



TeachingWorks

UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

2018-19 TeachingWorks Streaming Seminar Series

Panel Discussion: Expanding the canon: What other disciplines might we include in our K-12 schools to illuminate, nurture, and grow students' brilliance?

Featuring:

Eve Tuck Associate Professor
Ontario Institute for Studies in Education (OISE)
University of Toronto

**Thank you for your patience.
The session will begin at 4:10 p.m.**

Email questions to twseminar@umich.edu #twseminar



Critical Content Knowledges in Indigenous Studies

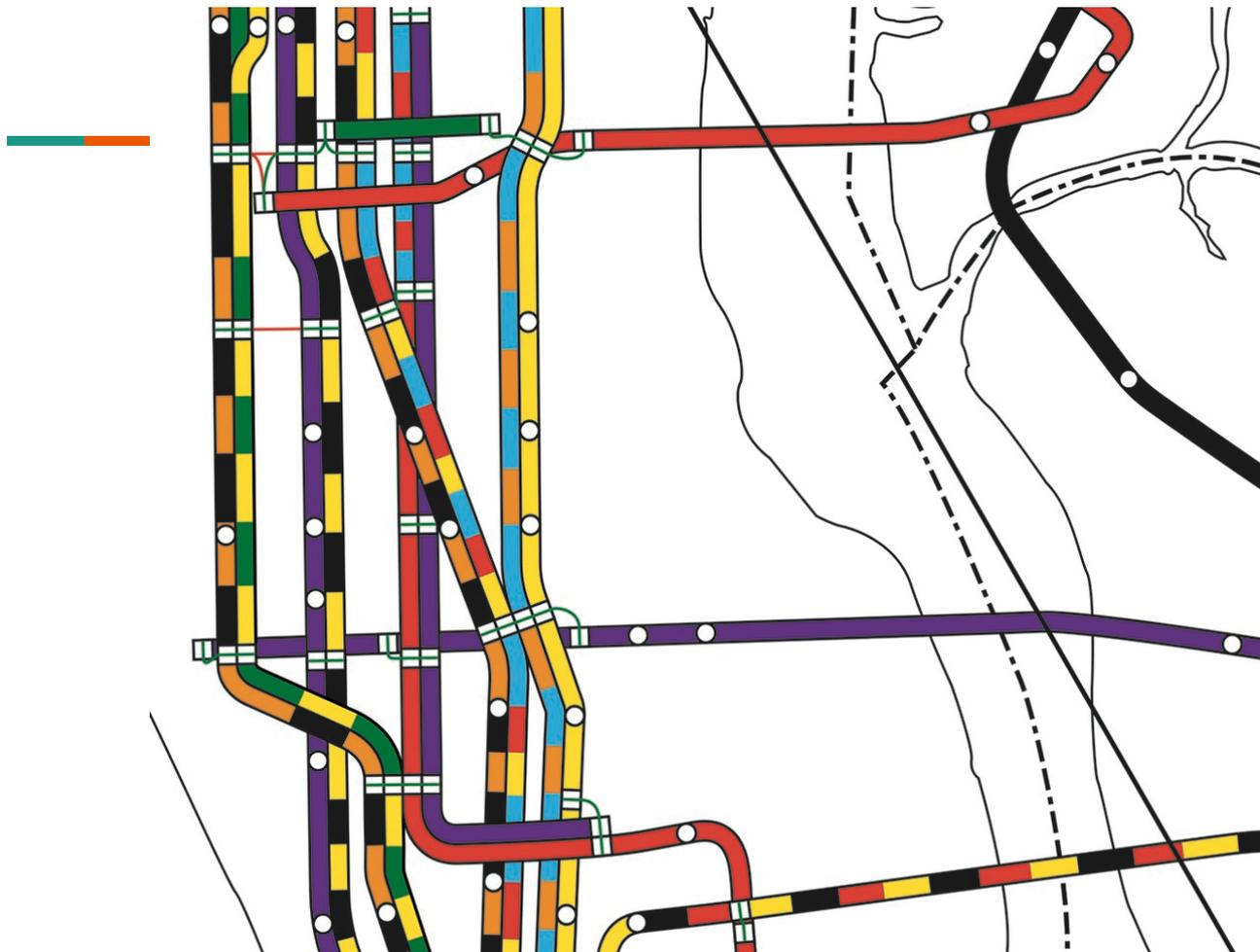
Eve Tuck @tuckeve

Associate Professor, Critical Race and Indigenous Studies

Department of Social Justice Education

Canada Research Chair, Indigenous Methodologies with Youth + Communities

Ontario Institute for Studies in Education, University of Toronto



1964, R. Raleigh D'Adamo designed this color-coded subway map for New York City. It's recently been digitally restored



Foundational ideas

Indigenous communities are place specific

What can be said about all Indigenous communities has more to do with relationships to violent nation-states

Approaches to learning about these specificities are also specific

Many of the resources are inadequate and are written to imagine the “indian” as an empty signifier (Vizenor, 1999), rather than Indigenous people as people



Content Knowledges

1. Settler colonialism is ongoing

Settler colonialism is a societal structure in which invaders come and claim land for themselves and shatter the lives of the people who were living there before

Disbelief in the notion of progress or linear movement away from an earlier violent past toward an incrementally better future



Content Knowledges

2. Accurate and respectful knowledge about the Indigenous communities upon whose lands we live and work

The specific Indigenous nations or communities in relation to which we live and work

Indigenous communities as contemporary communities with long pasts and long futures

Indigenous sovereignty is a concept that would be meaningfully taught recursively across and throughout the curriculum, so that understandings of self-determination, jurisdiction, and mutuality are deeply understood by non-Indigenous students



Content Knowledges

3. Land based knowledges and protocols about how to do things in a good way

Involves familiarity and respect for knowledge protocols of the particular territory

Means understanding how land and waters want us to learn

Knowing that every place has ways that things begin, how they end, and how we do things in a good way to take care of our relations

Attending to land's agency in our seemingly only human-to-human exchanges

Content Knowledges

4. Relating to land

How are your words and actions in right relation to the people who have taken care of these lands and waters since time immemorial?





Content Knowledges

5. Returning land

What content knowledges do we need to teach people to return land to Indigenous peoples?

What do people need to re-learn about Indigenous people to return land?

What do they need to know about themselves ?



Summary of Critical Content Knowledges in Indigenous Studies

1. Settler colonialism is ongoing
2. Accurate and respectful knowledge about the Indigenous communities upon whose lands we live and work
3. Land based knowledges and protocols about how to do things in a good way
4. Relating to land
5. Returning land