a reflection journal based on your engagement with course resources (lectures, readings, discussion group posts, guest speakers, etc.). How this looks is totally

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up to you: paper and pen, document on your computer, audio recordings, creating art. There are so many options. I also came across [this writing guide](#) that provides multiple reflective writing frameworks, if you want to do a bit of a deeper dive into learning about the practice and different ways to engage in it.

There will be seven (7) Reflection Journal entries assigned worth 5% each for a total of 35% towards your final grade.

Each entry asks you to reflect generally on the topic and content, but some questions will be provided for consideration if you need or want them.

Maximum of 500 words, 5 minutes (approx.) audio, or if expressed through art please provide a 150 word description.

Please use [APA citations](#), and [Indigenous citation protocol](#) (including Elements of Indigenous Style) when applicable.

Book Review - 20%

Book reviews are an important tool for collection development. You might even use them when choosing your next book by reading about it on sites such as GoodReads. Content creators on social media platforms (e.g., Instagram, TikTok) also post quick reviews.

Choose a book that's of interest to you, it could be fiction of any genre, poetry, a play, or a work of non-fiction. Read it closely, paying attention to the information on these criteria:

- Authority
 - Depending on the book chosen, who is the author, translator, illustrator, editor?
 - For Indigenous creators, do they state their community or Nation?
 - Have they published other books?
 - Who is the publisher?
- Scope
 - What is the book about? Provide a brief summary. This isn't a book report.
 - What genre of book is it?
- Currency
 - Is this book an update of a previous edition? Does it state what is different between the different versions? Is this information liable to become dated with time?
- Relevant
 - What type of library could this book be found in?
- Audience
 - Who would be interested in this book?
 - General public? Scholars of a specific field?
 - Age range for children's and YA

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Assignment details

- Maximum of 500 words, 2 minutes (approx.) audio
- APA citation needed

Display Assignment - 20%

For this assignment you are asked to select material to put on display. Consider how the display items fit into a holistic and inclusive framework regarding Indigenous representation.

Please follow the steps outlined below.

1. Select a display topic:
 - a. National Indigenous People's Month / Indigenous History Month
 - b. National Truth and Reconciliation Day
 - c. Women's History Month
 - d. Pride / LGTBQQA2S+
 - e. Wellness
 - f. Poetry
 - g. Horror
 - h. Science Fiction and Fantasy
 - i. Idea of your choice - please confirm with us
2. Select a library
 - a. Public Library (adult)
 - b. Public Library (childrens' or teen)
 - c. School Library (K - 5, 6 - 8, or 9 - 12)
 - d. Academic Library
 - e. Special Library (state which special library you've chosen)
3. Select 10 items to put on display and write a brief description on why you've included each title. Include information on:
 - a. How this book relates to the display topic
 - b. Which Nation/s the author/s are from
 - c. How this book contributes to the holistic diversity of the 10 books (gender, sexuality, abilities, age etc. of author)
 - d. Be mindful not to have all display items on trauma-focused topics. If including trauma-focused material, discuss healing strategies (help-lines, counseling resources, etc.)
 - e. Maximum of 200 words, per book.

Please use [APA citations](#), and [Indigenous citation protocol](#) (including Elements of Indigenous Style) when applicable.

Reference Question - 20%

For this assignment, please **choose one of the questions** and document your strategy for answering drawing on content from the bundles.

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This assignment isn't about you answering the question, but about your approach and clarifying questions to a fictitious patron.

Academic

- I'm doing a project for my Indigenous Studies class on powwows and need some journal articles.
- I'm researching impacts of First Nations language revitalization efforts.

Public

- I recently read *The right to be cold* and want to read another book about Eskimos.
- I'm looking for a children's book with Indigenous characters, for my 6 year old.

School

- I'm writing a paper for Social Studies, and need books on the Red River rebellion of the Métis.
- I need to read a book about the west being settled. Someone said to read the *Little House* book, do you have it?

Municipal Archive

- I'm wondering about the local First Nations band of [city name]. Do you have information?

Schedule at a glance

For more information see Brightspace

Date	Topic	Assignment information
Week 1 September 05-10	Welcome, Indigenous Foundations	Introduction due - 5%
Week 2 September 11-17	Indigenous Foundations	Journal Entry 1 due - 5%
Week 3 September 18-24	Collections: Evaluating and curation	Book review assignment introduced
Week 4 September 25 - October 01	Collections: Identity and Narrative Sovereignty	Journal Entry 2 due - 5%
Week 5 October 02 - 08	Cataloguing: Classification	Book review assignment due - 20%
Week 6 October 09 - 15	Cataloguing: Terminology and subject headings	Journal Entry 3 due - 5%
Week 7	Public Services: Reference,	Reference Question assignment

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October 16 - 22	Readers Advisory	introduced
Week 8 October 23 - 29	Public Services: Research done with an Indigenous lens: IRM, Indigenous data sovereignty, strengths based model	Journal Entry 4 due - 5%
Week 9 October 30 - November 05	Public Services: Access and circulation	Reference Question assignment due - 20%
Week 10 November 06 - 12	Programming: Instruction	Journal Entry 5 due - 5%
Week 11 November 13 - 19	Programming: Events and displays	Display assignment introduced
Week 12 November 20 - 26	Archives and Museums	Journal Entry 6 due - 5%
Week 13 November 27 - December 03	Community cultural and memory centres	Display assignment due - 20%
Exam Period December 04 - 10	Final Journal Due	Journal Entry 7 due - 5%

Grading and Expectations

All assignments and journal entries must be completed and submitted in order to successfully complete the course. You must submit the assignment by the due date, unless previous arrangements are made with the instructor.

The Library Technician Grading Scheme will apply to LIBR 1295, as follows:

- A+ = 96-100%
- A = 91-95%
- A- = 88-90%
- B+ = 84-87%
- B = 80-83%
- B- = 77-79%
- C+ = 71-76%
- C = 65-70%
- C- = 60-64%
- D = 50-59%
- F = Below 50%

College Policies

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As a student at Langara, you are responsible for familiarizing yourself and complying with the following policies:

[E1003 - Student Code of Conduct](#)

[F1004 - Code of Academic Conduct](#)

[E2008 - Academic Standing - Academic Probation and Academic Suspension](#)

[E2006 - Appeal of Final Grade](#)

[F1002 - Concerns about Instruction](#)

[E2011 - Withdrawal from Courses and Deferred Standing](#)

Departmental/Course Policies

All students must achieve a “C” in this course in order to pass the course.

Student Supports

Langara College has a number of supports for students, should you need them:

[Academic Integrity](#)

[Accessibility Services](#)

[Counselling](#) (personal and academic)

[Peer Wellness](#)