Decolonizing Development Through Indigenous Artist-Led Inquiry

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Abstract

In this article four university art educators explore theories of self-determination and describe decolonizing, approaches to research that are built on mutual trust. As researchers we recognize that (re)presenting the stories of others—especially across international and transcultural boundaries—is both problematic and an ethical challenge. We acknowledge the risks that participants assume when sharing their stories, and follow the culturally sensitive strategy of having collaborating indigenous artists lead the research.

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Decolonizing Methodologies written by Max Liboiron. Abstract: Increasingly research involving Indigenous people is being undertaken by Indigenous researchers, who bring forward worldviews that shape the approach of the research, the theoretical and conceptual frameworks, and the epistemology, methodology, and ethics. Many times such research bridges Western practices and Indigenous knowledges; however, bringing together these two worldviews can also present challenges. In this paper the author explores the challenges and lessons learned in the practical application of an Indigenous research framework and qualitative inquiry. Humanizing Research: Decolonizing Qualitative Inquiry with youth and Communities. Thousand Oakes, CA: Sage Publications. Leading the Way: Indigenous knowledge and Collaboration at the Woolyungah Indigenous Centre. Indigenous Methodology in Practice: Starting a Community-Based Research Indigenous Methodology in Practice: Starting a Community-Based Research Center on the Yakama Reservation. Decolonizing Development Through Indigenous Artist-Led Inquiry. Journal of Social Theory in Art Education, Dec 2010. Christine Ballengee-Morris, James Sanders, Debbie Smith, Kryssi Staikidis.