

INDSTU 4903G

Course Outline: Winter 2021

Title: Indigenous Research and Methodologies
Lecture (via zoom): Thursdays 10.30am -12.30pm.

I take this opportunity to welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-wonda-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g. First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors to our society.

1. Course Information

1.1. Contact Information:

Instructor: Dr Lewis Williams
Office: N/A
Office Hours: By appointment.
Phone: N/A
Email: Lewis.Williams@uwo.ca

2. Calendar Description

2.1. Course Description

This advanced course examines the critical issues and tensions of doing research with and for Indigenous peoples. Themes will include Indigenous methodologies (including but not limited to oral histories), and decolonizing research.

3 lecture hours, 0.5 course
Antirequisite(s): N/A
Prerequisite(s): Registration in any third or fourth year program.
Prerequisite checking is the student's responsibility

Students are required to attend the class during the regularly scheduled time each week via Zoom as there will be important discussions taking place during class. Only the lectures will be recorded and posted to the course website on OWL, sometime soon after the class is completed and removed before the next class begins. This means none of the discussions we have in class, nor guest lectures, or explanations for the quizzes, assignments, or the take-home exam will be recorded. Students who miss a virtual in-person class accept full responsibility for working independently using the written information on OWL to guide their progress. It is the student's responsibility to make sure they have the required technology to successfully complete the course.

Technical Requirements:

- Stable internet connection
- Laptop or desktop computer with updated software
- Working microphone
- Working webcam
- Western University Zoom application installed Detailed specifications (see “computer requirements”): <https://registrar.uwo.ca/academics/timetables.html> Western Zoom page, including privacy information: <https://wts.uwo.ca/zoom/index.html>
- If you need technical assistance, first search the OWL Help Page, then contact the Western Technology Services Helpdesk using their Online Helpdesk or by calling 519.661.3800 (if on campus, ext. 83800)

2.2. Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.”

3. Textbooks: Books available on 2-hr reserve loan at Weldon Library

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*. (2nd Ed.). London, U.K.; Zed Books.

Other course readings are provided through OWL

4. Course Objectives and Format

- A. Students will be introduced to the conceptual underpinnings of Indigenous research methodologies and will gain an understanding of the historical and contemporary contextual issues that continue to shape their evolution.
- B. Students will gain an understanding of the ways in which race, ethnicity, gender, sexuality, ability intersect with colonialism, and the ways in which ‘intersectionality’ is theoretically situated within Indigenous research methodologies. Indigenist feminist and critical theory will be key considerations.

- C. Students will learn about key research paradigms (including the interrelations between epistemology, ontology, axiology, methodology and methods) and the ways in which research and knowledge production is shaped by culturally dominant power relations.
- D. Students will gain an understanding of the movement towards post-colonial Indigenous research methodologies and relational epistemologies, and the ways in which Western traditions which are commensurate with the goals of decolonization and Indigenous resurgence, can be aligned with Indigenous research methodologies.
- E. Students will gain an understanding about the ways in which their own cultural identities are situated in relation to the application of Indigenous research methodologies and the implications of this for research design and process, including the importance of self- reflexivity in negotiating the research terrain.
- F. Students will be introduced to culturally responsive Indigenous research methodologies and gain an understanding of the application of specific research methods within this framing.
- G. Students will develop an appreciation for some of the challenges encountered within the application of Indigenous research methodologies within institutional and community partnerships.

5. Learning Outcomes

Students who successfully complete this course will be able to:

- A. Demonstrate understanding of the historical and contextual issues (including the intersections between White Supremacy, hetero-patriarchy, and neo-liberalism) that have and continue to shape the evolution of post-colonial Indigenous research methodologies globally, the philosophies and agency-imperatives that underlie their emergence, as well as their relevance for a diverse range of displaced and culturally dislocated groups.
- B. Critique major dominant paradigms including the ways knowledge production is shaped by power relations of colonization and its continuing forms.
- C. Demonstrate understanding of relational epistemologies as an overarching framework within which post-colonial indigenous methodologies are situated, including the ways these can draw on paradigms and methodologies from Western traditions that are commensurate with the goals of decolonization.
- D. Demonstrate understanding of the mobilization of basic principles of Indigenous post-colonial research within a specific context including the ways in which their own cultural identities (broadly defined) are situated within the research process

6. Evaluation

Evaluation Components	Percentage of Course Grade	Assignment Schedule
Research essay (1200 words) and 10-minute class presentation. 15% Research Essay, 5% Presentation	20%	25 th February
Reflective Diary Presentation	5%	11 th March
Research essay (3500 words)	40%	25 th March
Reflective Diary	35%	8 th April

Grade Breakdown and Explanation

90-100	Excellent. You have surpassed my expectations (very rare)
80-89	Very good. You have fulfilled my expectations
70-79	Good. Expectations are mostly fulfilled with weak areas.
60-69	Satisfactory. There are problems such as confusing writing or expectations are not fulfilled.
50-59	Less than satisfactory. There are major problems.
< 50	Unsatisfactory, Fail.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Students are expected to attend class.

For Western's NEW [Policy on Accommodation for Illnesses](#) please refer to the Academic Calendar's section on [Academic Rights and Responsibilities](#).

Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a [Self-Reported Absence form](#) provided that the conditions for submission are met;
- (ii) For [medical absences](#), submitting a [Student Medical Certificate](#) (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or

- (iii) For non-medical absences, submitting appropriate documentation (e.g., police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments or upsets are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability. Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

7. Make up examinations

N/A

8. Use of Electronic Devices

N/A

9. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the 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 (<http://www.turnitin.com>).

10. Western's Commitment to Accessibility

The Indigenous Studies program strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

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 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website.

More information about "Accessibility at Western" is available.

11. Medical Issues

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. The Student Services website provides greater detail about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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

12. Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's Health and Wellness website for more information on mental health resources.

13. Support Services

Student Support Services

Student Development Services

14.Important Dates

Classes will commence the week of January 11, cease during Reading Week, February 15-19, and terminate on April 12. **Please use this schedule when preparing your graduate course outlines, and send them to Lori as soon as possible.**

January 11th: Classes resume

January 12th: Last day to add a second term half course or a second term full course

February 15th: Family Day (official holiday), IS office closed.

February 13th – 21st: Spring Reading Week (No classes; Department Office open).

March 7th: Last day to drop a second term half course or a second term full course without academic penalty.

April 12th: Classes end.

April 13th and 14th: Study days.

April 15th – 30th: Final Examination period.

15.Course Schedule and Readings

Note: the schedule may be subject to change. If there are any changes, we will discuss in class first. We may not discuss or cover all readings in class; however, they are intended to give added context to what is discussed. The readings with an *beside them are not compulsory reading; however, they will strengthen your knowledge of the topic area. Readings should be read before the commencement of class each week. OWL and TEXTS Supplementary readings on course site.

Modules and questions for each module- learning Objectives

WK1: Jan 14 th	What is Indigenous research and methodologies?	
WK2: Jan 21 st	Indigenous and other key (western) paradigms: epistemology, ontology & axiology	
WK3: Jan 28 th	The relevance of Indigenous research and methodologies for diverse and historically marginalized identities.	
WK4: Feb 4 th	Critique of western paradigms and dominant power-knowledge relations	
WK5: Feb 11 th	Relational epistemologies: Indigenous and western traditions, and Indigenous resurgence.	
STUDY BREAK 13TH – 21ST FEBRUARY		
WK6: Feb 25 th	Perspectives & Methodologies: Research Through, With and As Storying	Assessment # 1 due, 1000-1200 word essay, 15%

	Guest Speaker: Professor Tracey Bunda, Director Aboriginal & Torres Strait Islander Unit, University of Queensland, Australia.	
WK7: March 4 th	Language, oral literature and story-telling as foundations for Indigenous research and methodologies	Assessment # 1: 5 minute presentation on key aspects of written assignment 5%
WK8: March 11 th	W8 Situating self: (indigenous) Relational epistemologies, western epistemological traditions and Decolonization	Assessment # 2: Reflective Diary presentation 5%
WK9: March 18 th	W9 Implementation: Indigenous Methodologies and Research practices: Kaupapa Māori Research. Guest speaker: KiaMaia Ellis, Ngai Te Rangi, Aotearoa.	
WK10: March 25 th	W 10 Implementation: Reflexivity and Indigenous Resurgence Partnerships: A Cree Medicine Wheel approach to intergenerational resilience with immigrant and refugee communities in Toronto.	March 25th Assessment # 3 due. Research Essay 3000 words 40%
WK11: April 1 st	Review and reflections	
Exam Week 15-30 th April		April 8th Assessment # 4 due. Reflective Diary. 35%.

WEEK ONE (January 14th)

Introduction to the course and each other. What are Indigenous Methodologies and Research? How and why did they develop?

This session will introduce you to the course, its structure and include a brief introduction to the assessment items. Secondly during this session, you will be introduced to Indigenous methodologies and research, the historical, and contemporary circumstances that continue to shape their evolution, as well as their relevance to the goals of Indigenous resurgence and societal wellbeing overall. Importantly, during this lesson, you will have the opportunity to deepen your own understanding about the sorts of issues and challenges that have sparked both your own and the interests of other students in taking this course

WEEK TWO (January 21st)

What are the key epistemological, ontological, axiological and agency imperatives of Indigenous Methodologies? How do these relate to the key epistemological, ontological, axiological and agency imperatives of other major (Western) paradigms?

In this lesson you will be introduced to the concepts of epistemology, ontology, axiology and agency imperative in both Indigenous methodologies and those methodologies which have arisen from western theoretical traditions, world-views and realities. You will also be introduced to contemporary debates regarding whether Indigenous methodologies constitute a distinct paradigm as well as the relationship between people who are no longer indigenous to place and Indigenous research and methodologies.

WEEK THREE (January 28th)

Understanding the relevance of Indigenous Research methodologies for diverse and historically marginalized identities.

In this lesson we will deepen our understandings of the ways in which colonialism and neo-colonialism and the interlocking systems of White-Supremacy, heteropatriarchy and neo-liberalism have and continue to privilege particular identities over others. We will then go on to explore the ways in which Indigenous and critical research methodologies can contribute to the mutual flourishing of all life-forms.

WEEK FOUR (February 4th).

Critique of western paradigms and power-knowledge relationships

Through the exploration of specific case studies we will investigate the ways in which western research paradigms have served to further marginalize the already oppressed “other”. Drawing on a variety of case studies, this class will uncover the assumptions behind various paradigm and the power-knowledge relations inherent within colonial and neo-colonial research processes, including the ways in which dominant discourses, identities and material power relations are mobilized at individual, community and institutional levels.

WEEK FIVE (February 11th)

(indigenous) Relational epistemologies, western epistemological traditions and Decolonization

In this class we will explore the fit and interplay between the combined capacities of Indigenous and Western relational ontologies, including the capacities of each to advance an agenda of Indigenous resurgence. We will explore the applicability of broad ontological, epistemological and axiological principles to the Indigenous resurgence agenda as well as the dynamic nature of the relationship between these principles at broad levels and their intersections with the specificity of place-based indigenous knowledge and the implications of this for researcher-community relationships.

STUDY BREAK 13th – 21st February

WEEK SIX (February 26th).

Perspectives & Methodologies: Research Through, With and As Storying

Guest Speaker Dr Tracey Bunda, Readings from Phillips, L.G., & Bunda, T. (2020). Research through, with and as Story-telling. London: Routledge. Chapters to be advised.

WEEK SEVEN (March 4th)

Language, oral literature and story-telling as foundations for Indigenous research and methodologies

In this class we will explore the specifics of place within Indigenous research methodologies and the inter-relationships between place, human and more than human kinship relations, language and storytelling as being foundational to research methodologies within Indigenous Societies.

WEEK EIGHT (March 11th)

Situating self: (indigenous) Relational epistemologies, western epistemological traditions and Decolonization

In this class we will explore the ways in which the researcher's own cultural identities are situated within the research process and the implications of these locations for the ways in which issues of power and culture play out throughout the research process.

WEEK NINE (March 18th)

Implementation: Indigenous Methodologies and Kaupapa Māori Research

Guest Speaker: KiaMaia Ellis, Ngāi Te Rangī, Research Consultant

Using examples and participatory class exercises, in the class KaiMaia will explore the principles and application of Kaupapa Māori research, including KM research which combines mātauranga Māori (Māori knowledge) and western approaches to environmental science and wellbeing.

WEEK TEN: MARCH 25th

Implementation: Reflexivity within Indigenous Resurgence partnerships

Drawing on the awareness and skills developed in week 8, in this class we will explore issues of researcher reflexivity (at individual, group and institutional levels) within Indigenous, and indigenous – non-indigenous research partnerships. In particular we will focus on the Development of a Cree Medicine Wheel approach to Intergenerational Resilience Research project conducted with Indigenous, immigrant and refugee communities in Toronto during 2020.

WEEK ELEVEN, MARCH 1st

Review of Semester's learnings and class reflections.

This class will provide a synthesis of the class learnings and will include student reflections on learning and insights gained during the semester.

Required preparation materials

None