UNIVERSITY OF OKLAHOMA COURSE REQUEST

CYCLE: PENDING

TERM EFFECTIVE: SP 08

DEPARTMENT: SCHOOL OF LIBRARY & INFORMATION STUDIES

COLLEGE OF ARTS AND SCIENCES

CHANGE(S) REQUESTED: COURSE ADDITION

COURSE TO BE OFFERED FOR: GRADUATE CREDIT

UNIVERSITY WIDE GENERAL EDUCATION: NO

DEPARTMENT PREFIX: LIS

COURSE NUMBER: 5323

CREDIT HOURS: 03

LONG TITLE: THE NATIVE AMERICAN INFORMATION ENVIRONMENT

SHORT TITLE: NATIVE AMER INF ENV

PREREQUISITE: YES

CROSSLIST DEPT(S):

SLASHLIST:

GRADING SYSTEM: LETTER

CATEGORY OF INSTRUCTION:

COURSE DESCRIPTION:

THE NATIVE AMERICAN INFORMATION ENVIRONMENT

PREREQUISITE: PERMISSION OF INSTRUCTOR

INTERACTION BETWEEN INFORMATION AND CULTURE IN NATIVE AMERICAN SOCIETY, WITH EMPHASIS ON INFORMATION NEEDS, RESOURCES, AND CHALLENGES; RESEARCH COLLECTIONS, PUBLIC LIBRARIES, TRIBAL LIBRARIES AND TRIBAL COLLEGES, DIGITAL TECHNOLOGY, AND THE INTERNET; IN-DEPTH EXPLORATION OF LIBRARY, MUSEUM, ARCHIVAL, AND OTHER INFORMATION SERVICES AND RESOURCES FOR NATIVE AMERICAN PEOPLES. (SU)

REASON FOR REQUEST: NEEDED TO CONFER REGULAR COURSE STATUS ON A COURSE SUCCESSFULLY OFFERED AS A SPECIAL TOPICS COURSE.

DATE SIGNATURE

APPROVALS: CHAIRPERSON/DIRECTOR: 09-28-2007 BESSIE ALLEN

COLLEGE DEAN:

GRADUATE COLLEGE DEAN:

ACADEMIC PROGRAMS COUNCIL:

PROVOST:

O U REGENTS: REPORT FOR INFORMATION ONLY

STATE BOARD OF REGENTS: REPORT FOR INFORMATION ONLY
I. EFFECT OF COURSE ON ORIGINATING DEPARTMENT
   A. THIS COURSE IS PRIMARILY:
      A GENERAL ELECTIVE FOR: 1601M
   B. APPROPRIATENESS OF SUGGESTED NUMBER:
      COURSE NUMBER FITS SCHOOL'S NUMBERING SCHEME
   C. RELATIONSHIP TO OTHER COURSES IN DEPARTMENT:
      GENERAL ELECTIVE COURSE
   D. ANTICIPATED SEMESTER ENROLLMENT: 0025  FREQUENCY OF OFFERING: SUMMER
   E. IS THIS CHANGE RELATED TO OTHER CHANGES IN THE OFFERINGS OF THE DEPARTMENT?
      NO

II. EFFECT OF COURSE ON OTHER DEPARTMENTS
   A. HOW IS THIS CHANGE RELATED TO OTHER OFFERINGS IN OTHER DEPARTMENTS?
      PROVIDES INFORMATION SERVICES TO MULTICULTURAL, MULTIENTHIC, MULTILINGUAL, AND GLOBAL SOCIETY. ALIGNED WITH THE SCHOOL'S VISION, MISSION, GOALS, AND OBJECTIVES. NO DUPLICATION.

III. EFFECT OF COURSE ON THE UNIVERSITY
   A. HOW WILL THE COURSE BE STAFFED?
      CURRENT FACULTY
   B. WHAT ADDITIONAL LIBRARY, LABORATORY, OR OTHER EXPENSES WILL BE NECESSARY?
      NONE

IV. COURSE INVENTORY
   A. AREA OF SPECIALIZATION:  CIP CODE: 250101  HEGIS CODE: 1601
   B. NUMBER OF CONTACT HOURS: 000-048
   C. NUMBER OF TIMES A COURSE CAN BE REPEATED: NONE
   D. MODE OF INSTRUCTION: LECTURE OR LECTURE WITH DISCUSSION/OTHER ACTIVITIES
   E. REASON FOR VARIABLE CONTENT:
   F. LIBERAL ARTS AND SCIENCE: NO
COURSE DESCRIPTION

Interaction between information and culture in Native American society, with emphasis on information needs, resources, and challenges; research collections, public libraries, tribal libraries and tribal colleges, digital technology, and the Internet; in-depth exploration of library, museum, archival, and other information services and resources for Native American peoples.

PREREQUISITES

None

INTERPRETATION OF COURSE DESCRIPTION

Information and culture are inextricably linked. Just as understanding a culture reveals much about the information needs and uses of a people, understanding information needs, resources, and challenges helps define and describe cultures. The information needs and resources of Native Americans are as complex and diverse as are Native American peoples themselves. Cultural traditions spanning thousands of years and linking many different people, both native and western, have in recent years been influenced by the rise of Native American Studies as a discipline, improvements in research collections, changing roles of public libraries, development of tribal libraries and tribal colleges, and the expanding role of digital technology and the Internet. This course combines a foundation in anthropology and history with an in-depth exploration of library, museum, archival, and other information services and resources for Native American peoples.

OBJECTIVES

Learning outcome objectives

Upon successful completion of this course, a student will be able to

- Assess and analyze the information needs of selected native American groups.
- Identify the various internal and external cultural and societal influences affecting access to information for such groups.
- Determine how information is communicated and used by Native American people and how librarians, archivists, and information specialists empower indigenous peoples through access to information.
- Assess research collections, public libraries, and other information resources in the context of meeting the information needs of Native Americans and individuals interested in learning about Native America.
- Contextualize the course experience into models of professional service in a multicultural, multiethnic, multilingual society.

LEARNING EXPERIENCES

This course will combine elements of lecture, observation, interviewing, and discussion. There will be a substantial field component in which students will interact with librarians, archivists, and information specialists at selected public libraries, tribal libraries, research libraries, archives, special collections, and information centers.

REQUIREMENTS AND EVALUATION

Assignments

1. Observation Diary/Field Notes

   Each student will maintain a detailed observation diary and structured field notes reflective of the course experience. The observation diary and field notes will account for fifteen percent of the grade for the course.

2. Information Audit

   The observation diary and field notes will form the basis for a detailed information audit in which information needs of specific groups are related to cultural traditions, societal influences, and information resources. The projected length of the information audit is fifteen-to-twenty-five pages. The information audit will account for twenty-five percent of the grade for the course.

3. Issues Paper

   Each student will complete a research paper focusing on an issue related to the Native American information environment. An issue is a question, controversy, or problem that is amenable to description, definition, and discussion but not solution. Issues are real-life phenomena, not academic concerns. The projected length for the issues paper is fifteen-to-twenty-five pages. The issues paper will account for thirty percent of the grade for the course.
4. **Bibliography**

The issues paper will be accompanied by an annotated bibliography of sources related to the issue of interest. Each student will be responsible for sharing the bibliography with other students in the course. The bibliography will account for fifteen percent of the grade for the course.

5. **Participation**

Participation in course discussions is an essential component of the graduate learning experience. Substantive contributions include questions, answers, comments, viewpoints, explanations, elaborations, and other contributions directly related to the content of the course. Questions or comments about assignments, due dates, readings, class meetings, and other structural contributions are important and welcome additions to the discussion but are not considered substantive for purposes or class participation points. Participation will account for fifteen percent of the grade for the course.

There will be no exams or quizzes.

**Evaluation points summary**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Diary/Field Notes</td>
<td>15</td>
</tr>
<tr>
<td>Information Audit</td>
<td>25</td>
</tr>
<tr>
<td>Issues Paper</td>
<td>30</td>
</tr>
<tr>
<td>Bibliography</td>
<td>15</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Style**

The required style manual is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. Rev. by John Grossman and Alice Bennett (Chicago: University of Chicago Press, 1996). Papers must be double-spaced with the first line of each paragraph indented. A standard 12-point font must be used. Margins must be one inch on all sides. Pages must be numbered consecutively. Each paper must have a title indicative of the research problem and the name of the assignment. Resources used in preparing the paper must be appropriately accurately, and completely attributed. The student's name must appear at the top right of the first page of each assignment.
The Master of Library and Information Studies degree program consists of a structure and curriculum for preparing students to enter professional careers in library, information, and knowledge environments. Library, information, and knowledge professionals must be capable of writing in a competent and professional manner. Assignments that do not adequately conform to the principles of style stated in the course syllabus will be returned for correction and will be graded in accordance with the policy on late assignments.

Due dates and submission of assignments

Assignments are due no later than 5:00 pm on the stated due date.

Late assignments

Assignments will be accepted later than the due date only by prior arrangement with the instructor or in the case of a documented illness or emergency. Assignments submitted later than the due date for reasons other than documented illness or emergency will be subject to an automatic reduction of ten percent of the grade for the assignment.

Technological Literacy

Students enrolled in LIS 5323 are expected to be familiar with fundamental computer operations and basic productivity software and to have reliable access to necessary hardware, software, and connectivity.

Student evaluation of course and instruction

At the end of the term, each student will be asked to complete an evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction. The instructor will not see course evaluations until after grades have been turned in to the Registrar’s office. This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and
promotion decisions among its regular faculty and for rehiring decisions among adjunct faculty. It is important that you be careful and accurate.

CLASS POLICIES

Class attendance/participation

University Policy 4.19.1 Class Attendance - Students

“Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation. When absences seriously affect a student’s class work, the instructor will report this fact to the Admissions and Records Office, where the information will be directed to the dean concerned.”

Attendance in graduate courses is especially important: graduate study is a combination of learning content and learning the social and professional expectations of the discipline and profession.

Absence for religious holidays

“It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.” (Section 3.13.2, The Faculty Handbook). Students who plan to observe a religious holiday should notify the instructor as soon as possible in order to make appropriate arrangements for classwork or rescheduling of examinations.

Reasonable accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. Students requesting accommodations are required to contact the Office of Disability Services. This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The Office of Disability Services on the Norman campus is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173. On the OU-
Tulsa campus, students should contact the OU-Tulsa Student Affairs located in Room 1C 53.

**Codes and policies of behavior**

To protect its faculty and students, the School fully subscribes to the University's codes, policies, and procedures involving academic misconduct; grievances; sexual, racial, and ethnic harassment; and discrimination based on disability. You should acquaint yourself with both your responsibilities and your protections. Links are available from http://www.ou.edu/provost/pronew/.

**Academic integrity**

*Excerpt from the University of Oklahoma Academic Misconduct Code*

1.1 BASIC PRINCIPLE OF HONESTY

“Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed.”

Academic and intellectual integrity are essential ethical precepts of the information and knowledge professions. Students enrolled in the School of Library and Information Studies have a professional as well as a personal commitment to these precepts.

**DISCLAIMER**

This syllabus represents the plan for this course and will be followed to the extent that it is feasible to do so in meeting the instructional goals of the course and the needs of the class. However, it is not, and should not be interpreted as, a contract between the student and the instructor. If necessary, due either to unforeseen circumstances or to unanticipated variations in class progress, it may be changed or adjusted as needed.

**REQUIRED READINGS**

There is no required text. Required readings are available from the OU Libraries E-reserves (http://libraries.ou.edu/eresources/reserves/) or as online resources.

Note: These are selected readings; the final syllabus will include a more extensive reading list.

**Articles**

* Patricia L. Aguilar, “University of New Mexico Libraries’ Indigenous Nations Library Program (INLP): Reach Out and Serving the UNM
American Indian Community and New Mexico American Indians,”
from the *Library Literature & Information Science Fulltext* database].

♦

Coke Gaston Anderson, “American Indian Tribal Web Sites: A Review

♦

Charles D. Bernholz and Racheil Lindvall, “Tribal College Libraries and
[available from the *Library Literature & Information Science Fulltext*
database].

♦

Charles D. Bernholz and Robert J. Weiner, Jr., “American Indian Treaties
In The State Courts: A Guide To Treaty Citations From Opinions Of The
State Court Systems,” *Government Information Quarterly* 22, no. 3
(2005): 440-488 [available from the *Library Literature & Information
Science Fulltext* database].

♦

Bonnie Biggs, “Strength in Numbers! Tribal Libraries Serving Native
Americans Find Common Ground in Uncommon Places,” *American
Libraries* 35 (March 2004): 41-43 [available from the *Library Literature
& Information Science Fulltext* database].

♦

Nancy Carol Carter, “American Indians and Law Libraries:
Acknowledging the Third Sovereign,” *Law Library Journal* 94 (Winter

♦

Walt Crawford, “From Petroglyphs to CD-ROMs: A Story About
from the *Academic Search Elite* database].

♦

Juris Dilevko and Lisa Gottlieb, “Making a Difference in Their Own Way:
The Role of Library Directors and Non-directorial Staff at Tribal College
306-318.

♦

Chris Dobson, “Beyond the Information Audit: Checking the Health of an
Organization’s Information System,” *Searcher* 10 (July/August 2002): 32-
37 [available from the *Library Literature & Information Science Fulltext*
database].

♦

Jessica Dorr and Richard Akeroyd, “New Mexico Tribal Libraries:
37-42 [available from the *Library Literature & Information Science


Louise Lockard, “Navajo Language and Culture in Adult Education,” *New Directions for Adult and Continuing Education* no. 82 (Summer 1999): 67-78 [available from the *Academic Search Elite* database].


Lotsee Patterson, “History and Status of Native Americans in Librarianship,” *Library Trends* 49 (Summer 2000): 182-193 [available from the *Library Literature & Information Science Fulltext* database].


OUTLINE

I. Introduction to Native American culture and history

II. Cultural and societal influences on information institutions, sources, and services

III. Maintaining an observation diary/field notes

IV. The information audit

V. Origins and history of Native American information institutions, sources, and services

VI. Language, culture, and information

VII. Information institutions and Native Americans
   A. Government institutions and regulations
   B. Libraries
      1. National
      2. State
      3. Public
      4. Academic
      5. Special
   C. Museums
   D. Archives
   E. Digital resources and the Internet
   F. The role of philanthropy

VIII. Emerging issues in the Native American information environment
### SAMPLE SCHEDULE FROM SUMMER 2006

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday, July 30</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td>Load vans at Lloyd Noble Center parking lot</td>
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<tr>
<td>7:30</td>
<td></td>
<td>Vans depart Lloyd Noble Center parking lot</td>
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<tr>
<td>4:30</td>
<td></td>
<td>Arrive in Santa Fe, check in at the Courtyard Marriott</td>
</tr>
<tr>
<td>5:30-6:30</td>
<td></td>
<td><strong>MANDATORY</strong> 1st meeting in the La Vista Room at the Marriott</td>
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<tr>
<td>6:30</td>
<td></td>
<td>Chip and Salsa Reception at Courtyard by Marriott Atrium</td>
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<tr>
<td><strong>Monday, July 31</strong></td>
<td>8:30</td>
<td>Vans depart Courtyard by Marriott</td>
</tr>
<tr>
<td>9:00-11:30</td>
<td></td>
<td>State Library of New Mexico: Mildred Walters, Tribal Libraries Program Consultant (505-476-9726)</td>
</tr>
<tr>
<td>3:00-5:00</td>
<td></td>
<td>Acoma Pueblo Learning Center: Nolan Valdo, Librarian (505-552-6108)</td>
</tr>
<tr>
<td>5:30-6:30</td>
<td></td>
<td>Evening Seminar, La Vista Room</td>
</tr>
<tr>
<td><strong>Tuesday, August 1</strong></td>
<td>9:30 a.m.</td>
<td>Vans depart Courtyard by Marriott</td>
</tr>
<tr>
<td>10:00-11:30</td>
<td></td>
<td>Museum of New Mexico Laboratory of Anthropology Library: Mara Yarbrough, Librarian (505-476-1264)</td>
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<tr>
<td>12:00-1:00</td>
<td></td>
<td>Museum of New Mexico Photo Archive, Santa Fe: Cary McStay, Curator (505-476-5092)</td>
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<tr>
<td>3:00-4:00</td>
<td></td>
<td>Santa Clara Pueblo: Teresa Naranjo, Librarian: (505-753-7326)</td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td>Night Walk, Bandelier National Monument</td>
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<tr>
<td><strong>Wednesday, August 2</strong></td>
<td>9:30 a.m.</td>
<td>Vans depart Courtyard by Marriott</td>
</tr>
<tr>
<td>11:00-3:00</td>
<td></td>
<td>St. Persingula Feast Day, Jemez Pueblo</td>
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<tr>
<td>5:30-6:30</td>
<td></td>
<td>Evening Seminar, La Vista Room</td>
</tr>
<tr>
<td><strong>Thursday, August 3</strong></td>
<td>9:00</td>
<td>Vans Depart Courtyard by Marriott</td>
</tr>
<tr>
<td>9:30-11:00</td>
<td></td>
<td>Museum of New Mexico, Museum of Indian Arts and Culture, Behind the Scenes Tour: Tony Chavarria, Curator of Ethnology: (505-476-1253)</td>
</tr>
<tr>
<td>11:00-4:30</td>
<td></td>
<td>Museum of New Mexico: Museum of Indian Arts and Culture, Museum of International Folk Art, Palace of the Governors</td>
</tr>
<tr>
<td>5:30-6:30</td>
<td></td>
<td>Evening Seminar, La Vista Room</td>
</tr>
<tr>
<td><strong>Friday, August 4</strong></td>
<td>7:30 a.m.</td>
<td>Vans depart Courtyard by Marriott</td>
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<tr>
<td></td>
<td></td>
<td>Farmington Public Library: Karen McSheeters, Director (505-599-1270) and Shiprock Power Library: Anrelene Scott, Director (505-368-3804)</td>
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<tr>
<td></td>
<td></td>
<td>Evening Seminar, La Vista Room</td>
</tr>
</tbody>
</table>