SAMPLE COURSE OUTLINE

Course Code, Number, and Title:

LIBR 1595: Indigenous Knowledges and Libraries

Course Format:
[Course format may vary by instructor. The typical course format would be:]

Lecture 3.0 h + Seminar 0.0 h + Lab. 0.0 h

Credits: 3.0   **Transfer Credit:** For information, visit bctransferguide.ca

Course Description, Prerequisites, Corequisites:

Responding to the Truth and Reconciliation Commission (TRC) Calls to Action, the Missing and Murdered Indigenous Women, Girls, Two Spirit, Transgender, and Gender-Diverse+ (MMIWG2S+) Calls to Justice, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Declaration on the Rights of Indigenous Peoples Act (DRIPA), and the Canadian Federation of Library Associations (CFLA)'s Indigenous Matters report, increasingly libraries are including reconciliation, decolonization, and Indigenization 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

Prerequisites and Corequisites unavailable, please consult Department for details.

Learning Outcomes:

Upon successful completion of this course, students will be able to…

- *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*

Instructor(s): TBA
Office: TBA   **Phone: (604) 323-XXXX**

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Office Hours: TBA   **Email: TBA**

Textbook and Course Materials:
[Textbook selection may vary by instructor. An example of texts and course materials for this course might be:]

For textbook information, visit https://mycampusstore.langara.bc.ca/buy_courselisting.asp?selTerm=3|8

Note: *This course may use an electronic (online) instructional resource that is located outside of Canada for mandatory graded class work. You may be required to enter personal information, such as your name and email address, to log in to this resource. This means that your personal information could be stored on servers located outside of Canada and may be accessed by U.S. authorities, subject to federal laws. Where possible, you may log in with an email pseudonym as long as you provide the pseudonym to me so I can identify you when reviewing your class work.*

Assessments and Weighting:
Other Assessments
[An example of other assessments might be:]

Project 20%
Assignment 80%

Grading System:
Specific grading schemes will be detailed in each course section outline.

Information unavailable, please consult Department for details.

Topics Covered:
[Topics covered may vary by instructor. An example of topics covered might be:]

- *Indigenous foundations: documents such as TRC Calls to Action, MMIWG Calls to Justice, UNDRIP and DRIPA, and how libraries can respond and support them. Indigenous terminology, defining and understanding words and terms such as Indigenous, First Nations, Métis, and Inuit, the Indian Act.*
- *Collection development: Evaluating collections, purchasing, deselection, Indigenous identity, diversity within Indigenous peoples, narrative sovereignty.*
- *Cataloguing and classification practices: Introducing colonial roots of classification systems and contemporary implications, introducing Indigenous knowledge organization (e.g., Brian Deer Classification), examining subject headings and the terminology used.*
- *Public services: reference services (including a strengths based approach to research), reader's advisory; introducing Indigenous Research Methodologies and Indigenous Data Sovereignty; Barriers to accessing libraries.*
- *Programming: Information literacy instruction, storytimes, event planning; Protocols for working with Elders and Knowledge Keepers.*

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- *Archives and museums: Introducing topics of concern (e.g., access, erasure, rematriation); Look at reports from national archive and museum associations responding to TRC Calls to Action.*
- *Indigenous community cultural and memory centres: Introducing the type of work done at these institutions, which range from archival collections and records management, genealogy services, library services, language revitalization, and cultural education.*

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

College 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

Departmental/Course Policies:

Information unavailable, please consult Department for details.

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