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Descrizione fisica	1 online resource (293 p.) : 21
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Nota di contenuto	Front Matter -- Contents -- Illustrations -- Indigenuity of Indigenous Knowledges and Community Conversations -- Indigenous Relationality -- Walking the Land in Silence -- Sacred Circle xaxa qalk -- Art, Science, and K-12 Outreach/Education -- Climate Justice in Undergraduate Medical Curriculum -- The Journey of a Muckleshoot

Language Teacher -- Journey Rediscovered -- As We Journey, We Are Not Alone -- The Journey of Ses yehomia / tsi kuts bat soot -- Protect Kaho'olawe 'Ohana and the Sacredness and Return of Kaho'olawe -- Resisting Colonialism within Sustainability in Higher Education -- Bifurcation -- Lifting the Voices of Indigenous Students to Empower the Next Generation of Ocean Leaders -- Na'akai -- Enbridge Line 3 Impact on Wild Rice Lakes in Minnesota Using GIS and Remote Sensing -- The Issues of Climate Change and Variability and Indigenous Peoples' Science, Technology, and Society Study -- On Land and Social Fragmentation -- Ethnography of the Protectors of the Menominee River -- American Indian Decolonization through Minecraft -- Expressions of Native Womanhood -- Lessons of Eco-Mindfulness -- Existence as Resistance -- N Mm, Pp, Arohanui, from Mum and Dad, with Love -- Index -- About the Authors

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### Sommario/riassunto

Voices of Indigenuity collects the voices of the Indigenous Speaker Series and multigenerational Indigenous peoples to introduce best practices for traditional ecological knowledge (TEK). In this edited collection, presenters from the series, both within and outside of the academy, examine the ways they have utilized TEK for inclusive teaching practices and in environmental justice efforts. Advocating for and providing an expansion of place-based Indigenized education that infuses Indigenous epistemologies for student success in both K-12 and higher education curricula, these essays explore topics such as land fragmentation, remote sensing, and outreach through the lens of TEK, demonstrating methods of fusing learning with Indigenous knowledge (IK). Contributors emphasize the need to increase the perspectives of IK within institutionalized knowledge beyond being co-opted into non-Indigenous frameworks that may be fundamentally different from Indigenous ways of thinking. Decolonizing current harmful pedagogical curricula and research training about the natural world through an Indigenous- guided approach is an essential first step to rebuilding a healthy relationship with our environment while acknowledging that all relationships come with an ethical responsibility. Voices of Indigenuity captures the complexities of exploring the contextu- alized meanings for why TEK should be integrated into Western environmental science processes and frameworks while rooted in Indigenous studies programs.

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