

CCS 601: Documenting Indigenous Knowledge
Fall 2007
Mon/Wed 5:10 – 6:40
164 Old U Park

Instructor: Beth Leonard, Ph.D.
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Office Hours – 708C Gruening

Mon/Wed 2:00 – 4:00 pm

Tues/Thurs 1:15-3:15 pm

Other times by appointment

Credits: 3

Course Purposes

- Develop a working definition of Indigenous Knowledge(s) and the role of Elders/Tradition Bearers in its practice and perpetuation;
- Explore issues associated with documenting Indigenous knowledge(s) 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 knowledge(s) 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

- Johnson, M. (1992). *Lore: Capturing traditional environmental knowledge*. Hay River, NWT, Canada: Dene Cultural Institute. (available on-line at http://www.idrc.ca/en/ev-9324-201-1-DO_TOPIC.html)
- Knudtson, P., & Suzuki, D. (1992). *Wisdom of the elders*. Toronto: Stoddart Publishing.
- 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.

Required 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: 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., & Henderson, J. Y. (2000). *Protecting indigenous knowledge and heritage: A global challenge*. Saskatoon, CA: Purich Publishing Ltd.
- 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.
- 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 Athabascan language preservation project in western interior Alaska. *Anthropology & Education Quarterly*, 30(1), 37-55.
- 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.

- Harrison, B. (2001). *Collaborative programs in indigenous communities: From fieldwork to practice*. Walnut Creek: AltaMira Press.
- 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.
- 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.
- 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.

Videos

- Kawagley, O., Fast, P., Wright, M., Leonard, B., & Trueba, E. (1996). An Alaskan research agenda from an Indigenous perspective: A panel discussion. On *Research for a Diverse Society: A Lecture Series* [DVD]. Fairbanks: Alaska Schools Research Fund/University of Alaska Fairbanks Center for Distance Education.
- St. Denis, V. (1997). A Canadian aboriginal researcher: Dilemmas and opportunities. On *Research for a Diverse Society: A Lecture Series* [DVD]. Fairbanks: Alaska Schools Research Fund/University of Alaska Center for Distance Education.

Potential Guest Speakers

Sharon Attla, Educator, FNSBSD – Nordale Elementary
 Bryan Brayboy, President's Professor of Education, UAF School of Education
 Lolly Carpluk, Director, Future Teachers of Alaska
 Malinda Chase, Association of Interior Native Educators
 Karen Dullen, Educator, FNSBSD – Woodriver Elementary
 LaVerne Hutto, Educator, FNSBSD – Tanana Middle
 Ocean Mercier, Lecturer, Victoria University of Wellington, Aotearoa (New Zealand)
 Joy Simon, Associate Director, Future Teachers of Alaska
 Linda Smith, Pro Vice Chancellor Maori, Waikato University, Aotearoa (New Zealand)
 Graham Smith, Distinguished Professor in Education & Visiting Scholar in Indigenous Education, University of British Columbia

Course Requirements:

The course will utilize an audioconference/seminar format and will rely primarily on readings, practical exercises, 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 one or more topic areas to summarize prior to class discussions and will pose issues or questions to be addressed by 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.

Discussion Forums/Critical Response Papers

Questions to be addressed in critical papers and 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 & 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, 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. A first draft of your paper will be due November 14th.

<u>Grading Policy</u>	<u>Points</u>	<u>%</u>
Attendance/Participation	150	30
Response Forums/Papers (6 assignments@25 points each)	150	30
Journal/Personal Log	100	20
Documentation Project (75 points) & Oral Presentation (25 points)	<u>100</u>	<u>20</u>
Total	500	100

<u>Points</u>	<u>Letter Grade</u> (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 10/12	Introductions Course overview and expectations Students: Summary of research interests and experiences	<i>Introduction to Qualitative Research: Terms, Methodologies, and Philosophies</i> Delgado-Gaitan: Researching Change and Changing the Researcher Gilmore/McDermott: And This is How You Shall Ask Decolonizing Methodologies: Introduction St. Denis: Community-Based Participatory Research
Week 2: Sep 17/19	Summaries of readings on “Qualitative Research” Class discussion	<i>Defining Indigenous Knowledge(s)</i> Barker: A Right Mind to Think With (selected sections) Gwitch’in Native Elders: Chapters 1 & 2 LORE: pp. 3-19 Wisdom of the Elders: Chapter 1 & 2 Wright: The Last Great Indian War (selected sections)
Week 3: Sep 24/26	Instructor lecture Summaries of readings on “Defining Indigenous Knowledges” Class discussion Discuss final projects	
Week 4: Oct 1/3	Guest Speaker 1 Oct 3: No Class – Discussion Forum 1	<i>Research & Indigenous Peoples</i> Brandt: Narratives of Location Decolonizing Methodologies: Chapters 1-5 Dementi-Leonard/Gilmore: Language Revitalization & Identity Wisdom of the Elders: Chapter 3
Week 5: Oct 8/10	Summaries of readings on “Research & Indigenous Peoples” Video: A Canadian Aboriginal Researcher	
Week 6: Oct 15/17	Guest Speaker 2 Class discussion Oct 17: 1st Critical Response Paper Due	<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 22/24	Summaries of readings on “Tradition Bearers/Elders & Research”	

Tentative Course Schedule – Class activities and readings subject to change at the discretion of the instructor.
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Week 8: Oct 29/31	Video: An Alaskan Research Agenda from an Indigenous Perspective Class discussion Oct 31: 2nd Critical response Paper Due	<i>Articulating an Indigenous Research Agenda</i> Decolonizing Methodologies: Chapters 6-9 LORE: pp. 23-190 Mather: With a Vision Beyond Our Immediate Needs Wisdom of the Elders: Chapter 4
Week 9: Nov 5/7	Summaries of readings on “Indigenous Research Agenda” Class discussion Nov 5: No Class – Discussion Forum 2	
Week 10: Nov 12/14	Guest Speaker 3 Nov 14: First draft of 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 Leonard: Documenting Indigenous Knowledge & Languages
Week 11: Nov 19/21	Summaries of readings on “Research Protocols” Class discussion	
Week 12: Nov 26/28	Guest Speaker 4 Nov 28: No Class – Discussion Forum 3	<i>Issues in the Dissemination of Indigenous Research</i> Decolonizing Methodologies: Chapter 1, pp. 16-17, Chapter 8, pp. 160-161 Wisdom of the Elders: Chapters 5-8 Other readings TBD
Week 13: Dec 3/5	Summaries of readings on “Dissemination of Indigenous Research” Class discussion	
Week 14: Dec 10/12	Begin Final Presentations Dec 10: 3rd Critical Response Paper Due	
Week 15: Dec 17	Final Presentations Continued Dec 19: Final Project Due	