

Spring 2024  
**Information Studies 289**  
**Global History of Libraries: Colonial Pasts, Decolonial Futures**

Tuesdays 11AM-1:50PM  
Instructor: Dr. Cindy Nguyen

This graduate course traces the global history of libraries as institutions of knowledge, spaces of reading, and technology of information organization. This course challenges discourses of libraries as a public good and neutral storehouse of knowledge and instead examines the contradictory politics of libraries and ways in which libraries have been reimagined through social practice. We will undertake a global and thematic approach to understanding libraries around the world, with attention to the role of colonialism and capitalism within development of libraries (in other words, not a historical survey, but a historically and culturally situated thematic understanding of libraries). We will also undertake an expansive meaning of 'library' to reimagine and position ourselves as contributors towards liberatory futures of institutions and more equitable worlds. This course draws from the intersections of fields of inquiry in history of the book, information, libraries; critical data studies/critical digital humanities, and colonial/postcolonial/decolonial studies.

**Office Hours via Zoom Wednesdays 1-3PM (most weeks)** Sign up for office hour appointment slot to clarify course topics, share research interests, and communicate feedback regarding the course. If these times do not work for you, send me an email proposing at least three alternative times to meet.

**Email** only for short clarification questions, and reserve office hours for longer discussion. I only respond to email Mondays and Wednesdays 10AM-4PM.

**Canvas/BruinLearn** will only be used for announcements and assessments.

**Mega Google Drive** will be used as the collective library, playground, for all readings, assignments linked by each week below (collective journal, personal mission statement, personal glossary of words, final project).

## Schedule of Topics / Table of Contents

*Part 1 Pasts: Shared vocabulary. Foundation to work through collectively*

[Week 1 April 2: Who are we? What are our values? Towards a Shared Vocabulary](#)  
[Week 2 April 9: Colonialism and its Histories in a Library](#)  
[Week 3 April 16: Decolonization & Libraries in Conversation \[Personal Mission Statement\]](#)  
[Week 4 April 23 \[Asynchronous\]: Critical Design & Media Restitution](#)  
[Week 5 April 30 : Revisiting Decoloni\\*: Theory & Practices \[Milestone 1 Draft Final Project Idea\]](#)

*Part 2 Futures: Creating, Dreaming, Processing*

[Week 6 May 7: Epistemology, Centers-Peripheries, Global](#)  
[Week 7 May 14: Circulations, Land, Bodies, Vernaculars, Linguaging \[Personal Glossary\]](#)  
[Week 8 May 21: Speaking Nearby, Queer Futures, Fragmentation Archives, Critical Fabulations](#)  
[Week 9 May 28: Arts, Digital, Labor, Disability \[Milestone 2\]](#)  
[Week 10 June 4: Showcase & Celebration \[Milestone 3\]](#)

Finals Week: Final Project Submission and Assessment by end of day Friday June 14, 2024 in order to submit grades on time - [Milestone 4]

## Values-Skills Aligned Assignments & Assessment

Attendance and Participation “Showing up for one another” 10%

I am committed to building presence and community through the time that we share together in person/zoom/hybrid. Everyone learns and processes at different speeds and modalities. I ask that we as a collective ‘show up for one another’: this means, to the best of our ability, **being present during class time, asking questions (small, big, clarifying, thematic), sharing thoughts, engaging in discussion, and participating in activities.** I designed this class with built-in individual written reflection time (to process readings and discussions) and a longer structured break (to step away, be distracted, self-care in whatever way).

Collective Journal: Pre-class Notes, In class Responses and Comments 20%

Before class: Each week, we will have a ‘collective journal’ (google doc) for you to individually jot down notes as you complete readings in preparation for the class meeting discussion. You can write one takeaway point from the readings (This could be a few brief sentences, reflecting on any of the following questions: Why is this significant? How might I apply some of these ideas to my own research and life? You can write the takeaway point from a summation of the readings, in conversation, or focus on just one reading). Optional: 1) You can also add comments/questions to specific readings in the google drive folder as an invitation to ‘socially read’ together 2) Form reading/processing/accountability groups on your own. During class: We will allot time to process the discussion and respond to a guided question individually. It is during class time that you will write a 2-4 sentence response and add 2 comments to your

peers' responses. \*Option to write in your own journal.

### Personal Glossary of Words

10%

Drawing from class discussions, reflections, and readings, each student will create a glossary of words that serve as a reminder to themselves. The words in the glossary must include colonialism, coloniality, settler colonialism, decolonization, decoloniality, positionality. Each word must include a 1) definition, a 2) quotation (from our readings), and a 3) contextually/historically situated example (time and place). We will dedicate some class time week 7 to work on this and provide feedback. The final glossary can be a google doc (max 3 pages), a stack of cards, a creative representation (option to take a photo of it and add to your folder) and is due by end of day Friday June 14, 2024.

\*Assignments will be submitted via Bruinlearn as a text submission. Answer the following: 1) Link to your personal glossary (or if private/handmade, describe your personal glossary in 1 sentence). 2) Reflect on the experience in 1 sentence. The final revised personal glossary is due by end of day Friday June 14, 2024.

### Personal Mission Statement (Positionality & Practices)

10%

Throughout class we will be drafting, rewriting, and reflecting on our positionality and specific practices we are committed towards. By the end of class we will have a revised personal mission statement(dated June 2024) that can guide our individual and collective work after the class. These statements are modeled after Our Stories Our Knowledges Part 1 “Who are we? and Whose Knowledge?” p. 10-22 answering the question “Who am I?” Why do I do this work? How and Where do I Work?” Some forms it can take are

1) an ‘engagement’ reflection of decolonization and decoloniality with library and information science (LIS), such as in the Introduction “Engagements with Decolonization and Decoloniality in and at the Interfaces of STS.”

2) a personal letter to self, for example, the “DEI statement you always wanted to say but couldn’t because it might cost you the job.”

3) a specific personal statement for a job, incorporating some of the elements of positionality and practices we’ve learned through class

4) a visual, creative representation, doodle, sketch, diagram

As you continue your academic, professional, personal journeys, create updated versions.

\*Assignments will be submitted via Bruinlearn as a text submission. Answer the following: 1) Link to your personal mission statement (or if private/handmade, describe your personal mission statement in 1 sentence). 2) Reflect on the experience in 1 sentence. The final revised personal mission statement is due by end of day Friday June 14, 2024.

Students will work in groups to lead a 25-40 minute discussion based off of the assigned readings where you will get a chance to practice teaching and dive into a specific subject matter. The discussion can be formatted in the following way: 5 minutes brief introduction to the readings, remaining time as discussion based off of student pre-class notes responses and/or other group discussion activities (mind mapping, 1 minute reflection/silent re-reading of collective journal, group close reading of an excerpt, debates, etc). Prepare 3 discussion questions for class and add them to the top of the Collective Journal for the week. Think about how the question might open up a multi-directional conversation about the topic. If your week has a guest speaker coming to class, one of your discussion questions can be posed in dialogue with the speakers). \*After your facilitation, [fill out this 5 minute post-facilitation](#) qualitative reflection.

Final Creative Project -(See <a href="#">Subsection</a> )	30%
Milestone 1 Draft Idea (One Paragraph) for Final Project - <i>Week 5</i>	5
Milestone 2 Messy Rough Draft & Feedback- <i>Weeks 8-9</i>	5
Milestone 3 Presentation at Showcase - <i>Weeks 9-10</i>	5
Milestone 4 Revised Final Submission - <i>Finals Week</i>	15

Finals week: Submit Revised Final Submission, Self-Assessment Reflection, Revised Personal Statement, Revised Glossary of Words by end of day Friday June 14, 2024 in order to submit grades on time.

## Collective Class Charter

Who are we?

What are our commitments?

## Detailed Readings & Assignments by Week

### WEEK 1 April 2: Who are we? What are our values?

*Part 1 Orientations & Foundations 11-12:30*

→**Question: Introduction and (Positionality) Draft 12:30-12:45**

Write out a brief introduction to yourself following the prompts. When you are done, add two written comments to two classmates' introduction (and in person introduce yourself).

Break 12:45-1

*Part 2 Individual Introductions & Class Charter 1-2*

→**Activity: From Individuals to Collective, Creating a Class Charter**

**Next weeks: Why read, how to read (before: prioritization/preferences, during/after: notetaking, processing takeaways, writing questions), and facilitator assignments**

## **WEEK 2 April 9: Colonialism and its Histories in a Library**

Readings (Completed before class, add Reflection Notes here)

1. "Introduction: Colonialism," in *Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle H. Raheja (Tucson: University of Arizona Press, 2015), 271–283.
2. Dean Itsuji Saranillio, "Settler Colonialism," in *Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle H. Raheja (Tucson: University of Arizona Press, 2015), 284–300.
  - a. CN: What is colonialism? imperialism? settler colonialism? In the context of the United States? In context of libraries
3. Cindy Nguyen, "Introduction" in *Bibliotactics: Libraries and the Colonial Public in Vietnam*, (Unpublished manuscript, do not circulate.)
  - a. CN: Relationships between builders and users, national libraries born out of colonial contexts, understanding Vietnamese historical contexts rather than a library import/export of models, moving away from universalities
  - b. Optional: Watch Talk by Cindy Nguyen "Between Public and Power: A Colonial History of the National Library of Cambodia" February 10, 2023  
<https://khmerstudies.org/between-public-and-power-a-colonial-history-of-the-national-library-of-cambodia/>
4. Sally Matthews, "Confronting the Colonial Library: Teaching Political Studies Amidst Calls for a Decolonised Curriculum," *Politikon* 45, no. 1 (2018): 48–65.
  - a. What is Valentin Mudimbe's concept of the colonial library? How might legacies of colonialism permeate curriculum and education? Context of South Africa 5. (skim)Elizabeth B. Fitzpatrick, "The Public Library as Instrument of Colonialism: The Case of the Netherlands East Indies," *Libraries & the Cultural Record* 43, no. 3 (2008): 270–85.

*Part 1 Facilitation & Readings Discussion 11-12:30*

**Introduction to Students & Charter**

Reminder: [See guiding principles for discussion](#)

15\* minute ama with author

→Reflection Question 12:30-12:45: 15 minute free write responding to question and add two comments. Reflect on our discussion and re-read the contributions on the initial form that you submitted before class. “What does colonialism look like in a library? What might decolonial work look like in a library?”

Break 12:45-1

*Part 2 Grounding and Practices 1-2*

→Activity: Glossary of words take 1 (Index card, blank cards, or student google drive (create a new subfolder with your name and use folder how you wish throughout class)

1. Colonialism
2. Settler Colonialism

## WEEK 3 April 16 Libraries and Decolonization in Conversation– or Calling everyone in (not out): Moving Beyond Universality and Decontextualized Slippages when we say “Everything is Colonial and Needs to Be Decolonized”

Readings (Completed before class, add Reflection Notes here)

1. Kirisitina Sailiata, "Decolonization," in *Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle H. Raheja (Tucson: University of Arizona Press, 2015), 301–308.
2. Eve Tuck and K. Wayne Yang, "Decolonization Is Not a Metaphor," *Decolonization: Indigeneity, Education & Society* (2012).
3. (So now what? Let's engage with decolonization and decoloniality at the interfaces of LIS, skim) Kristina Lyons, Juno Parreñas, and Noah Tamarkin, "Engagements with Decolonization and Decoloniality in and at the Interfaces of STS," *Catalyst: Feminism, Theory, Technoscience* 3, no. 1 (2017): Science Out of Feminist Theory Part 1: Feminism's Sciences.
4. *Our Stories, Our Knowledges* Part 1 “Who are we? and Whose Knowledge?” P. 10-22 5. Introduction and Chapter 1 Jessie Loyer “Collections are our Relatives: Disrupting the Singular, White Man’s Joy that Shaped Collections” in *The Collector and the Collected:*

Decolonizing Area Studies Librarianship, edited by Megan Browndorf, Erin Pappas, and Anna Arays, Sacramento: Library Juice Press, 2021, p. 1-44.

a. If you prefer an interview format, instead of reading the Introduction, you can read this [interview](#).

b. Intro to area studies, area studies librarianship and academic libraries 6.

Additional Resources: Working through Decolonization, “Refugee Settler Condition”, and Vietnam, rethinking intersection of settlers, migrants, nonsovereign slaves and coolies, settlers of colors, co-colonizers and minor colonizers, Eryn Lê Espiritu Gandhi, book talk October 17, 2022: [https://youtu.be/\\_OK3N0FUMeU?feature=shared](https://youtu.be/_OK3N0FUMeU?feature=shared) or book available open access [here](#)

### *Part 1 Facilitation & Readings Discussion 11-12:30*

→ **Question 12:30-12:45: 15 minute free write responding to question and add two comments: From Decolonization in Practice Edited by Ranjan Datta “What does it mean to understand “ decolonization”—a system of reciprocal social relations and ethical practices—as a framework for reconciliation? Why do we need to be decolonial to achieve social justice? How do our learning, unlearning, and relearning benefit us?”** → Alternative unsettling, uncomfortable question: Drawing closely from Tuck & Yang, which settler moves to innocence have I been complicit in?

→ **Optional: Work on glossary word “decolonization” and “positionality” (Index card, blank cards, or student [google drive here](#) (create a new subfolder with your name and use the folder how you wish throughout class). Clarification glossary words have 1) definition 2) quotation 3) context example (historical/present/time/place) Break 12:45-1**

### *Part 2 Grounding and Practices 1-2*

→ **Practice Revise/Redraft Personal Mission Statement (On individual paper/notebook or google drive)**

Throughout class we will be drafting, rewriting, and reflecting on our positionality. By the end of class we will have a revised personal mission statement (dated June 2024) that can guide our individual and collective work after the class. These statements are modeled after Stories Our Knowledges Part 1 “Who are we? and Whose Knowledge?” p. 10-22 answering the question “Who am I?” Why do I do this work? How and Where do I Work?”

**WEEK 4 April 23 [Asynchronous]: Critical Design & Media  
Restitution (Critical Everything in Conversation)**

Readings (Completed before class, add Reflection Notes here)

1. Linda Tuhiwai Smith, "Introduction," in *Decolonizing Methodologies: Research and Indigenous Peoples*, 3rd ed. (London: Bloomsbury, 2021), 1-19.
2. Andrea Jimenez, Sara Vannini, and Andrew Cox, "A holistic decolonial lens for library and information studies," *Journal of Documentation* 79, no. 1 (2023).
3. Anastia Chiu, Fobazi M. Ettarh, and Jennifer A. Ferretti, "Not the Shark, but the Water: How Neutrality and Vocational Awe Intertwine to Uphold White Supremacy," in *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory*, ed. Sofi Y. Leung and Jorge R. López-McKnight.
4. Peruse Dr. Maggie Jack's website: <https://www.maggiejack.info/> Looking at how a scholar positions role of critical design, HCI, positionality in Cambodia and community work
5. Optional: Read Margaret Jack, Seyram Avle; A Feminist Geopolitics of Technology. *Global Perspectives* 1 February 2021; 2 (1): 24398.
6. Skim article "Decolonizing the Catalog" November 1, 2021: <https://americanlibrariesmagazine.org/2021/11/01/decolonizing-the-catalog/>

## WEEK 5 April 30 Revisiting Decoloni\*: Theory & Practices

### [Milestone 1]

Readings (Completed before class, add Reflection Notes here)

1. Desmond Wong "Acknowledging Indigenous Nationhood, Sovereignities: A Library's Obligation," in *The Collector and the Collected: Decolonizing Area Studies Librarianship*, edited by Megan Browndorf, Erin Pappas, and Anna Arays, Sacramento: Library Juice Press, 2021, p. 45-70.
2. Nelson Maldonado-Torres, "Outline of Ten Theses on Coloniality and Decoloniality," October 23, 2016. Frantz Fanon Foundation, <https://fondation-frantzfanon.com/outline-of-ten-theses-on-coloniality-and-decoloniality/>
  - a. Slow reading, theory, assign each student to focus on one thesis to "put into own words"
3. Part 2 *Our Stories, Our Knowledges: Transformative Practices for Building Community Knowledges*
4. Optional: Judith Henchy, "Tracing a Cosmopolitan Subject: Dislocation and Haunting in the Southeast Asian Archive," in *The Collector and the Collected: Decolonizing Area Studies Librarianship*, edited by Megan Browndorf, Erin Pappas, and Anna Arays, Sacramento: Library Juice Press, 2021, p. 71-110.

→Drawing from our class readings and *Our Stories, Our Knowledges: Transformative*

Practices for Building Community Knowledges, create a one paragraph draft of a final creative project idea and enter it here. by April 29 midnight. Be prepared to share during class during Part 2

*Part 1 Facilitation & Readings Discussion 11-12:30*

→ Read through/Share our own words of Outline of Ten Theses on Coloniality and Decoloniality ([see here for reference](#))

→Reflection & Capacity Check in:

What are my goals for this term? How have they changed? What would a 'successful' class experience look like for me? Complete [this midterm reflection check in](#) Break 12:45-1

*Part 2 Sharing Milestone 1: Draft of Final Project Idea 1-2*

**Milestone 1: 1 Minute Sharing of Final Project Idea During Class Week 5** On this google doc submit a 2-4 sentence summary of your final project idea by April 29 midnight. The pitches will be delivered in class on April 30.

## **Week 6: May 7 - Epistemology, Centers-Peripheries, Global**

Readings (Completed before class, add Reflection Notes here)

1. "Introduction to Indigenous epistemologies/knowledges" *Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle H. Raheja (Tucson: University of Arizona Press, 2015), 309–18.
2. Dian Million, "Epistemology," in *Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle H. Raheja (Tucson: University of Arizona Press, 2015), 339–46.
3. Wai Yi Ma, "Decolonizing Classification and Subject Headings in the Richard Flores Taitano Micronesian Area Research Center (MARC) in *The Collector and the Collected: Decolonizing Area Studies Librarianship*, edited by Megan Browndorf, Erin Pappas, and Anna Arays, Sacramento: Library Juice Press, 2021, p. 141-164.
4. Jose Guerrero, "Unpacking the Other's Library: Latin American Book Collectors and US Research Libraries," in *The Collector and the Collected: Decolonizing Area Studies Librarianship*, edited by Megan Browndorf, Erin Pappas, and Anna Arays, Sacramento: Library Juice Press, 2021, p. 141-164.
5. Optional: Amanda Laugesen, "UNESCO and the Globalization of the Public Library Idea, 1948 to 1965," *Library & Information History* 30, no. 1 (February 1, 2014): 1–19.
6. Optional: Pamela Spence Richards, "Cold War Librarianship: Soviet and American Library Activities in Support of National Foreign Policy, 1946-1991," *Libraries & Culture*

36, no. 1 (2001): 193–203.

7. Optional: 13. Robert Montoya, "Postwar Politics and Postcolonial Approaches: Rebuilding a Library and Information Science Program for Kosovo," *Library Trends* 69, no. 4 (2021): 812–42.

*Part 1: Casey Winkleman, Information Studies and Media Librarian 11-12*

Break 12:00-12:15

*Part 2: Facilitation & Readings Discussion 12:15-1:15*

## **Week 7: May 14 - Circulations, Land, Bodies, Vernaculars, (Beyond the Text)**

Readings (Completed before class, add Reflection Notes here)

1. Watch Jessie Loyer, Keynote “Open Education for Land Back” at #OpenEd20, with Dr. Jacquelyn Meshelemiah, moderated by Jasmine Roberts <https://youtu.be/YJzrxbQZLF0>
2. Juno Salazar Parreñas, “From Decolonial Indigenous Knowledges to Vernacular Ideas in Southeast Asia,” *History and Theory*, no. 3 (September 2020), 413-420.
3. Cynthia Vazquez “TransMission Hauntings and Ama de Leaves Apparitions in Contemporary California Schooling” (Draft Manuscript do not circulate).
4. Max Liboiron, *Pollution is Colonialism* (Duke Press, 2021), read Interview <https://dukeupress.wordpress.com/2021/05/14/qa-with-max-liboiron-author-of-pollution-is-colonialism/>
  - a. Explore Civic Laboratory for Environmental Action Research (CLEAR) <https://civiclaboratory.nl/> “CLEAR an interdisciplinary plastic pollution laboratory whose methods foreground humility and good land relations, Liboiron has influenced national policy on both plastics and Indigenous research, invented technologies and protocols for community monitoring of plastics, and created [protocols for fostering research collectives](#). Recently, they are a co-director of the [IndigeLab Network](#), a new international research hub where Indigenous researchers collaborate on innovative methods for creating and maintaining research collectives.”
5. Read about Vivian Sansour, Palestinian Heirloom Seed Library, [Palestinian Heirloom Seed Library](#).
  - a. Option 1: “Writer and Activist Vivien Sansour on Food, Farming, Heritage, and Healing” August 19, 2019 interview <https://www.frieze.com/article/writer-and-activist-vivien-sansour-food-farming-heritage-and-healing>
  - b. Option 2: “‘They kept us alive for thousands of years’: could saving Palestinian seeds also save the world?” March 29, 2024 interview

<https://www.theguardian.com/environment/ng-interactive/2024/mar/29/palestinian-seeds-conservation-climate-crisis>

6. \*Optional Ashley Edwards, Dr. Julia Lane, Dr. Alix Shield, and Dal Sohal “Bringing Land into the Library: Land Acknowledgments in an Academic Library,” in *Land in Libraries: Toward a Materialist Conception of Education*, Edited by Lydia Zvyagintseva and Mary Greenshields, Sacramento: Library Juice Press, 123-142.
7. \*Optional: JustinMcDaniel, “Introduction,” in *Gathering Leaves & Lifting Words: Histories of Buddhist Monastic Education in Laos and Thailand* (Seattle: University of Washington Press, 2008), 3-21.

## Week 8 May 21: Speaking Nearby, Queer Futures, Fragmentation Archives, Critical Fabulations

**Milestone 2: “Messy Rough Draft” of the Narrative Statement Week 8 and 9** Submit as google doc during weeks 8 and 9 with a note at the top on what type of feedback you would like. Optional: Discuss detailed feedback during week 8 and 9 office hours. The earlier you submit it the more time I will have to give you detailed feedback. We will dedicate some class time week 9 to check in and provide feedback on the final project.

Readings (Completed before class, add Reflection Notes [here](#)) // Facilitators Riona, Eliana \*in dialog with Golden Voice

1. ‘There is No Such Thing as Documentary’: An Interview with Trinh T. Minh-ha’ by Erika Balsom, November 1, 2018, *Frieze* Issue 199 Decolonizing Culture: Where Do We Go From Here:  
<https://www.frieze.com/article/there-no-such-thing-documentary-interview-trinh-t-minh-ha>
  - a. the anti-archive/truth/documentary: -speaking nearby rather than about, intersectional work, positionality, authorship, power
  - b. Optional: Explore other articles in this issue for inspiration on final creative project <https://www.frieze.com/magazines/frieze-magazine/issue-199>
2. Annette Hamilton “Fragments in the Archive: The Khmer Rouge Years” *Plaridel*, Volume 15, Number 1, January-June 2018, p. 1-14.
3. Emily Drabinski, "Queering the Catalog: Queer Theory and the Politics of Correction," *The Library Quarterly: Information, Community, Policy* 83, no. 2 (2013): 94–111.
4. \*Optional alternative to reading Tabitha’s piece, since Tab will be with us in person, is to read <https://stevesalaita.com/literary-criticism-in-a-time-of-genocide/>
  - a. (or if you’d like to understand more of the context and research behind the film, see) Tabitha Payne, “Love in the time of genocide.” *Southeast Asia Globe*.  
<https://southeastasiaglobe.com/three-tales-of-trans-love-under-the-khmer-rouge/>
5. Saidiya Hartman, "Venus in Two Acts," *Small Axe* 12, no. 2 (2008): 1-14.

- a. critical fabulation, absence, stories, listening
- 6. Optional: Édouard Glissant. "For Opacity," Poetics of relation, *University of Michigan Press* (2019): 189 - 194.
- 7. Optional: Emiko Stock, "Archiving the 'Difficult to Picture'," Southeast of Now: Directions in Contemporary and Modern Art in Asia 3, no. 2 (October 2019): 131-148

## Week 9: May 28 Arts, Digital, Labor, Disability

### Readings (Completed before class, add Reflection Notes [here](#))

1. Anne Cong-Huyen and Kush Patel, "Precarious Labor and Radical Care in Libraries and Digital Humanities" in *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* edited by Sofi Y. Leung, Jorge R. López-McKnight.
2. Roopika Risam, Introduction The Postcolonial Digital Cultural Record, *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy* (Evanston, Illinois: Northwestern University Press, 2018), 3-21.
  - a. Or Watch video on "[Another \(Digital\) World is Possible: The Stakes of Postcolonial Digital Humanities](#)"
3. Gracen Brilmyer and Crystal Lee, "Terms of use: Crip legibility in information systems," *First Monday* 28, no. 1 (January 16, 2023).
  - i. Explore [Special Issue: This Feature Has Been Disabled: Critical intersections of disability and information studies](#), Edited by Gracen Brilmyer and Crystal Lee. *First Monday*, January 2023.
  - ii. Explore Disability Archives Lab - Gracen Brilmyer: <http://disabilityarchiveslab.com/>
4. Shannon Mattern, "Fugitive Libraries," *Places Journal*, October 2019, <https://placesjournal.org/article/fugitive-libraries/?cn-reloaded=1>.
5. Cindy Anh Nguyen (2023) "Collecting Through Absence: Fragmenting Vietnamese Refugee Archives", *Wasafiri*, 38:4, 22-30 (Explore earlier iterations/multimedia website/library/archive) <http://mis-reading.com/> and future making aspirations <http://mis-reading.com/troublingnarratives/>
6. Optional: Klein, Lauren. "The Image of Absence: Archival Silence, Data Visualization, and James Hemings," *American Literature* vol. 85, no. 4 (2013) or watch this video of Ken and D'Ignazio's talk (60 minutes): <https://youtu.be/Su3vIF5P06M?feature=shared>
7. Explore Radical Librarianship Institute <https://www.mellon.org/grant-story/libraries-are-vital-community-spaces-and-they-need-to-evolve>
8. Explore [Library of Missing Datasets \(2016\)](#) art installation by Mimi Onuoha 9. Explore the subject "[Decoloniality](#)" on Library Stack: What is present? What is absent? Where do your interests take you?

10. Explore [“The Capture of Krao Farini” by Nay Soursouin](#) - poetic chapbook experiment; spectacle-algorithm. Blending the traditions of her Lao heritage, the Québec folklore of her childhood, and the work of Marshall McLuhan, her practice examines the transmission of alternate historical narratives. This chapbook is described by Neko Case as “The Capture of Krao Farini hit me so hard. It is two things at once; first it is a lyrical, tender tribute to the wondrous and exploited, Krao Farini but it is also a clear-eyed and unflinching autopsy of the cruelty and mega-entitlement of colonialism and the invented “authority” that it gave her “father” to “purchase” Krao's human body and soul. The “I am not a robot” sections are incredibly nimble and powerful. Nay’s writing is spellbinding.”

*Opening Remarks Professor 11:00-11:30*

→ **Work on Final Project (and/or check in with instructor)**

→ **Exploring Projets (5-10 above)**

*Part 1 Facilitation & Readings Discussion 11:30-12:30*

Break 12:45-1

*Part 2: Milestone 3 Rough Presentations 1-1:50PM*

**Milestone 3: (Rough)Presentation in Weeks 9 & 10**

**Week 10: June 4 Showcase and Celebration**

**Milestone 3 (continued)**

**Milestone 4: Revised Submission: 1) Statement 2) Publication 3) Assessment**

*Submit full submission and complete self and assessment here by June 14, 2024 midnight.*

After the presentation, integrate feedback into the narrative statement and project to publish the final project on whatever scholarly communication platform or format determined. The final submission of the project is accompanied by a detailed self-assessment reflection.

→ **Instructor Pleasure Narrative of IS 289 & Gratitude (Finding Your Purpose by [Hannah Alpert-Abrams](#))**

Pleasure - Page 34-41

**Final Project Assignment**

All students will design and carry out a substantive final project in the form of a creative project. You can decide to work individually or in groups of 2-3. We will work through milestones during the class to move us toward the final submission (Idea, Rough Draft, Presentation, Revised Submission). The creative project will have a multimedia or visual element and a written narrative statement with the following:

- 1) Description
  - 2) Significance
  - 3) Reflection (What did you learn? What were your challenges? What lessons do you hope to carry with you?)
  - 4) If working in groups, describe specific roles of group members.
- (Total length of written narrative statement is 2 pages)

The format of the creative project can be the following:

- 1) LibGuide (online research guide that enhances information literacy for intended audience. The LibGuide should have the following parts: introduction and overview of topics, background information on topic and its importance, resources (databases, books, articles, websites, multimedia) with brief description and relevance to topic, research tips for conducting effective research related to topics, conclusion summary highlighting importance of topic.

a) For example, an updated 2024 version and detailed research guide can be made on ‘history of libraries and book culture’ Library History Round Table [from 2007](#) b) For example, reflect on and build from institutional initiatives to decolonize libraries Explore working group and task force efforts in institutional libraries on “Decolonizing the Library”

<https://www.lib.sfu.ca/help/academic-integrity/indigenous-initiatives/decolonization/resources>

c) For example, reflect on and build from events on data ethics such as “Who Owns Black Data” conference, March 28 and 29, 2024 Johns Hopkins University:

<https://wobd.blackbeyonddata.org/>

d) \*Updated example: Kaya Press for a Free Palestine Resources:

<https://kaya.com/2024/02/signing-on-to-pacbi-resources-from-kaya-staff/>

- 2) Digital Exhibit expanding on a theme from the class, example themes can build off of the following

a) Library multimedia art with narrative statement (seek week 9 for examples)  
b) Bibliographic or bibliometrics study, see Maij Xyooj’s analysis of Hmong Studies  
c) Rethinking Colonial Libraries as a space of ethnographic critique, (see for comparison the archival turn in colonial archives, Ann Laura Stoler, “Colonial Archives and the Arts of Governance,” *Archival Science* 2, no. 1 (March 1, 2002): 87–109, <https://doi.org/10.1007/BF02435632>.)

- 3) Collaborate/Platform/Share: Research an existing initiative related to libraries or decolonial work (or any of the ones we've covered in class), contact the organizers/organization, find ways you can contribute to their work, or organize a community resources event to share and platform their existing work. Create a compelling slide deck, vlog, or podcast introducing the initiative.
- 4) Inspiration: Some of my current favorite creative projects that focus on colonialism/postcoloniality, Southeast Asia, Asian America, colonization/decolonization, labor, disability justice, information studies
  - a) The Capture of Krao Farini by Nay Soursinho  
<https://shop.uglyducklingpresse.org/products/the-capture-of-krao-farini-by-nay-soursinho>
  - b) Document Shredding Museum by Afrizal Malna  
<https://worldpoetrybooks.com/books/document-shredding-museum>
  - c) Mimi Khúc, specifically, [Open in Emergency, decolonizing mental health](#)
  - d) "Feminist Data Manifest-No" Cifor, M., Garcia, P., Cowan, T.L., Rault, J., Sutherland, T., Chan, A., Rode, J., Hoffmann, A.L., Salehi, N., Nakamura, L. (2019).  
<https://www.manifestno.com/>.