

Our Knowledge Is Not Primitive Decolonizing Botanical Anishinaabe Teachings

Our Knowledge Is Not Primitive Decolonizing Botanical Anishinaabe Knowledge Our Knowledge Is Not Primitive Decolonizing and Indigenizing Education in Canada Colonization and the Wampanoag Story Maternal Regret: Resistances, Renunciations, and Reflections The Future of Sustainability Education at North American Universities Canadian Journal of Native Education The British National Bibliography American Educational Research Association Annual Meeting Program Plants Have So Much to Give Us, All We Have to Do is Ask Ethnobotany of the Ojibwe Indians Ethnobotany of the Ojibwe Indians Wendy Makoons Geniusz Wendy Djinn Geniusz Wendy Makoons Geniusz Dr. Sheila Cote-Meek Linda Coombs Andrea O'Reilly Naomi Krogman Arthur James Wells American Educational Research Association Mary Siisip Geniusz Huron H. Smith Huron H (Huron Herbert) Smith

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traditional anishinaabe ojibwe or chippewa knowledge like the knowledge systems of indigenous peoples around the world has long been collected and presented by researchers who were not a part of the culture they observed the result is a colonized version of the knowledge one that is distorted and trivialized by an ill suited eurocentric paradigm of scientific investigation and classification in our knowledge is not primitive wendy makoons geniusz contrasts the way in which anishinaabe botanical knowledge is presented in the academic record with how it

is preserved in anishinaabe culture in doing so she seeks to open a dialogue between the two communities to discuss methods for decolonizing existing texts and to develop innovative approaches for conducting more culturally meaningful research in the future as an anishinaabe who grew up in a household practicing traditional medicine and who went on to become a scholar of american indian studies and the ojibwe language geniusz possesses the authority of someone with a foot firmly planted in each world her unique ability to navigate both indigenous and scientific perspectives makes this book an invaluable contribution to the field of native american studies and enriches our understanding of the anishinaabe and other native communities

the purpose of this research is to study the colonization of botanical anishinaabe gikendaasowin anishinaabe knowledge so that it can be decolonized reclaimed and made useful to programs revitalizing anishinaabe language and culture anishinaabe or anishinaabeg in the plural is the self designation of the american indian people who are commonly referred to in english as the chippewa ojibway ojibwa or ojibwe a fair amount of information about how the anishinaabeg work with plants and trees has been recorded by researchers in various fields including anthropology and ethnobotany however much of this information has been colonized through both their elicitation of this information from anishinaabe consultants and adaptation of it to fit into the non native knowledge keeping systems of which they were a part researchers have created colonized texts of anishinaabe gikendaasowin anishinaabe people and organizations often attempt to use these texts in their language and culture revitalization programs but they often fall short of being adequate tools of cultural revitalization through biskaabiiyang methodology developed by seven generations education institute in fort francis ontario this dissertation compares colonized botanical anishinaabe gikendaasowin with that of anishinaabe elders from communities in wisconsin michigan minnesota and western ontario in order to explore a decolonization process which will be useful to the revitalization of anishinaabe culture and language

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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

until now you ve only heard one side of the story the discovery of america told by christopher columbus the pilgrims and the colonists here s the true story of america from the indigenous perspective when you think about the beginning of the american story what comes to mind three ships in 1492 or perhaps buckled hats and shoes stepping off of the mayflower ready to start a new country but the truth is christopher columbus the pilgrims and the colonists didn t arrive to a vast empty land ready to be developed they arrived to find people and communities living in harmony with the land they had inhabited for thousands of years and they quickly disrupted everything they saw from its discovery by europeans to the first thanksgiving the story of america s earliest days has been carefully misrepresented told from the perspective of the new england indigenous nations that these outsiders found when they arrived this is the true story of how america as we know it today began

this collection considers how maternal regret as it is conveyed in remorse resentment dissatisfaction and disappointment troubles the assumptions and mandates of normative motherhood and how it is explored and critiqued in creative non fiction film literature and social media maternal regret is also examined in relation to the estrangement of mother and child and the remorse and grief felt by both mothers and children caused by the abandonment of mother or child finally the collection explores how regret opens the space for maternal erudition enlightenment and evolution and makes possible maternal empowerment the book is organized by way of these three sections the first resistances examines how maternal regret as conveyed in remorse disillusionment and resentment counters and corrects normative

motherhood the second renunciations looks at how regret is experienced in mother child abandonment and the third reflections explores how regret may be an opportunity for maternal knowledge and power overall the collection serves to debunk and destroy the final taboo of normative motherhood that of maternal regret mothers voicing regret as journalist kingston writes signals a large groundswell of maternal reckoning one that has been compared to the metoo campaign

this collection explores sustainability education in the north american academy the authors advocate for a more integrated approach to teaching sustainability in order to help students address the most pressing problems of the world embrace experimentation and foster more meaningful involvement with the communities in which universities are located throughout they remain focussed on identifying opportunities for sustainability in higher education and suggesting specific strategies and tactics to achieve them recommendations include pedagogical and structural changes aimed at helping students understand the systems in which they can advance sustainability this timely volume will be of interest to scholars academic leaders policy makers societal partners in research and private sector leaders interested in advancing the sustainability agenda foreword by thomas e lovejoy contributors apryl bergstrom christopher g boone ann dale thomas dietz roger epp allison f w goebel kourosh houshmand robert h jones naomi krogman shirley m malcom robert e megginson patricia e ellie perkins vicky j sharpe toddi a steelman

in ethnobotany of the ojibwe indians huron h smith meticulously explores the intricate relationships between the ojibwe people and their natural environment detailing how indigenous flora has shaped their cultural and spiritual practices this pioneering work rooted in ethnographic inquiry utilizes a rich blend of narrative and scientific analysis engaging readers with its careful documentation of plant uses traditional knowledge and the philosophical underpinning of nature within ojibwe cosmology smith s methodical approach not only preserves the nuances of ojibwe language surrounding botanical terms but also provides a significant contribution to the study of indigenous knowledge systems in the broader context of north american ethnobotany huron h smith was an influential figure in the field of ethnobotany and native american studies drawing upon his extensive research and personal interactions with the ojibwe community his commitment to documenting and preserving indigenous knowledge reflects a deeper understanding of colonial impacts on native american cultures smith s own background enriched by a lifelong dedication to ethnographic fieldwork and advocacy for indigenous rights equipped him with unique insights that galvanized his scholarly pursuits and underscored the importance of cultural continuity this book is an essential read for scholars students and anyone interested in the rich tapestry of indigenous knowledge and its application in modern ecological contexts readers will find value not only in the detailed cataloging of plant uses but also in the philosophical reflections smith offers on the interconnectedness of culture and

nature ethnobotany of the ojibwe indians serves as a vital resource for those looking to deepen their understanding of both the ojibwe heritage and the broader implications of indigenous wisdom

explore the rich intersection of botany and native american culture in ethnobotany of the ojibwe indians by huron h smith this meticulously prepared republication delves into the traditional uses of plants by the ojibwe people of minnesota a valuable resource for anyone interested in ethnobotany medicinal plants and native american history this book documents the ojibwe s deep understanding and utilization of their natural environment discover detailed information about the plants they used for medicine food and other essential aspects of daily life this comprehensive study categorized under science specifically botany and history offers a unique perspective on the natural world and the wisdom of the ojibwe perfect for students researchers and anyone with an interest in the enduring connection between people and plants this work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it this work is in the public domain in the united states of america and possibly other nations within the united states you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public we appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant

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