Community and Indigenous Knowledge Resources:

What should we be aware of?

How can we help students respectfully engage with Indigenous Knowledge and community resources within a colonial educational framework?

Anne Carr-Wiggin
44 First Nations in three treaty areas; 124 reserves; and approximately 700,537 hectares of reserve land.

Many First Nations and Métis people live outside the reserves.

The most commonly spoken First Nations languages are: Blackfoot, Cree, Chipewyan, Dene, Sarcee, and Stoney (Nakoda Sioux).
Indigenous knowledge / traditional knowledge
Indigenous ways of knowing
Indigenous research methods

Growing acceptance
Sensitivity to both
Role of libraries

Preservation and access
Protocols
Teaching and awareness
Staff sensitivity and familiarity
Indigenous research methods

Relationships
Cultural significance
Narrative
Ceremony

Challenge the notion of neutrality of the researcher

Aim to animate postcolonial institutions with Indigeneity

Challenge the assumptions of domination, patriarchy, racism

Growing acceptance – the proposed PhD program in Indigenous Studies at UA will use Indigenous research methods
Course requirements

Peer reviewed resources – valued by mainstream and Indigenous scholars

Primary sources –
  Many assignments require or encourage the use of primary sources
  Indigenous knowledge resources can often be used here
Primary sources -

Community-produced materials
Images of traditional clothing, regalia, activities
Recordings / digital versions of traditional practices

(Ceremonies are not usually photographed or recorded and if they are, it may not be appropriate to use them.)

Oral pieces
Issues in using Indigenous knowledge

Assessing the quality of the information without peer review
Ethics requirements for obtaining information directly from people.
Questions and discussion

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