

**INDIGENOUS STUDIES 3142G**  
**Doing Research (In a Good Way)**  
**Winter 2020**  
**Tuesday 10:30 - 1:30, Room SSC 3108**

<b>Instructor:</b> Dr. Diana Lewis, Assistant Professor <b>Office:</b> SSC-3213 <b>Phone:</b> 519-661-2111 Ext. 85103 <b>Email:</b> Diana.Lewis@uwo.ca	<b>Lecture Dates:</b> Wednesday: 1:30 - 4:30 <b>Office Hours:</b> Wed: 11:00-1:00 (or by appointment) <b>Class Location:</b> TBD
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**I take this opportunity to welcome students to the traditional territory of the Anishinaabek, Attawandaron, Haudenosaunee, and Lunaapewak Peoples.**

Course Description: In this interactive course students will learn the theoretical and practical foundations for conducting research with Indigenous communities. Discussions will focus on the history of research with Indigenous peoples; ethics, especially as it relates to protocols for using Indigenous knowledge(s); Indigenous research models; research agreements; and data governance (OCAP Principle).

**Prerequisite(s): Indigenous Studies 2213F/G; or the former Anthropology 2217F/G or the former FNS 2217F/G.**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Learning Outcomes:**

- Understand the reasons for ethical principles of conducting research with Indigenous peoples;
- Apply ethical principles in their research with Indigenous peoples.
- Develop methodologies that apply the 4 R's of Indigenous research - respect, reciprocity, relevance, and responsibility
- Be able to initiate and engage with communities to develop an independent research project.

**Required Text(s): Books available on 2-hour reserve loan at Weldon Library**

Karetak, J., Tester, F., & Tagalik, S. (Eds.) (2017). *Inuit Qaujimagatuqangit: What Inuit have always known to be true*. Halifax, NS: Fernwood Publishing.

Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations and contexts*. Toronto, ON: University of Toronto Press.

Tuhiwai Smith, L. (2012). *Decolonizing methodologies: Research and indigenous peoples* (2<sup>nd</sup> ed.). London, UK; Zed Books.

Walter M., & Anderson, C. (2013). *Indigenous statistics: A quantitative research methodology*. Walnut Creek, CA: Left Coast Press.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood Publishing.

### Methods of Evaluation:

Item	Description	Due	Value
Participation	Participation in discussions in class and with guest speakers.	All term	25%
Indigenous method activity	Activity to be discussed in class.	Feb. 26th	25%
OCAP Test	Test - Fundamentals of OCAP	March 4th	25%
Research Plan	Proposed research project outline (2500 words)	April 3rd	25%

### Important Policies

#### *Policies for Assignment Deadlines:*

Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. **Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse – no exceptions.** Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%.

#### *A Note on Plagiarism:*

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

#### *Plagiarism Checking:*

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

#### *Policies on Examinations*

\*\*No electronic devices will be allowed during tests.

### ***Policy on Laptops and other Electronics/Phones in Class:***

Laptops are permitted in class but if it is observed that students are online or on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of every class.

### ***Policy on Accommodation for Medical Illness***

Western's policy on Accommodation for Medical Illness can be found at

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

[http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***Accessibility Options:***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***Scholastic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Mental Health***

Students who are in **emotional/mental distress** should refer to Mental Health@Western

([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

### ***Indigenous Services:***

A link to Indigenous Services can be found at <http://indigenous.uwo.ca>

### ***Registrar's Office:***

A link to the Registrar's Office can be found at <http://www.registrar.uwo.ca>

### ***USC Services:***

A link to University Student Services can be found at <http://westernusc.ca>

### ***Writing Support Centre:***

A link to the Writing Support Centre can be found at <http://www.sdc.uwo.ca/writing/>

### **Copyright**

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

**Policy on Children in Class:** If we want women in academia, then we should expect that children might be present. Currently, the university does not have a formal policy on children in the classroom. The policy described here is therefore a reflection of a commitment to student, staff and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, often the largest barrier to completing coursework once you become a parent is the tiredness many feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and perhaps even another job can be exhausting. Together as instructor and classmates, I hope we are able to accommodate any special parenting needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school- parenting balance. Thank you for the diversity you bring to our classroom! Credit: Dr. Melissa Cheyney/ Dr. Ian Puppe.

### **Course Schedule and Readings:**

#### **Class Schedule**

#### **January 8, 2019 – Review of syllabus**

- Research In Action - Case Study: Pictou Landing First Nation

## January 15, 2019 - Ethical research with Indigenous Peoples

### Readings:

- Brant Castellano, M. (2004). Ethics of Aboriginal research. *Journal of Aboriginal Health*, 1(1), 98-114.
- Ermine, W. Sinclair, R., Jeffery, B., & Indigenous Peoples' Health Research Centre. (2004). *The ethics of research involving Indigenous peoples*. Saskatoon, SK: Indigenous Peoples' Health Research Centre. Retrieved from [http://iphrc.ca/pub/documents/ethics\\_review\\_iphrc.pdf](http://iphrc.ca/pub/documents/ethics_review_iphrc.pdf)
- Tri-Council Policy Statement – Ethical conduct for research involving humans. Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. (2014). ([http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf))
- Chapter 9 – Research involving the First Nations, Inuit, and Metis Peoples in Canada.

### Use link to review document(s):

- CIHR Guidelines for Health Research Involving Indigenous People (2007-2010). See <http://www.cihr-irsc.gc.ca/e/29134.html>
- Social Sciences and Humanities Research Council – Indigenous Research Statement of Principles. See [http://www.sshrc-crsh.gc.ca/about-au\\_sujet/policies-politiques/statements-enonces/indigenous\\_research-recherche\\_autochtone-eng.aspx](http://www.sshrc-crsh.gc.ca/about-au_sujet/policies-politiques/statements-enonces/indigenous_research-recherche_autochtone-eng.aspx)
- Western University Research Ethics – See <https://www.uwo.ca/research/ethics/human/index.html>

## January 22, 2019 – Decolonizing methodologies.

- Guest speaker – Western Ethics – TBD
- Guest speaker – Writing Support Centre – TBD

### Readings: On OWL

- Castleden, H., Morgan, V. S., & Lamb, C. (2012). “I spent the first year drinking tea”: Exploring Canadian university researchers’ perspectives on community-based participatory research involving Indigenous peoples. *The Canadian Geographer/Le Géographe canadien*, 56(2), 160-179.
- Jones, A., & Jenkins, K. (2008). Rethinking collaboration: Working the indigene-colonizer hyphen. *Handbook of critical and indigenous methodologies*, 471-486.
- Tuck, E., & Yang, K. W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. *Qualitative Inquiry*, 20(6), 811-818.

## January 29, 2019 – Indigenous methodologies and Two-Eyed Seeing – Integrating Indigenous and western ways of knowing.

- Video: Bartlett C (2012). Two Eyed Seeing. [https://www.youtube.com/watch?v=\\_CY-iGduw5c](https://www.youtube.com/watch?v=_CY-iGduw5c)

Readings: On OWL

Bartlett, C., Marshall, M., & Marshall, A. (2012). Two-Eyed Seeing and other lessons learned within a co-learning journey of bringing together Indigenous and mainstream knowledges and ways of knowing. *Journal of Environmental Studies and Sciences*, 2(4), 331-340.

Kovach, M. (2015). Emerging from the margins: Indigenous methodologies. In Strega, S. & Brown, L. (Eds.) *Research as Resistance, 2nd Edition: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches* (43-64). Toronto, ON: Canadian Scholars' Press.

Martin, D. H. (2012). Two-Eyed Seeing: A framework for understanding Indigenous and non-Indigenous approaches to Indigenous health research. *Canadian Journal of Nursing Research*, 44(2), 20-42.

### **February 5, 2019 – Ceremony**

Elder(s) Visit – TBD – Understanding ceremony.

Required Reading:

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood Publishing.

### **February 12, 2019 – Developing the research relationship - Community-based participatory research.**

Guest speaker(s) – 4 Graduate students with experience in developing these relationships.

Readings: On OWL

Castleden, H., Mulrennan, M., & Godlewska, A. (2012). Community-based participatory research involving Indigenous peoples in Canadian geography: Progress? An editorial introduction. *Canadian Geographer*, 56(2): 155–159.

Castleden, H., Sloan Morgan, V., & Lamb, C. (2012). 'I spent the first year drinking tea': Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples. *Canadian Geographer*, 56(2), 160-179.

Tobias, J. K., Richmond, C. A., & Luginaah, I. (2013). Community-based participatory research (CBPR) with Indigenous communities: Producing respectful and reciprocal research. *Journal of Empirical Research on Human Research Ethics*, 8(2), 129-140.

### **February 17-21 – Reading Week**

**February 26, 2019 – Indigenous method activity in class – Presentations - 25%**

Readings: On OWL

- Kovach, M. (2010). Conversational method in Indigenous research. *First Peoples Child and Family Review*, 5(1), 40-48.
- Lavallée, L.F. (2009). Practical application of an Indigenous research framework and two qualitative Indigenous research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of Qualitative Methods*, 8(1), 21–40.
- Wilkes, R. (2015). Indigenous resistance in comparative perspective: An overview with an autobiographical research critique. In Coburn, E. (2015). *More will sing their way to freedom: Indigenous resistance and resurgence* (111-128). Black Point, NS: Fernwood Publishing.

**March 4th – The Research Relationship**

Guest speaker – Local organization– TBD – How to form a research relationship?

**Test in class – 25% of final mark**

**March 7 – Last day to drop a second-term half course, or second-term full course without academic penalty.**

**March 11<sup>th</sup> – OCAP**

Readings: Use link to document(s):

Barriers and Levers for the Implementation of OCAP ([https://fnigc.ca/sites/default/files/docs/barriers\\_and\\_levers\\_for\\_the\\_implementation\\_of\\_ocap.pdf](https://fnigc.ca/sites/default/files/docs/barriers_and_levers_for_the_implementation_of_ocap.pdf))

First Nations Information Governance Centre. (2011). *Best practice tools for OCAP compliant research*. Retrieved from <http://fnigc.ca/sites/default/files/RHSBestPracticeBooklet.pdf>

OCAP Resources: Ownership, Control, Access and Possession (OCAPTM): The Path to First Nations Information Governance ([https://fnigc.ca/sites/default/files/docs/ocap\\_path\\_to\\_fn\\_information\\_governance\\_en\\_final.pdf](https://fnigc.ca/sites/default/files/docs/ocap_path_to_fn_information_governance_en_final.pdf))

The First Nations Principles of OCAP® <http://fnigc.ca/ocap.html>

Video – OCAP – FNIGC - <https://fnigc.ca/ocapr.html>

**March 18th – Quantitative/Qualitative methods – Introduction to software**

Required Reading:

Walter M., & Anderson, C. (2013). *Indigenous statistics: A quantitative research methodology*. Walnut Creek, CA: Left Coast Press.

Readings: On OWL

Blackstock, C. (2009). First Nations children count: enveloping quantitative research in an Indigenous envelope. *First Peoples Child & Family Review*, 4(2), 135-143. [https://fncaringsociety.com/sites/default/files/online-journal/vol4num2/Blackstock\\_pp135.pdf](https://fncaringsociety.com/sites/default/files/online-journal/vol4num2/Blackstock_pp135.pdf)

Kukutai, T., & Taylor, J. (Eds.). (2016). *Indigenous data sovereignty: Toward an agenda* (Vol. 38). Anu Press.

Steffler, J. (2016). Commentary: The Indigenous data landscape in Canada: An overview. *Aboriginal Policy Studies*, 5(2), 149-164.

**March 25th** – Review Assignment Details:

- How to develop a proposed research plan (To be discussed in class in more detail in late January). Work on assignment in class.

**April 3rd** - Submission of a Proposed Research Plan – 25% of final mark.