

# American Indian Studies: Collection Development Policy

The American Indian Studies Collection Development Policy Statement and its selection criteria are intended to articulate guidelines needed to build and maintain a relevant collection of consistent quality and usefulness, to clarify responsibility for building and maintaining the collection, set parameters for the scope of the collection, and to provide rationales for selection and retention decisions. This document is used by the Library's Racial & Ethnic Studies bibliographer as a planning and working tool to insure consistent and balanced growth and maintenance of the Library's American Indian Studies collection, and to aid in communicating these guidelines to the students, faculty, and staff of the Iowa State University community.

## I. General Purpose

The American Indian Studies Collection of Parks Library is designed to support study, instruction, and research in the interdisciplinary field of American Indian Studies at the higher education level. American Indian Studies materials are defined as those materials dealing with the experiences of American Indian peoples indigenous to the United States and its border regions. Collection emphasis is on the social sciences and the humanities; scholarly and authoritative informational works, appropriate for use at undergraduate, graduate, and research levels, are selected. Primary clientele of this collection are students and faculty in the American Indian Studies Program, students enrolled in classes meeting the University's diversity requirement, and all others interested in American Indian perspectives and contributions. Since patrons represent a wide variety of demands, resources not specifically related to the curriculum are provided.

## II. History

The interdisciplinary American Indian Studies Program is the oldest of all ISU's racial/ethnic studies programs, and also predates the formation of the Women's Studies program. The American Indian Studies Program was approved in October of 1974, and first offered classes in the Fall semester of 1975. The program was established through years of work and organizing initiated by ISU American Indian student Richard Lundy (Sioux) and other Indian students, and grew to include English professor Gretchen Bataille and other interested faculty.

An American Indian Studies Committee (AISC) grew out of this movement, with Bataille as chairperson; professors David M. Gradwohl (now Emeritus, Anthropology) and Joseph Hrabá, Sociology; American Indian students C. Patrick Morris and Quentin Johnson were also members. There has also been a strong and active American Indian student presence on campus, including important organizations such as the United Native American Student Association (UNASA), founded in 1971, as well as chapters of the national American Indians in Science and Engineering Society (AISES), and the American Indian Rights Organization (AIRO). Many of these groups developed community-focused outreach programs such as a mentoring and tutoring program for K-12 children from the Mesquakie Indian Settlement in Tama, and a book drive to help establish a library for the Indian community in Pine Ridge, South Dakota.

Since 1971, there has been an Annual Symposium on the American Indian, which has featured Indian-centered lectures, events, powwows, art exhibits, and discussions, and which has brought to campus N. Scott Momaday, Vine Deloria, Jr. (a 1958 ISU graduate), Geraldine Keams, Gerald Vizenor, Linda Hogan, Sherman Alexie, Elizabeth Cook-Lynn, Denise Bellecourt, Leonard Bruguier, Leonard Crow Dog, Reuben Snake, and many others. The Symposium has also involved the participation of local and Midwestern Indian communities and individuals, including Donald Wanatee, Adeline Wanatee, the Red Earth Singers, the Bear Singers, and K-12 children from the Mesquakie Settlement who have had their artwork exhibited on campus various years.

### **III. Programs Supported: American Indian Studies Program; the ISU Undergraduate Diversity Requirement; the Center for American Intercultural Studies**

"The American Indian Studies Program is housed in the College of Liberal Arts & Sciences (LAS) and currently cross lists courses with the disciplines of Anthropology, English, Religious Studies, and Women's Studies. Students may also take relevant courses in many other disciplines, including Art and Design, Architecture, History, Political Science, Education, and Sociology. In addition, individual instructors in a variety of departments work with students on independent study projects." According to the ISU Catalog, courses in the American Indian Studies Program "... provide added background for students whose career interests may include multicultural education, human services, legal services, or public administration." At least one ISU Learning Community (Student Support Services Program Learning Community) currently lists "Introduction to American Indian Studies LAS 210" as one of its primary linked courses for students in that Learning Community.

The ISU Undergraduate Diversity Requirement was initiated in the Fall of 1997, and requires that every undergraduate student take at least three credit hours each of approved U.S. diversity-related course work. American Indian students and participants in the American Indian Studies Program deserve recognition as being among the first to provide leadership on the ISU campus on issues of multicultural awareness and an appreciation of diversity for all students. The ISU Center for American Intercultural Studies (CAIS) was initiated in Fall 2005. The American Indian Studies Program is affiliated with the Center, along with African American Studies, Asian American Studies, and the US Latino Studies Program.

### **IV. Subject Boundaries**

In general, classification schemes do not well describe the interdisciplinary nature of American Indian Studies. It is the primary responsibility of the Racial & Ethnic Studies bibliographer to select American Indian materials for the Library in all relevant formats and for all relevant locations in Parks Library, with collaboration and consultation with bibliographers in other subject areas and in Reference, as necessary. It is the responsibility of the Racial and Ethnic Studies bibliographer to make any final decisions concerning replacement, transfers, and withdrawals of American Indian Studies materials in the Library. The bibliographer also may make bindery or repair recommendations, as warranted.

### **V. General Collection Guidelines**

**a. Linguistic:** The American Indian Studies collection is primarily in English, but there are no language restrictions and the emphasis is on appropriate material in any language.

**b. Geographical:** Selection of materials is not geographically based, in that all materials judged to be topically relevant to American Indian Studies are considered for inclusion in the collection regardless of place or country of publication.

**c. Types of material collected:** All types of materials are considered for selection, taking into consideration issues such as potential use, budgetary concerns, and other relevant issues, as necessary. In general, all types of materials treating American Indian experiences will be considered for acquisition. Currently, collection intensity centers on monographs, serials, videos, and digital texts.

**d. Format of materials collected:** All formats are considered for selection, taking into consideration issues such as budgetary concerns, accessibility of format (especially when a resource exists in multiple formats), and other relevant issues, as necessary. In general, all formats treating American Indian experiences will be considered for acquisition.

e. **Chronological:** In general, both current and retrospective materials are selected for the collection, with the aim being to acquire and retain authoritative works and those of historical interest and research value. Superseded or out-of-date editions may be transferred to a storage facility or withdrawn. In terms of material content or chronological periods covered, all periods of history relevant to American Indian Studies are considered.

## VI a. Specific Collection Guidelines

Collection intensity will be focused on the following core areas in the humanities and social sciences, with the aim being to achieve research level collections in these areas:

- History of American Indians in the United States
- Literature and poetic works by American Indian authors; literary criticism of American Indian
- literature, and related works
- Religion and religious practices of American Indians
- Social sciences and sociological works on American Indian topics, cultures, and issues
- Women's studies materials and issues relevant to American Indian women

Supplemental materials will be selected in other areas of the humanities, social sciences, and current events with the aim being to achieve basic resource level collections in areas such as the following:

- Art and visual creative works by or about American Indians
- Leisure reading materials relevant to or presenting American Indian perspectives
- Materials in other disciplines may be selected in consultation and collaboration with other subject area bibliographers, with the aim being collectively to achieve basic resource to research level collections in areas such as the following:
  - Education, pedagogy, and issues relevant to American Indians
  - Legal materials and issues relevant to American Indians
  - Music and ethnomusicology by or about American Indians
  - Political science and policy issues relevant to American Indians in the United States
  - Professional issues relevant to American Indians

## VI b. Out of scope subjects, or, materials not collected

**Antiquities:** Due to the great volume of publications of this type, materials with an *exclusive* focus on American Indian antiquities, archaeological artifacts or archaeological dig sites are beyond the scope of this fund line, and normally will be referred to the anthropology bibliographer for consideration.

**Canadian & Latin American indigenous materials:** Materials that pertain to indigenous peoples of Canada and Latin America, and particularly the regions of Canada and Mexico bordering the U.S., are selectively acquired by the Racial & Ethnic Studies Bibliographer. Requests for other Canadian and Latin American indigenous materials will normally be referred to other bibliographers.

**Grammars & Dictionaries:** Specific American Indian grammars, language dictionaries, and works that have an *exclusive* focus on linguistics will normally be forwarded to other bibliographers for consideration. Works that combine linguistics studies with topics such as sociology, anthropology, or other cultural studies will however be collected by the Racial & Ethnic Studies bibliographer.

**Juvenile materials:** Primary juvenile materials (meaning materials intended for a pre-school, elementary, middle school, junior high or young adult level audience) are not collected, except in the case of occasional children's works by prominent literary authors or poets. Requests for children's materials will normally be forwarded to the children's literature bibliographer for consideration. Secondary materials, such as bibliographies, finding tools, and original scholarly research on the topic of children's materials as relevant to American Indian populations in the United States, may be collected in consultation with the children's bibliographer and reference bibliographers, as necessary.

**Multicultural anthologies or collected works:** These consist of anthologies or readers that collect a number of essays on different topics within a given unifying theme. If the majority of chapters or essays focus on non-American Indian topics or concerns, the item is out of scope for American Indian Studies and may best be considered for the Racial & Ethnic Studies bibliographer's General Diversity fund line, or referred to another bibliographer.

**Popular "new age" pseudo-Indian materials:** There is an abundance of mainstream appropriations of various aspects of American Indian cultural beliefs and religious practices, such as vision quests, shamanism, non-Indian imitations of Indian art, and other popular expressions. These are not collected, for the most part. Research materials of this type may be considered by or referred to other bibliographers.

## **VII. Detailed Subject Areas**

See sections VI a and b above.

## **VIII. Other Resources Available**

ISU's American Indian Studies Program is perhaps the oldest, formal American Indian studies program established in the state of Iowa and at the three Regents' Institutions. The University of Iowa's American Indian & Native Studies Program, for example, was established as recently as 1993, and currently offers an undergraduate minor, or certificates at the undergraduate and/or graduate levels. Important American Indian Studies collections are available predominantly at research institutions at great physical distance from Iowa State. Institutions offering Ph.D.'s in American Indian studies include the University of Arizona, UC Berkeley, the University of Oklahoma, and Trent University. Other important collections include those at institutions offering Master's degrees in American Indian studies, such as the University of New Mexico, the University of South Dakota, University of Minnesota, University of Nebraska-Omaha, UCLA, Montana State University, and Cornell.

## **IX. Cross-references to other related Collection Policies**

African American Studies  
Asian American Studies  
General Diversity Studies  
US Latino Studies

## **X. Bibliographer**

Susan A. Vega García is the Racial & Ethnic Studies bibliographer at Iowa State University, and is responsible for building and maintaining the Library's collections in African American Studies, American Indian Studies, Asian American Studies, US Latino Studies, and all other US racial / ethnic groups and US multicultural diversity areas.

## **Statement on Intellectual Freedom**

The Iowa State University Library supports the American Library Association's position on intellectual freedom, as set forth in the Library Bill of Rights, the Freedom to Read policy, and other ALA policies, procedures, resolutions and guidelines resisting censorship and protecting the freedom to read. Selection decisions for library materials are made in accordance with the Library Bill of Rights, which specifies that no materials should be excluded because of the origin, background, or views of its creators; that materials selected should reflect differing points of view on current and historical issues, that materials should not be proscribed or removed because of partisan or doctrinal disapproval, and that libraries shall challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

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