Community and Indigenous Knowledge Resources:

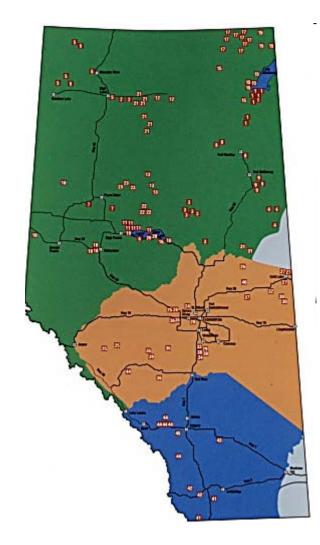
What should we be aware of?

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, Chipweyan, 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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Photo credits: Bonnie Gallinger, Anne Carr-Wiggin





