



INDIGENIZING THE ACADEMY

TRANSFORMING SCHOLARSHIP
AND EMPOWERING COMMUNITIES

EDITED BY DEVON ABBOTT MIHESUAH
AND ANGELA CAVENDER WILSON

Indigenizing The Academy

**Devon Abbott Mihesuah, Angela
Cavender Wilson**



Indigenizing The Academy:

Indigenizing the Academy Devon Abbott Mihesuah, Angela Cavender Wilson, 2004-01-01 Native American scholars reflect on issues related to academic study by students drawn from the indigenous peoples of America Topics range from problems of racism and ethnic fraud in academic hiring to how indigenous values and perspectives can be integrated into research methodologies and interpretive theories

Indigenizing the Academy Kirk Anderson, Maura Hanrahan, 2013

Indigenizing the Academy Tiffany Diane Smith, 2019 *Reshaping the University* Rauna Kuokkanen, 2011-11-01 In the past few decades the narrow intellectual foundations of the university have come under serious scrutiny Previously marginalized groups have called for improved access to the institution and full inclusion in the curriculum *Reshaping the University* is a timely thorough and original interrogation of academic practices It moves beyond current analyses of cultural conflicts and discrimination in academic institutions to provide an indigenous postcolonial critique of the modern university Rauna Kuokkanen argues that attempts by universities to be inclusive are unsuccessful because they do not embrace indigenous worldviews Programs established to act as bridges between mainstream and indigenous cultures ignore their ontological and epistemic differences and while offering support and assistance place the responsibility of adapting wholly on the student Indigenous students and staff are expected to leave behind their cultural perspectives and epistemes in order to adopt Western values *Reshaping the University* advocates a radical shift in the approach to cultural conflicts within the academy and proposes a new logic grounded in principles central to indigenous philosophies

Visioning a Mi'kmaw Humanities Marie Battiste, 2017 Since the Renaissance liberal education has as its core tradition a Eurocentric multidisciplinary humanism the study of literature art philosophy and history grounded in ancient Greek and Latin texts In what may be termed cognitive imperialism the academy has largely ignored Aboriginal perspectives of humanity In this volume Mi'kmaw and non Mi'kmaw scholars teachers and educators posit an interdisciplinary approach to explicate and animate a Mi'kmaw Humanities Drawing on the metaphor of a basket as a multilayered metaphor for engaging postsecondary institutions these essays reveal historical educational legal philosophical visual and economic frameworks to develop a knowledge protocol that can direct transform and enrich conventional Humanities within the complex dynamics of territory energy stewardship alterity and consciousness

Visioning a Mi'kmaw Humanities Marie Battiste, 2018

Decolonizing and Indigenizing Education in Canada Dr. Sheila Cote-Meek, Dr. Taima Moeke-Pickering, 2020-06-01 *Decolonizing and Indigenizing Education in Canada* thinks boldly about how to make space for Indigenous knowledges and have an honest discourse on truth and reconciliation By engaging with Indigenous epistemologies and strategies the contributors navigate the complexities of the decolonization and indigenization of post secondary institutions What is needed in this field is less theorizing and more action the contributors offer practical steps on how one might positively transform the Canadian academy Through this lens of action based solutions each of the fifteen chapters advances critical scholarship on

issues of pedagogy curriculum shifting power dynamics and challenging Eurocentric perspectives in higher education With contributions from both Indigenous and non Indigenous academics from across Canada and in varying academic positions Decolonizing and Indigenizing Education in Canada provides a unique perspective specific to the Canadian education system Featuring discussion questions further reading lists and practical examples of how to engage in decolonization work within the academy this text is an essential resource for students and scholars studying Indigenous knowledges education and pedagogies and curriculum studies *Indigenizing Education* Alison Sammel, Susan Whatman, Levon Blue, 2020-05-23 This book provides invaluable guidance for community school and university based educators who are evaluating their educational philosophies and practices to support Indigenizing education The examples from Australia and Canada shared in this book illustrate how Indigenous and non Indigenous educators have worked together to Indigenize their educational practices showcasing community empowerment and reconciliation agendas It also enables beginning educators to gain a meaningful and critical understanding of what Indigenizing education can mean in their own future practice *Exploring the Toxicity of Lateral Violence and Microaggressions* Christine L. Cho, Julie K. Corkett, Astrid Steele, 2018-03-10 Examining the subtle forms of aggression violence and harassment that occur in our society and manifest in institutions and places of work the expert contributors collected here describe the experience of social marginalization and expose how vulnerable individuals work to navigate exclusionary climates This volume explores how bodies disrupt the status quo in multiple contexts and locations provides insights into how institutions are structured and how practices that may cause harm are maintained and finally considers progressive and proactive alternatives This book will be a key resource for academics and professionals in education sociology nursing law business and political science as well as organizations and policymakers grappling with aggression in the workplace **Indigenous Education** Huia Tomlins-Jahnke, Sandra D. Styres, Spencer Lilley, Dawn Zinga, 2019-07-11 For Indigenous students and teachers alike formal teaching and learning occurs in contested places In Indigenous Education leading scholars in contemporary Indigenous education from North America New Zealand and Hawaii disentangle aspects of colonialism from education to advance alternative philosophies of instruction From multiple disciplines contributors explore Indigenous education from theoretical and applied perspectives and invite readers to embrace new informed ways of schooling Part of a growing body of research this is an exciting powerful volume for Indigenous and non Indigenous teachers researchers policy makers and scholars and a must read for anyone who wants to understand the contested spaces of contemporary education Foreword by Linda Tuhiwai Smith Contributors Jill Bevan Brown Frank Deer Wiremu Doherty Dwayne Donald Ngarewa Hawera Margie Hohepa Robert Jahnke Patricia Maringi G Johnston Spencer Lilley Daniel Lipe Margaret J Maaka Angela Nardozi Katrina Ann R Kap anaokal okeola N koa Oliveira Wally Penetito Michelle Pidgeon Leonie Pihama Jean Paul Restoule Mari Ropata Te Hei Sandra Styres Huia Tomlins Jahnke Sam L No eau Warner K Laiana Wong Dawn Zinga *Sharing the Land, Sharing a Future* Katherine Graham, David Newhouse, 2021-06-11 Sharing

the Land Sharing a Future looks to both the past and the future as it examines the foundational work of the Royal Commission on Aboriginal Peoples RCAP and the legacy of its 1996 report It assesses the Commission s influence on subsequent milestones in Indigenous Canada relations and considers our prospects for a constructive future RCAP s five year examination of the relationships of First Nations Metis and Inuit peoples to Canada and to non Indigenous Canadians resulted in a new vision for Canada and provided 440 specific recommendations many of which informed the subsequent work of the Truth and Reconciliation Commission of Canada TRC Considered too radical and difficult to implement RCAP s recommendations were largely ignored but the TRC reiterates that longstanding inequalities and imbalances in Canada s relationship with Indigenous peoples remain and quite literally calls us to action With reflections on RCAP s legacy by its co chairs leaders of national Indigenous organizations and the Minister of Crown Indigenous Relations and leading academics and activists this collection refocuses our attention on the groundbreaking work already performed by RCAP Organized thematically it explores avenues by which we may establish a new relationship build healthy and powerful communities engage citizens and move to action *First Nations, First Thoughts* Annis May Timpson, 2010-01-01 Countless books and articles have traced the impact of colonialism and public policy on Canada s First Nations but few have explored the impact of Aboriginal thought on public discourse and policy development in Canada First Nations First Thoughts brings together Aboriginal and non Aboriginal scholars who cut through the prevailing orthodoxy to reveal Indigenous thinkers and activists as a pervasive presence in diverse political constitutional and cultural debates and arenas including urban spaces historical texts public policy and cultural heritage preservation This innovative thought provoking collection contributes to the decolonization process by encouraging us to imagine a stronger fairer Canada in which Aboriginal self government and expression can be fully realized

Troubling Truth and Reconciliation in Canadian Education Sandra D. Styres, Arlo Kempf, 2022-09-07 Troubling Truth and Reconciliation in Canadian Education offers a series of critical perspectives concerning reconciliation and reconciliatory efforts between Canadian and Indigenous peoples Indigenous and non Indigenous scholars address both theoretical and practical aspects of troubling reconciliation in education across various contexts with significant diversity of thought approach and socio political location Throughout the work challenges mainstream reconciliation discourses This timely unflinching analysis will be invaluable to scholars and students of Indigenous studies sociology and education Foreword by Jan Hare Contributors Daniela Bascu n Jennifer Brant Liza Brechbill Shawna Carroll Frank Deer George J Sefa Dei Nana Adusei Sefa Tweneboah Lucy El Sherif Rachel yacaa a George Ruth Green Celia Haig Brown Arlo Kempf Jeannie Kerr David Newhouse Amy Parent Michelle Pidgeon Robin Quantick Jean Paul Restoule Toby Rollo Mark Sinke Sandra D Styres Lynne Wiltse Dawn Zinga

A Better Future Jacqueline Bhabha, Wenona Giles, Faraaz Mahomed, 2020-09-17 This book explores the exclusion of underprivileged groups from higher education a critical frontier for diversity and equality endeavors

Decolonizing the English Literary Curriculum Ato

Quayson, Ankhi Mukherjee, 2023-11-09 Leading scholars illustrate the necessity and advantages of reforming the English Literary Curriculum from decolonial perspectives **Academic Integrity in Canada** Sarah Elaine Eaton, Julia Christensen Hughes, 2022-03-03 This open access book presents original contributions and thought leadership on academic integrity from a variety of Canadian scholars It showcases how our understanding and support for academic integrity have progressed while pointing out areas urgently requiring more attention Firmly grounded in the scholarly literature globally it engages with the experience of local practitioners It presents aspects of academic integrity that is specific to Canada such as the existence of an honour culture rather than relying on an honour code It also includes Indigenous voices and perspectives that challenge traditional understandings of intellectual property as well as new understandings that have arisen as a consequence of Covid 19 and the significant shift to online and remote learning This book will be of interest to senior university and college administrators who are interested in ensuring the integrity of their institutions It will also be of interest to those implementing university and college policy as well as those who support students in their scholarly work

Reclaiming Indigenous Research in Higher Education Robin Zape-tah-hol-ah Minthorn, Heather J.

Shotton, 2018-02-27 Indigenous students remain one of the least represented populations in higher education They continue to account for only one percent of the total post secondary student population and this lack of representation is felt in multiple ways beyond enrollment Less research money is spent studying Indigenous students and their interests are often left out of projects that otherwise purport to address diversity in higher education Recently Native scholars have started to reclaim research through the development of their own research methodologies and paradigms that are based in tribal knowledge systems and values and that allow inherent Indigenous knowledge and lived experiences to strengthen the research Reclaiming Indigenous Research in Higher Education highlights the current scholarship emerging from these scholars of higher education From understanding how Native American students make their way through school to tracking tribal college and university transfer students this book allows Native scholars to take center stage and shines the light squarely on those least represented among us *Rising from the Ashes* William Willard, Alan G. Marshall, J. Diane Pearson, 2020-06-01 Rising from the Ashes explores continuing Native American political social and cultural survival and resilience with a focus on the life of Numiipuu Nez Perce anthropologist Archie M Phinney He lived through tumultuous times as the Bureau of Indian Affairs implemented the Indian Reorganization Act and he built a successful career as an indigenous nationalist promoting strong independent American Indian nations Rising from the Ashes analyzes concepts of indigenous nationalism and notions of American Indian citizenship before and after tribes found themselves within the boundaries of the United States Collaborators provide significant contributions to studies of Numiipuu memory land loss and language Numiipuu Palus and Cayuse survival peoplehood and spirituality during nineteenth century U S expansion and federal incarceration Phinney and his dedication to education indigenous rights responsibilities and sovereign Native Nations

American Indian citizenship before U S domination and now the Jicarilla Apaches self actuated corporate model and Native nation building among the Numiipuu and other Pacific Northwestern tribal nations Anchoring the collection is a twenty first century analysis of American Indian decolonization sovereignty and tribal responsibilities and responses Settler Responsibility for Decolonisation Susan Nemec,Billie Lythberg,Christine Woods,2024-09-11 This edited collection presents perspectives from a range of disciplines on the challenges of dismantling coloniality in settler societies Showcasing a variety of pedagogies and case studies the book offers approaches to the praxis of decolonisation in diverse settings including tertiary education activism arts curatorial practice the media trans Indigeneity and psychosocial therapy Chapters centre on the personal relational and political work needed to support decolonisation in settler societies in Aotearoa New Zealand Australia the United States and Canada Drawing from experiences in the field contributors argue that to decolonise research and build authentic relationships with Indigenous communities settler researchers must learn from Indigenous worldviews without appropriating them disrupt colonial epistemologies and reconcile their place in colonialism Indigenising is discussed as a counterpart to the decolonisation process involving restoring and centring the Indigenous voice within Indigenised socio cultural economic legal and political structures and institutions including the return of land The book is a rich resource for researchers seeking to understand and support decolonisation in settler societies and will appeal to non Indigenous scholars students and those involved in decolonisation work in community and institutional settings

Feministing in Political Science Alana Cattapan,Ethel Tungohan,Nisha Nath,Fiona MacDonald,Stephanie Paterson,2024-06-06 Feministing in Political Science examines what is at stake in contesting the boundaries of the contemporary university This critique of mainstream Canadian political science pushes beyond typical studies of institutions and political life Instead the collection draws together personal essays pedagogical interventions dialogues and original research to reflect on how feministing as an orientation and as an analytic can centre experiential knowledge and reshape our understandings of political science Collectively these contributions lay bare the ways that power moves in and through the academy naming the impacts on those who are most structurally precarious all while pointing to futures available to us through refusal solidarity and hope Contributors Yasmeen Abu Laban Julianne M Acker Verney Kelly Aguirre Jeanette Ashe Nicole S Bernhardt Amanda Bittner Alana Cattapan Elaine Coburn Jamilah A Y Dei Sharpe Rita Kaur Dhamoon Alexandra Dobrowolsky Nick Dorzweiler Tammy Findlay Mariam Georgis Emily Grafton Joyce Green Genevieve Fuji Johnson Kiera L Ladner Lindsay Larios Manon Laurent Fiona MacDonald April Mandrona Kimberley Ens Manning Sarah Munawar Nisha Nath Michael Orsini Stephanie Paterson Tka C Pinnock David Semaan Gina Starblanket Heidi Kiiwetinepinesiik Stark Melanee Thomas Reeta Chowdhari Tremblay Ethel Tungohan Nadia Verrelli Leah F Vosko and Chamindra Weerawardhana

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Table of Contents Indigenizing The Academy

1. Understanding the eBook Indigenizing The Academy
 - The Rise of Digital Reading Indigenizing The Academy
 - Advantages of eBooks Over Traditional Books
2. Identifying Indigenizing The Academy
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Indigenizing The Academy
 - User-Friendly Interface
4. Exploring eBook Recommendations from Indigenizing The Academy
 - Personalized Recommendations
 - Indigenizing The Academy User Reviews and Ratings
 - Indigenizing The Academy and Bestseller Lists
5. Accessing Indigenizing The Academy Free and Paid eBooks
 - Indigenizing The Academy Public Domain eBooks

- Indigenizing The Academy eBook Subscription Services
- Indigenizing The Academy Budget-Friendly Options
- 6. Navigating Indigenizing The Academy eBook Formats
 - ePub, PDF, MOBI, and More
 - Indigenizing The Academy Compatibility with Devices
 - Indigenizing The Academy Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Indigenizing The Academy
 - Highlighting and Note-Taking Indigenizing The Academy
 - Interactive Elements Indigenizing The Academy
- 8. Staying Engaged with Indigenizing The Academy
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Indigenizing The Academy
- 9. Balancing eBooks and Physical Books Indigenizing The Academy
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Indigenizing The Academy
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Indigenizing The Academy
 - Setting Reading Goals Indigenizing The Academy
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Indigenizing The Academy
 - Fact-Checking eBook Content of Indigenizing The Academy
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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