Indigenous Materials and Perspectives in Library Collections

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By the end of this workshop, you should be able to...

• Discern examples of cultural appropriation and inappropriate depictions of Indigenous Nations and Peoples

• Evaluate problematic areas of librarianship as it relates to Indigenous representation and settler-colonialism

• Begin to identify culturally responsible materials for library collections
Positionality
Who Am I?
Settler
Settler
Non-Indigenous person to North America
Treaty
Treaty

Legal agreement between an Indigenous Nation and the Government of Canada that has obligations and sets a relationship between nations
The ACRL Framework for Information Literacy

- Information has value
- Authority is constructed and contextual
- Information creation as process
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
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- Information is not neutral, librarianship is not neutral

- Information and libraries are a series of choices

- Libraries do not exist in a vacuum – biases of those that work within a library are still apparent

- Systems that are prevalent within society manifest themselves in libraries, archives and other informational organizations
SETTLER COLONIALISM

noun

Process of exogenous peoples that replace Indigenous peoples and derive benefit from the theft of lands and resources.
Libraries as Settler Colonial Institutions

• In order to keep expanding, settler colonial institutions must continue to displace Indigenous peoples for their resources
  • Physically: Libraries are built on Indigenous lands
  • Intellectually: Misrepresentation of Indigenous sovereignties, identities, knowledges

• Historicizing of Indigenous peoples or complete erasure
  • Allows settler institutions to separate the actions of colonialism from current reality
  • Erasure of modern Indigenous issues affecting Indigenous peoples
  • The history of Indigenous peoples in the library is one of erasure and silencing

• Displaces Indigenous knowledges from the Academy
  • Considers Indigenous knowledges as primitive or subjective
Indians of North America
  ➢ Mississauga Indians
Indians of North America

- Mississauga Indians (Nation)
  - Mississaugas of New Credit First Nation
  - Mississaugas of Scugog Island
  - Mississaugas of Rice Lake
  - Mississaugas of Mud Lake
Indians of North America

- Mississauga Indians (Nation)
  - Mississaugas of New Credit First Nation
  - Mississaugas of Scugog Island
  - Mississaugas of Rice Lake
  - Mississaugas of Mud Lake

(Historical)

- Mississaugas of Beldom
- Mississaugas of the Credit
- Mississaugas of Grape Island
- Mississaugas of Chibouinani
Indians of North America
  ➢ Mississauga Indians (Nation)
    ➢ Mississaugas of New Credit First Nation
    ➢ Mississaugas of Scugog Island
    ➢ Mississaugas of Rice Lake
    ➢ Mississaugas of Mud Lake
  (Historical)
    ➢ Mississaugas of Beldom
    ➢ Mississaugas of the Credit
    ➢ Mississaugas of Grape Island
    ➢ Mississaugas of Chibouinani
  (Other Mississauga Communities)
    ➢ Alderville First Nation
    ➢ Hiawatha First Nation
Vocational awe is the idea that the Institution of the Library is inherently good and that core aspects of this profession are beyond critique. How does this concept fit within the context of librarianship with Indigenous peoples?
Authority is Constructed and Contextual
Barriers of Inclusivity

• Ghettoization of Indigenous materials
  • LoC E Class – History of the Americas (E75 – E99)
  • LoC F Class – United States, British and Dutch America (Canada), French America, Latin America
  • 970/971 in Dewey Decimal Classification

• Settler Colonial Voice
  • Library of Congress Subject Heading: *Indians of North America/Indians of South America*

• Mischaracterization of Indigenous Sovereignties

• Historicism or Exoticism
Colonized classrooms: racism, trauma and resistance in post-secondary education /
Sheila Cote-Meek.
175 pages ; 23 cm
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Format(s) : Book

Holdings
- Robarts Stacks E96.2.C68 2014
- Browse Shelf
- University College (Laidlaw) Apr 24, 2017 E96.2.C68 2014
- Browse Shelf

Subjects
- Indigenous peoples—Colonization—Canada.
- Indigenous peoples—Education (Higher)—Canada.
Barriers of Inclusivity

• Results are violent spaces in our collections, catalogue for our Indigenous patrons

• The lack of integration separates Indigenous knowledges and issues from the larger conversation of scholarship

• Systemic violence built into the fabric of our cataloguing systems

• Lack of Acknowledgement that Indigenous peoples are the original peoples of this Land

• Historical atrocities that took place on this Land are written of as, at worst, a “civilizing force” or in an indifferent lens
Activity

You are a cataloguer approaching a resource that does not have a record in World Cat (World Catalogue). How would you catalogue this item? **You do not need to come up with a classification number**, but rather what subjects and subject headings would you classify this under?
Information Creation as Process
Privileging Information Creation

• Libraries privilege traditional publishing models and ways of knowledge dissemination

• Little to not space is allocated to Indigenous knowledges or histories

• Similar systems allowed for the process that lead to the Residential Schools, the 60’s Scoop and the Millennial Scoop

• Term describing this deliberate systematic violence towards Indigenous cultures and communities: **Cultural Genocide**

• Libraries and Information repositories hold power in the transfer of information and teaching people how to evaluate information sources
Contact Me!

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