

## Course Outline/Syllabus

### **LIBR 1595: Indigenous Knowledges and Libraries**

**Course Format:** Online  
**Credits:** 3

**Transfer Credit:** For information, visit [bctransferguide.ca](http://bctransferguide.ca)

Course content released 9am Mondays

Optional zoom session dates are:

- TBD

Zoom info to be posted on Brightspace

### **Instructors Names and Contact Information**

Ashley Edwards, [aedwards@langara.ca](mailto:aedwards@langara.ca)

### **Office Hours**

To be arranged with an instructor.

### **Course Description**

Responding to the TRC Calls to Actions, the MMIWG Calls to Justice, UNDRIP and DRIPA, and CLFA's Indigenous Matters report, increasingly libraries are including reconciliation, decolonization, and Indigenousization in their strategic plans. In this course students are introduced to topics that are broadly referred to as Indigenous initiatives. Starting with a foundation based on Indigenous terminology and the above-mentioned documents, students engage with collection development, cataloguing and classification, public service, programming, and archives and museums through Indigenous lenses. Students examine these aspects of library work from the perspective of Indigenous and non-Indigenous library patrons. Learners are supported with resources, both textual and audio-visual, in which Indigenous voices and experiences are centred.

### **Learning Outcomes**

- Reflect on their own library practice, specifically in relation to Indigenous initiatives
- Articulate the importance of including Indigenous Knowledges in libraries
- Create book and resource reviews for use in collection development activities
- Apply critical Indigenous information literacy skills to create library displays featuring Indigenous authors or themes
- Apply critical Indigenous information literacy skills in responding to relevant reference questions
- Define Indigenous terminology and its political significance in Canada
- Articulate the importance of Indigenous voices in library collections
- Explain the impacts of colonization on Indigenous knowledge traditions

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## 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

- 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.

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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 **5% per week will be deducted.**

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

Assignments should be submitted with the following file name:

Last name First initial\_Assignment

Example: EdwardsA\_ReflectionJournal1

**Assignment dates and descriptions - TBD**

Rubrics available in Brightspace

Assessment	Weighting	Due Date

**Schedule at a glance**

For more information see Brightspace

Date	Topic	Assignment information
	Welcome, Indigenous Foundations	
	Indigenous Foundations	
	Collections: Evaluating and curation	
	Collections: Identity and Narrative Sovereignty	
	Cataloguing: Classification	
	Cataloguing: Terminology and subject headings	
	Public Services: Reference, Readers Advisory	
	Public Services: Research done with an Indigenous lens: IRM, Indigenous data sovereignty, strengths based model	
	Public Services: Access and circulation	
	Programming: Instruction	
	Programming: Events and displays	
	Archives and Museums	
	Community cultural and memory centres	

**Grading and Expectations**

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The Library Technician Grading Scheme will apply to LIBR 1595, as follows:

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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

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](#)