Introduction
A professor requested an information literacy session for her upper-level art history students which focused on the “history and practice of library information systems” in order to make sure they understood “why things are organized the way they are.”

Session Learning Objectives
1. Describe how information systems represent a particular worldview and are not neutral.
2. Generate different types of searching language (e.g., controlled vocabulary and keywords) appropriately.

Instructional Design
Before class, students read articles (Vaughan; Zita) about bias within the LoC system.

During class, the librarian asked students to respond to the ideas presented in the readings. Next, students worked in small groups to sort a pile of books related to contemporary Native American and First Nations artists. Each book’s call number had been temporarily obscured. They were asked to refer to a handout of the LoC classification system, and determine where they should be shelved.

After the students completed the exercise, librarian revealed that almost all of the books they had sorted into the “N” class for art were in fact grouped within “E” or “F” classes which designated them as related to the History of the Americas.

Students were shocked to know that books about contemporary Native American and First Nations peoples were not grouped with other books about contemporary artists around the globe. The class discussed the implications for this system before the librarians briefly demonstrated keyword and subject searches. Students worked individually within the library catalog to discover the use of controlled vocabularies within the catalog’s browse function.

Results
Students concluded that they would need to use subject headings found in the thesaurus and browse in multiple sections of the library stacks to find what they needed.

Adaptation
Librarians may choose from a variety of subject headings and call number ranges in order to demonstrate bias within organizational systems. Sports, politics, and religions of Native Americans and First Nations peoples are often shelved in the “E” or “F” call number ranges.

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Literature cited