

CCS 601: Documenting Indigenous Knowledge(s)
Fall 2008

Monday 5:15 pm – 8:15 pm

Brooks 104B

1-800-570-3591

Participant PIN: 2626502

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Office Hours: Tues/Thurs 1:00-3:00 pm (other times by appointment)

Credits: 3

Course Purposes

- Develop a working definition of Indigenous knowledges and the role of Elders/Tradition Bearers in its practice and perpetuation;
- Explore issues associated with documenting Indigenous knowledges and doing Indigenous-based research;
- Examine ways of appropriately documenting the knowledge systems, ways of knowing and world views practiced by Indigenous peoples;
- Explore issues associated with transforming oral knowledge into literate forms;
- Review various epistemological structures and their function in organizing knowledge in culturally meaningful ways; and
- Provide practical experience in documenting and reporting Indigenous knowledges in a real-world context.

Course Description

The course will provide students with an introduction into the historical background of research and Indigenous peoples, the role of Indigenous researchers, a thorough grounding in the research methodologies and issues associated with documenting and conveying the depth and breadth of Indigenous knowledge systems and their epistemological structures. Included will be a survey of oral and literate data techniques, a review of modes of analysis and presentation, and practical experience in a real-life setting.

Required Texts

- Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed Books Ltd.
- Wilson, S. (1996). *Gwitch'in native elders: Not just knowledge but a way of looking at the world*. Fairbanks: Alaska Native Knowledge Network.

Supplementary Readings

At the instructor's discretion there may be changes (additions/deletions) to this list.

Readings will be available via the ANKN Moodle

(<http://www.ankn.uaf.edu:8080/moodle/login/index.php>) or e-reserve.

- Guidelines for research. (1993). Anchorage, AK: Alaska Federation of Natives.
- Alaska Native Educators, A. o. (2000). *Guidelines for respecting cultural knowledge*. Fairbanks: Alaska Native Knowledge Network.
- Barker, R. (1996). *A right mind to think with: A Yup'ik Theory of Human Development*. Unpublished M.Ed. Project, University of Alaska Fairbanks, Fairbanks.
- Battiste, M. (2008). Research ethics for protecting Indigenous knowledge and heritage: Institutional and researcher responsibilities. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 497-509). Thousand Oaks, CA: SAGE Publications, Inc.
- Brandt, C. B. (2006). Narratives of location: Epistemology and place in higher education. In G. Spindler & L. Hammond (Eds.), *Innovations in educational ethnography: Theory, methods, and results* (pp. 321-344). Mahwah, NJ: Lawrence Erlbaum Associates.
- Commission on Human Rights, U. N. (1994). Principles and guidelines for the protection of the heritage of indigenous peoples. In M. Battiste (Ed.), *Reclaiming Indigenous voice and vision* (pp. 279-284). Vancouver, BC: UBC Press.
- Cook-Lynn, E. (2008). History, myth, and identity in the new Indian story. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and indigenous methodologies* (pp. 329-346). Thousand Oaks, CA: SAGE Publications, Inc.
- Craig, R. (1999). Inupiaq region: Process of interviewing. *Sharing our Pathways: A Newsletter of the Alaska Rural Systemic Initiative*, 4(1), 13.
- Delgado-Gaitan, C. (1993). Researching change and changing the researcher. *Harvard Educational Review*, 63(4), 389-411.
- Dementi-Leonard, B., & Gilmore, P. (1999). Language revitalization and identity in social context: A community-based Athabaskan language preservation project in western interior Alaska. *Anthropology & Education Quarterly*, 30(1), 37-55.
- Dunbar Jr., C. (2008). Critical race theory and Indigenous methodologies. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 85-99). Thousand Oaks, CA: SAGE Publications, Inc.
- Fine, M., Tuck, E., & Zeller-Berkman, S. (2008). Do you believe in Geneva?: Methods and ethics at the global-local nexus. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 157-180). Thousand Oaks, CA: SAGE Publications, Inc.
- Fixico, D. L. (1998). Ethics and responsibilities in writing American Indian history. In D. A. Mihesuah (Ed.), *Natives and academics: Researching and writing about American Indians* (pp. 84-99). Lincoln, NE: University of Nebraska Press.
- Forbes, J. D. (2001). Nature and culture: Problematic concepts for Native Americans. In J. A. Grim (Ed.), *Intellectual property rights and the sacred balance: Some spiritual consequences from the commercialization of traditional resources* (pp. 103-124). Cambridge, MA: Harvard University Press.

- Gilmore, P., & McDermott, R. (2006). "And this is how you shall ask": Linguistics, anthropology, and education in the work of David Smith. *Anthropology & Education Quarterly*, 37(2), 199-211.
- Ilutsik, E. (1999). Traditional Yup'ik knowledge - lessons for all of us. *Sharing our Pathways: A Newsletter of the Alaska Rural Systemic Initiative*, 4(4), 1, 8-11.
- Johnson, M. (1992). *Lore: Capturing traditional environmental knowledge*. Hay River, NWT, Canada: Dene Cultural Institute.
- Jones, A., & Jenkins, K. (2008). Rethinking collaboration: Working the indigene-colonizer hyphen. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 471-486). Thousand Oaks, CA: SAGE Publications, Inc.
- Kincheloe, J. L., & Steinberg, S. R. (2008). Indigenous knowledges in education. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 135-156). Thousand Oaks, CA: SAGE Publications, Inc.
- Leonard, B. (2001). Documenting Indigenous knowledge and languages: Research planning & protocol. *Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative*, 6(5), 1-5.
- Littlefield, R. (1999). Elders in the classroom. *Sharing our Pathways: A Newsletter of the Alaska Rural Systemic Initiative*, 4(2), 8-9.
- Mather, E. (1995). With a vision beyond our immediate needs: Oral traditions in an age of literacy. In P. Morrow & W. Schneider (Eds.), *When our words return: Writing, hearing and remembering oral traditions of Alaska and the Yukon* (pp. 13-26). Logan: Utah State University Press.
- Meyer, M. A. (2008). Indigenous and authentic: Hawaiian epistemology and the triangulation of meaning. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 217-232). Thousand Oaks, CA: SAGE Publications, Inc.
- Smith, G. H. (2000). Protecting and respecting indigenous knowledge. In M. Battiste (Ed.), *Reclaiming Indigenous voice and vision* (pp. 209-224). Vancouver, BC: UBC Press.
- St. Denis, V. (1992). Community-based participatory research: Aspects of the concept relevant for practice. *Native Studies Review*, 8(2), 51-74.
- Wright, M. H. (1995). *The last great Indian war (Nulato 1851)*. Unpublished M.A. Thesis, University of Alaska Fairbanks: Department of Anthropology, Fairbanks.

Course Requirements

The course will utilize an audioconference/seminar format and will rely primarily on readings, written assignments and group discussions led by the instructor, students, and occasional guest speakers.

Attendance & Participation

Students are expected to read the assigned materials before each audioconference and fully participate in the subsequent discussions. As noted in the schedule, you will need complete the readings for Week 2 during Week 1, etc. Students will choose readings from the appropriate topic areas to summarize prior to class discussions and will then facilitate a discussion by posing issues or questions to the class as a whole. The number of summaries assigned to each student will depend on enrollment and number of assigned readings in each section. Students will be expected to come to class regularly and on time. If you must miss more than one class (one grace class will be allowed), please try to contact me in advance. Your first assignment – autobiographical sketch and working statement of research interests – will be included in this category for grading purposes.

Discussion Forums/Critical Response Papers

Questions to be addressed in critical papers and/or discussion forums will be posted to the ANKN Moodle at least one week prior to beginning the topic or theme area. Your responses should integrate your past personal and/or professional experiences with the readings and presentations from each section.

Forum responses and papers should be 2-3 pages in length (600 word minimum). For M.Ed. students or those who plan to take ED 603, please use the APA style; for other students use the style appropriate to your discipline. Course readings and material from class discussions or guest presentations should be cited appropriately. Late forum responses and papers will be assessed a 10 point penalty.

Journal/Personal Log (to be posted on ANKN Moodle)

Students will keep a log reflecting on the readings, discussions and guest speakers. When reviewing the readings, include your personal opinion on the applicability of the readings to indigenous studies and your own (past/present/future) work with/in Indigenous communities. For each topic area, comment on at least two readings. Also note any research terms that you find interesting, or perhaps confusing. Each posting should be about 150 words (i.e., two short paragraphs). Your log for each topic area should be posted prior to beginning the new topic area.

Documentation Project or Research Proposal & Oral Presentation

We will discuss topics for research papers and presentations during Week 3. Papers must be 12-15 pages, typed, double-spaced, with a minimum of 10 references. Although the majority of your grade will be based on content (quality of questions, arguments/rationale, etc.), organization, and style, points will be deducted for grammatical and spelling errors, and incorrect citations. For M.Ed. students or those students planning to enroll in ED 603, please use the APA style; for other students, please use the style appropriate to your discipline.

<u>Grading Policy</u>	<u>Points</u>	<u>%</u>
Attendance/Participation	150	30
Response Forums/Critical Papers (3 @ 50 points each)	150	30
Reading Log	100	20
Research Proposal or Documentation Project	100	20

Points	Letter Grade (note: any grade below a "B" is generally not acceptable in a graduate program)
450-500	A
400-449	B
350-399	C
300-349	D
Under 300	F

SPECIAL NEEDS: UAF is committed to providing equal access for students with disabilities. If you experience a disability and need special accommodations, please contact me at the beginning of the semester. I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.

ACADEMIC INTEGRITY: All students are bound by the UAF Honor Code. Breaking this code will result in an 'F' for the course and possible additional disciplinary penalties.

	Class Activities	Readings (in preparation for subsequent week)
Week 1: Sep 8	Introductions Course overview and expectations Students: Summary of research interests and experiences	<i>Introduction to Qualitative Research: Methodologies, Methods, Terms</i> Decolonizing Methodologies: Introduction Delgado-Gaitan: Researching Change and Changing the Researcher Dunbar: Critical Race Theory & Indigenous Methodologies Gilmore/McDermott: And This is How You Shall Ask St. Denis: Community-Based Participatory Research
Week 2: Sep 15	Instructor Lecture Reading Summaries: “Qualitative Research” Autobiographical Sketch/Statement of Research Interests Due	<i>Defining Indigenous Knowledges/Knowledge Systems</i> Barker: A Right Mind to Think With (selected sections) Gwitch’in Native Elders: Chapters 1 & 2 Kincheloe/Steinberg: Indigenous Knowledges in Education LORE: pp. 3-19 Meyer: Indigenous & Authentic Wright: The Last Great Indian War (selected sections)
Week 3: Sep 22	Reading Summaries Discussion Leader(s): _____	
Week 4: Sep 29	Guest Speaker: TBD Critical Paper Due (Defining Indigenous Knowledges)	<i>Research & Indigenous Peoples</i> Brandt: Narratives of Location Decolonizing Methodologies: Chapters 1-5 Dementi-Leonard/Gilmore: Language Revitalization & Identity Forbes: Nature and Culture
Week 5: Oct 6	No Class: Discussion Forum 1	
Week 6: Oct 13	Video: A Canadian Aboriginal Researcher Reading Summaries Discussion Leader(s)_____	<i>Tradition Bearers/Elders & Research</i> Craig: Process of Interviewing Gwitch’in Native Elders: Chapter 6 Ilutsik: Traditional Yup’ik Knowledge Littlefield: Elders in the Classroom
Week 7: Oct 20	Reading Summaries Discussion Leader(s)_____	
	Meet individually with students about final projects	

Week 8: Oct 27	Instructor Presentation Reading Summaries Discussion Leader(s)_____	<i>Articulating an Indigenous Research Agenda</i> Cook-Lynn: History, Myth & Identity in the New Indian Story Decolonizing Methodologies: Chapters 6-9 Jones/Jenkins: Rethinking Collaboration Leonard: Documenting Indigenous Knowledge & Languages LORE: pp. 23-190 Mather: With a Vision Beyond Our Immediate Needs
Week 9: Nov 3	Guest Speaker: TBD	
Week 10: Nov 10	No Class: Discussion Forum 2 First draft of research proposal or documentation project due	<i>Research Protocols & Responsibilities</i> AFN Guidelines for Research Decolonizing Methodologies: Chapter 10 Guidelines for Respecting Cultural Knowledge Gwitch'in Native Elders: Chapters 4 & 5 Principles & Guidelines for the Protection of the Heritage of Indigenous People
Week 11: Nov 17	Video: An Alaskan Research Agenda from Indigenous Perspectives Reading Summaries Discussion Leader(s)_____	<i>Issues in the Dissemination of Indigenous Research</i> Battiste: Research Ethics for Protecting Indigenous Knowledge & Heritage Decolonizing Methodologies: Chapter 1, pp. 16-17, Chapter 8, pp. 160-161 Fine/Tuck/Zeller-Berkman: Do You Believe in Geneva Smith: Protecting and Respecting Indigenous Knowledge
Week 12: Nov 24	Guest Speaker: TBD	
Week 13: Dec 1	Begin Final Presentations	
Week 14: Dec 8	Final Presentations Continued	
Week 15: Dec 15	No Class: Final Project Due	