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Scholarship And Empowering Communities  
Contemporary Indigenous Issues**

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Indigenities offer uncompromising assessments of current scholarship on and by Indigenous peoples and the opportunities awaiting them in the Ivory Tower.

Indigenizing the Academy: Transforming Scholarship and ...

Following the release of the Truth and Reconciliation Commission of Canada's Calls to Action, Canadian universities and colleges have felt pressured to indigenize their institutions. What "indigenization" has looked like, however, has varied significantly.

Indigenization as inclusion, reconciliation, and ...

Indigenizing the Academy: Transforming Scholarship and Empowering Communities (review) Indigenizing the Academy: Transforming Scholarship and Empowering Communities (review) Christensen, Rosemary Ackley. 2007-03-08 00:00:00 Devon Mihesuah and Angela Wilson, eds. Indigenizing the Academy: Transforming Scholarship and Empowering Communities. Lincoln: University of Nebraska Press, 2004. 240 pp. Cloth, \$50.00; paper, \$19.95.

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Indigenizing the Academy: Transforming Scholarship & Empowering Communities. By Devon Abbot Mihesuah & Angela Cavender Wilson. University of Nebraska Press 2004. ISBN 0-8032-8292-3. Indigenizing the Academy: Transforming Scholarship and Empowering Communities, a collection of provocative essays, was gathered partly in response to the controversy that followed publication of Devon Abbot Mihesuah's earlier book, *Natives and Academics: Researching and Writing about American Indians* (1996).

Review: Indigenizing the Academy | Cultural Survival  
Indigenizing the Academy is a thought-provoking collection of articles by Native American scholars regarding the intellectual and psychological environments they encountered as students, university faculty, researchers, and authors.

Book Review: Indigenizing the Academy: Transforming ...  
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Mihesuah, Devon A., Wilson, Angela ...

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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.

Explains the basic steps, opportunities, and challenges to writing about American Indians

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Ten leading Native scholars examine the state of scholarly research and writing on Native Americans. Their distinctive perspectives and telling arguments lend clarity to the heated debate about the purpose and direction of Native American scholarship. All too frequently, Native Americans have little control over how they and their ancestors are researched and depicted in scholarly writings. The relationship between Native peoples and the academic community has become especially rocky in recent years. Both groups are grappling with troubling questions about research ethics, methodology, and theory in the field and in the classroom. In this timely and illuminating anthology, ten leading Native scholars examine the state of scholarly research and writing on Native Americans. They offer distinctive, frequently self-critical perspectives on several important issues: the representativeness of Native informants, the merits of various methods of data collection, the veracity and role of oral histories, the suitability of certain genres of scholarly writing for the study of Native Americans, the marketing of Native culture and history, and debates about cultural essentialism. Some contributors propose alternative forms of scholarship. Special attention is also given to the experiences, responsibilities, and challenges facing Native academics themselves. With lively prose and telling arguments, Natives

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Indigenizing The Academy and Academics lends clarity to the heated debate about the purpose and direction of Native American scholarship.

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.

Stemming from an interdisciplinary conference sponsored by Culture Club: The Cultural Studies Scholars' Association that included scholars from various disciplines and from around the world, this volume collects the work of graduate students and junior faculty which all examine the meaning of cultural scholarship in an ever-changing and increasingly global milieu. These voices, which often become

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marginalized and go unheard, represent what we see as the futures of interdisciplinary academic work in the humanities. The conference and this book are opportunities for scholars of diverse backgrounds and disciplines to come together and engage in a real dialogue with one another. Bringing disparate thoughts on politics, film, television, history, policy, and literature together counters the pressures pushing individuals to take political, religious, scholarly, and ideological sides. Through the efforts represented here, we gain a distanced, yet engaged, view on the many threads that bind us together and the forces that seek to separate us. Looking at this volume, the reader encounters many different approaches, from critical analysis of individual texts to autoethnography. The contributors and compilers of this book do not place these in separate sections or in any hierarchy but rather wish that all of these appear on an equally vital level that displays the ways in which each of the subjects and approaches might open up a piece of culture in a way that draws attention to the connections between them all.

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

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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.

Of Other Thoughts offers a path-breaking critique of the traditions underpinning doctoral research. Working against the grain of traditional research orthodoxies, graduate researchers (almost all from Indigenous, transnational, diasporic, coloured, queer and ethnic minorities) AND their supervisors offer insights into non-traditional and emergent modes of research—transcultural, post-colonial, trans-disciplinary and creative practice-led. Through case studies and contextualizing essays, Of Other Thoughts provides a unique guide to doctoral candidates and supervisors working with different modes of research. More radically, its questioning of traditional assumptions about the nature of the literature review, the genealogy of research practices, and the status and structuring of the thesis creates openings for alternative modes of researching. It gives our emerging

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Indigenizing the Academy encourages the University to take up its public role as critic and conscience of society. Barbara Bolt | Associate Professor and Associate Director of Research and Research Training | The Victorian College of the Arts | University of Melbourne | Australia These writings are essential reading for all PhD students interested in making their critical work count for more. They examine multiple sites where conservative politics and ethics, institutional regulations, culturally constrained supervisory practices, and disciplinary boundary maintenance run counter to the radical and transforming potential of critical PhD work. Graham Hingangaroa Smith | Distinguished Professor | Vice-Chancellor/Chief Executive Officer | Te Whare Wānanga o Awanuiārangi | Whakatāne | Aotearoa - New Zealand This book makes a distinctive and valuable contribution to the growing literature on doctoral education. Readers will find a wonderfully diverse collection of perspectives on non-traditional paths to the PhD. The book synthesises theory with practice in a highly effective and engaging manner. It sets doctoral experiences in their broader cultural, political and intellectual contexts, and addresses epistemological and methodological questions with fresh insight. Of Other Thoughts will appeal to students and supervisors in a range of different fields and deserves a wide international readership. Peter Roberts | Professor of Education,

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Over the past few decades universities have opened their doors to students whose parents and grandparents were historically excluded from societal participation and higher education for reasons associated with racial, ethnic, socio-economic and/or linguistic diversity. Many of these students are first generation - or first in their family to attend university. While some progress has been made in responding to the needs of these internationally underserved learners, many challenges remain. This edited book features the unique and diverse experiences of first generation students as they transition into and engage with higher education whilst exploring ways in which universities might better serve these students. With reference to culturally responsive and sustaining research methodologies undertaken in Australia, Canada, New Zealand, South Africa, the UK and the USA, the contributors critically examine how these students demonstrate resilience within university, and ways in which success and challenges are articulated. Elements that are unique to context and shared across the international higher education milieu are explored. The book is replete with diverse student voices, and compelling implications for practice and future research. The studies featured are centred on underlying theories of identity and

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Indigenizing the Academy: Transforming Scholarship and Empowering Communities Contemporary  
Intersectionality while valuing student voices and experiences. Throughout, the emphasis is on using strengths-based indigenous and decolonised methodologies. Through these culturally sustaining approaches, which include critical incident technique, participatory learning and action, talanoa and narrative inquiry, the book explores rich data on first generation student experiences at seven institutions in six countries across four continents.

The Academic Gateway: Understanding the Journey to Tenure investigates the experiences of professors employed in tenure-track positions who are starting their career within a university environment, but have not yet attained the affirmation and permanence that tenure offers. The role that they have taken on entails the preparation of students within a professional school. Some of them have very limited professional experience, while others bring multiple years of experience with them in their transition to a faculty of education. The contributors speak to the three key components of their faculty role: teaching, service, and research. Addressing organizational structures and differences relative to prior roles, they examine how these changes have assisted, confused or altered the way they conduct their day-to-day work. They speak about relevant prior experiences, the preparation they received through graduate school, and the details



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of the learning curve as they entered into their tenure track role. Have they been successful? The reader will experience the same uncertainty and anticipation every professor goes through during their journey to tenure. This approach amplifies the realism of not knowing whether issues that are spoken about will ultimately be overcome and enhances the validity of their experiences by not biasing the contributions towards those who expect success.

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