

LIS 9370 Introduction to Indigenizing and Decolonizing LIS
MLIS Program, Faculty of Information & Media Studies, Western University
Winter 2022
Senate Outline

1. Course Information

Mode: Synchronous class sessions both in person and via Zoom (see Class Schedule)

Time: Thursdays 1:30 – 4:30 pm est.

Enrollment: Enrollment in this course is restricted to graduate students in the MLIS program

Prerequisites: LIS 9001, 9002, 9003, 9005, and 9005

2. Instructor Information

Course Facilitator: Danica Pawlick-Potts

Email: dpawlic@uwo.ca

Office Hours: By appointment in person or via Zoom

3. Course Description

This course is an introduction to Indigenous contexts for library and information knowledges, practices, and experiences, informed by reconciliation principles, and focused on decolonizing practices within Canadian contexts. The course is organized around featured guest lecturers, all of whom are noted Indigenous experts with specializations relevant to the topic of the week (see Class Schedule). Guest lecturer classes will begin with an open lecture (open to the FIMS community) followed by a private seminar with the guest instructor. The weeks following the guest instructor will be discussion/activity classes that look back at the themes and topics of the previous week and may look forward to the next week.

Learning Objectives:

1. To explore with students an understanding of colonialism and its effects on Indigenous peoples and relationships within library and information contexts;
2. To increase cultural competency when working with or engaging with Indigenous peoples and cultures;
3. To engage in dialogue with students and with Indigenous partners on Indigenous perspectives on library and information studies surfacing historical and contemporary contexts of Indigeneity;
4. To recognize and support culturally appropriate pedagogies and methodologies to critique and destabilize prevailing settler-colonialist discourses and practices in LIS.

Class Schedule:

Week	Dates	Class	Mode
1	Jan 6	Introduction to the Course	Zoom
2	Jan 13	KAIROS Exercise	In-Person
3	Jan 20	Guest Instructor: Nancy Cooper Topic: Working with Indigenous Libraries	Zoom
4	Jan 27	Discussion/Activity Class	In-Person
5	Feb 3	Guest Instructor: Camille Callison Topic: Indigenous Data Governance	Zoom
6	Feb 10	Discussion/Activity Class	In-Person
7	Feb 17	Guest Instructor: Jessie Loyer Topic: Indigenous Relationality and Knowledge Organization	Zoom
8	Feb 24	Research Week Field Trip <i>Note: Individual one on one meetings will be scheduled during this week</i>	
9	March 3	Discussion/Activity Class <i>Note: Group meetings will be scheduled during this week</i>	In Person
10	March 10	Guest Instructor: Kayla Larsen Topic: Indigitization	Zoom
11	March 17	Discussion/Activity Class	In Person
12	March 24	Guest Instructor: TBD	Zoom
13	March 31	Final Discussion Class	In Person
14	April 7	Informal Sharing of Community Projects & Closing <i>Note: Individual one on one meetings will be scheduled during this week</i>	In Person

Course Expectations:

This course will likely look different than any other course you've taken. The work that you do for this course will be deep, reflective, and likely emotional. We will be developing a community over the winter term which will be a space safe for learning and growing. Some of the things we discuss and the material you read may be distressing, so please be prepared for this and practice good self-care throughout the term. We may find ourselves feeling quite vulnerable at different points this term and we want to make sure we are there for each other as we experience the course.

The course is synchronous and largely discussion based so come prepared to talk and share ideas. Our guest instructors are putting together readings and other materials for us to engage

with before they meet with us. Our class is intentionally small and because of the discussion and reflection focused nature of the course, collaboration will be key.

Much of your work for the course will involve close readings/viewings of the materials, extended conversations about what you read/viewed, and deep reflections on what you are learning. Self-reflective exercises are one way to promote self-awareness and self-knowledge, and to see how our experiences shape our knowledge, beliefs, and attitudes, and ultimately, how these can shape our approaches to librarianship and other information professions. Self-awareness also involves the willingness to reflect critically on experiences that have informed our own concepts of race and racism, white privilege, and other kinds of privilege, and oppression (see Oskineegish 2019).

4. Course Materials

All required readings are available electronically through the course OWL site.

5. Methods of Evaluation

Participation (10%)

Students are expected to read, watch, listen to assigned materials, and to listen and engage in discussion and with our guests from week to week. This grade is assigned collaboratively between the student and the instructor after both a midterm and final one on one meeting.

Reflections (50%)

Course Reflection: 10% - *Initial reflection due January 13th and follow up reflection due April 14th*
Guest Instructor Reflections: 40% - *Initial reflections due Mondays before guest instructor sessions and follow up reflections due the following Monday (following the guest instructor session).*

Students are asked to complete 5 reflections, each consisting of an initial and follow up component. Students will complete one initial reflection at the beginning of the course with a follow up at the conclusion, and 4 sets of initial and follow up reflections for 4 of the 5 learning events. The format of the reflection is at the discretion of the student and students are encouraged to explore alternative and creative forms of expression. This grade is assigned collaboratively between the student and the instructor after both a midterm and final one on one meeting.

The purpose of the reflections is for you to engage critically and meaningfully on various topics and concepts that you encounter in this course. While there is an expectation that you engage critically with the readings, lectures, and course materials there is an equal expectation that

you do the difficult work of engaging critically with your own knowledge, perspectives, and experiences.

Community Project (40%)

Project Plan: 5% - *due January 20th*

Mid-Term Report: 5% - *due February 14th*

Final Product and/or Report: 20% - *due April 7th*

Final Project Reflection: 10% - *due April 14th*

The community projects are group projects developed in collaboration with Feather Maracle to support First Nation libraries in Ontario. The nature of the projects will vary, and project options will be shared and assigned during the first two weeks of class.

6. Academic Integrity

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

7. Health/Wellness Services

Students who are in emotional/mental distress should refer to MentalHealth@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

8. Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.