

INDIGENOUS STUDIES 3142G
Doing Research (In a Good Way)
Fall 2021

<p>Instructor: Dr. Diana Lewis, Assistant Professor Office: SSC-3213 Phone: 519-661-2111 Ext. 85103 Email: Diana.Lewis@uwo.ca</p>	<p>Lectures (Blended¹): Tues: 10:30 - 1:30 Office Hours: Via Zoom/In person Tues: 1:30 – 3:30 (or by appointment) Class Location: UC-2105 If you contact me on weekends, I may not respond until Monday morning.</p>
--	--

I welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Hoden-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Attawandaron (Add-a-won-da-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 of our society.

Course Description: In this interactive course students will learn the philosophical and methodological foundation 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; Indigenous research methods; research agreements; and data sovereignty and governance (OCAP Principle).

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

Learning Outcomes – Students who successfully complete this course will be able to:

1. Understand the reasons we apply ethical principles for conducting research with Indigenous Peoples;
2. Apply the 5 R’s of Indigenous research - respect, reciprocity, relevance, responsibility, and relationships;
3. Understand the concept of relationality;
4. Engage and develop community-based research relationships;
5. Engage in research as ceremony;
6. Understand and apply principles of OCAP.

¹ Both online and in-person instruction.

Required Text - Access to digital books through the bookstore will be provided (if available) before classes start.

- Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto, ON: University of Toronto Press.
- Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd.
- 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.
- Wilson, S., Breen, A. V., & DuPré, L. (Eds.). (2019). *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships*. Canadian Scholars.

Methods of Evaluation:

Item	Description	Due	Value
Participation	Participation in discussions in class and with guest speakers.	All term	25%
Indigenous method activity	Activity preparation (to be discussed in class).	October 19th	25%
OCAP Test	Test of the fundamentals of OCAP	November 9th	25%
Research Plan	Proposed research project outline.	December 3rd	25%

Course Schedule and Readings:

<p>Note: This 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 being covered. Readings should be read before the Monday of the week they are assigned.</p>		
WK1	September 14th	<ul style="list-style-type: none"> • Introductions, using Zoom, review syllabus, Covid requirements. • Overview of research program – Dr. Lewis • Digital stories <p>Required Reading: Throughout the term Smith, L. T. (2021). <i>Decolonizing methodologies: Research and indigenous peoples</i>. Zed Books Ltd.</p>
September 17th - Last day to register.		
WK2	September 21st	<p>Lecture: Ethics and ethical research relationships.</p> <p>Readings on OWL: Brant Castellano, M. (2004). Ethics of Aboriginal research. <i>Journal of Aboriginal Health</i>, 1(1), 98-114.</p>

		<p>Ermine, W. Sinclair, R., Jeffery, B., & Indigenous Peoples' Health Research Centre. (2004). <i>The ethics of research involving Indigenous peoples</i>. Saskatoon, SK: Indigenous Peoples' Health Research Centre. Retrieved from http://iphrc.ca/pub/documents/ethics_review_iphrc.pdf</p> <p>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. (2018). https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html</p> <ul style="list-style-type: none"> ○ Chapter 9 – Research involving the First Nations, Inuit, and Metis Peoples in Canada. <p>United Nations. (n.d.) United Nations Declaration on the Rights of Indigenous Peoples. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</p> <p>Useful links to document(s):</p> <p>CIHR Guidelines for Health Research Involving Indigenous People (2007-2010). See http://www.cihr-irsc.gc.ca/e/29134.html</p> <p>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_recherche_recherche_autochtone-eng.aspx</p> <p>Western University Research Ethics – See https://www.uwo.ca/research/ethics/human/index.html</p>
WK3	September 28th	<p>Lecture: Reconciliation in research.</p> <p>Required reading:</p> <p>Wilson, S., Breen, A. V., & DuPré, L. (Eds.). (2019). <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships</i>. Canadian Scholars.</p> <p>Readings on OWL:</p> <p>Tuck, E., & Yang, K. W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. <i>Qualitative Inquiry</i>, 20(6), 811–818.</p> <p>Wilkes, R. (2015). Indigenous resistance in comparative perspective: An overview with an autobiographical research critique. In Coburn, E. (2015). <i>More will sing</i></p>

		<i>their way to freedom: Indigenous resistance and resurgence</i> (111-128). Black Point, NS: Fernwood Publishing.
WK4	October 5 th Online	<p>Lecture: Privileging Indigenous Knowledges in Research</p> <p>Required Reading: Wilson, S. (2008). <i>Research is ceremony: Indigenous research methods</i>. Halifax, NS: Fernwood Publishing.</p> <p>Readings on OWL: Kovach, M. (2015). Emerging from the margins: Indigenous methodologies. In Strega, S. & Brown, L. (Eds.) <i>Research as Resistance, 2nd Edition: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches</i> (43-64). Toronto, ON: Canadian Scholars' Press. Lavallée, L. F. (2009). Practical Application of an Indigenous Research Framework and Two Qualitative Indigenous Research Methods: Sharing Circles and Anishnaabe Symbol-Based Reflection. <i>International Journal of Qualitative Methods</i>, 8(1), 21–40.</p>
WK5	October 12 th	<p>Lecture – Integrating Indigenous and Western Methodologies/methods.</p> <p>Video: Bartlett C (2012). Two Eyed Seeing. https://www.youtube.com/watch?v=_CY-iGduw5c</p> <p>Required Readings: Kovach, M. (2009). <i>Indigenous methodologies: Characteristics, conversations and contexts</i>. Toronto: University of Toronto Press.</p> <p>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. <i>Journal of Environmental Studies and Sciences</i>, 2(4), 331-340. LEWIS, D., Castleden, H., Apostle, R., Francis, S. & Strickland-Francis, K. (2020a). Linking land displacement and environmental dispossession to Indigenous health and wellbeing: Culturally relevant place-based interpretative frameworks matter. <i>The Canadian Geographer</i>, 65(1), 66-81. LEWIS, D., Francis, S., Strickland-Francis, K., Castleden, H. & Apostle, R. (2020b). If only they had accessed the data:</p>

		<p>Governmental failure to monitor pulp mill impacts on human health in Pictou Landing First Nation. <i>Social Science and Medicine</i>. DOI: 10.1016/j.socscimed.2020.113184</p> <p>Martin, D. H. (2012). Two-Eyed Seeing: A framework for understanding Indigenous and non-Indigenous approaches to Indigenous health research. <i>Canadian Journal of Nursing Research</i>, 44(2), 20-42.</p>	
WK6	October 19th	Indigenous Research Methods presentations	
WK7	October 26 th - Online	<p>Lecture: OCAP, Indigenous Data Sovereignty</p> <p>Required Reading:</p> <p>Walter M., & Anderson, C. (2013). <i>Indigenous statistics: A quantitative research methodology</i>. Walnut Creek, CA: Left Coast Press.</p> <p>Links to document(s)/Readings on OWL: Barriers and Levers for the Implementation of OCAP https://fnigc.ca/sites/default/files/docs/barriers_and_levers_for_the_implementation_of_ocap.pdf</p> <p>First Nations Information Governance Centre. (2011). <i>Best practice tools for OCAP compliant research</i>. Retrieved from http://fnigc.ca/sites/default/files/RHSBestPracticeBooklet.pdf</p> <p>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)</p> <p>The First Nations Principles of OCAP® http://fnigc.ca/ocap.html</p> <p>Kukutai, T., & Taylor, J. (Eds.). (2016). <i>Indigenous data sovereignty: Toward an agenda</i> (Vol. 38). Anu Press. https://www.routledge.com/Indigenous-Data-Sovereignty-and-Policy/Walter-Kukutai-Carroll-Rodriguez-Lonebear/p/book/9780367222369</p> <p>Steffler, J. (2016). The Indigenous data landscape in Canada: An overview. <i>aboriginal policy studies</i>, 5(2).</p> <p>Walter, M., & Suina, M. (2018): Indigenous data, indigenous methodologies and indigenous data sovereignty, <i>International Journal of Social Research Methodology</i>, 1-11.</p> <p>Video – OCAP – FNIGC - https://fnigc.ca/ocapr.html</p>	
WK8	November 2nd	Reading Week	No classes.

WK9	November 9th	<p>Test: OCAP</p> <p>Lecture: Using Available Data in Research.</p> <p>Required Readings on OWL: Blackstock, C. (2009). First Nations children count: enveloping quantitative research in an Indigenous envelope. <i>First Peoples Child & Family Review</i>, 4(2), 135-143. https://fncaringsociety.com/sites/default/files/online-journal/vol4num2/Blackstock_pp135.pdf</p> <p>LEWIS, D., Francis, S., Strickland-Francis, K., Castleden, H. & Apostle, R. (2020). If only they had accessed the data: Governmental failure to monitor pulp mill impacts on human health in Pictou Landing First Nation. <i>Social Science and Medicine</i>. DOI: 10.1016/j.socscimed.2020.113184</p>
November 12th – Last day to drop a half course without academic penalty.		
WK10	November 16 th - Online	<p>Lecture: Engaging in Community-Based Research/Researcher Reflexivity</p> <p>Guest speaker(s) TBD – Graduate students with experience in developing these relationships.</p> <p>Required Readings On OWL: 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. <i>Canadian Geographer</i>, 56(2), 160-179.</p> <p>Kwame, A. (2017). Reflexivity and the insider/outsider discourse in indigenous research: My personal experiences. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 13(4), 218-225.</p> <p>LEWIS, D., Castleden, H., Francis, S., Strickland, K., Denny, C. & Pictou Landing Native Women's Group. (2016). Increasing response rates on face-to-face surveys with Indigenous communities in Canada: Lessons from Pictou Landing. <i>Progress in Community Health Partnerships</i>, Vol. 10(2), p. 197-205. DOI: 10.1353/cpr.2016.0021</p> <p>Tobias, J. K., Richmond, C. A., & Luginaah, I. (2013). Community-based participatory research (CBPR) with Indigenous communities: Producing respectful and reciprocal research. <i>Journal of Empirical Research on Human Research Ethics</i>, 8(2), 129-140.</p>

WK11	November 23rd	Lecture: Developing a Research Proposal with an Indigenous Partner Resources: To be provided.
WK12	November 30th	Class discussions – Research Proposal Presentation and feedback
November 30th – Last day to drop a full course without academic penalty.		
December 3rd – Fall term ends.		
Research Proposal Due December 3rd		

Important Policies

Grade Scale

A+	90-100%
A	80-89%
B	70-79%
C	60-69%
D	50-59%
F	Below 50% or assigned when course is dropped with academic penalty

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. Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%. Further information on “Academic Consideration for Missed Work” is below.

Assignment objectives and rubrics will be posted on OWL, as well as discussed in class via Zoom. Should you have a concern regarding the grade you received for an assignment, you **must wait 24 hours** from the receipt of the grade (on OWL) to contact the instructor. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Academic Consideration for Missed Work

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

- (i) For **absences 48 hours or less**, students can complete a [Self-Reported Absence \(SRA\)](#) form provided the conditions specified in the [Senate policy](#) are met. The form [can be completed online](#). The SRA can be used only twice. Please note the important exceptions to this rule:
 - i. Not permitted for final exams or assessments worth more than 30% of a course.

- (ii) Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of a course, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds). Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.
- (iii) All of the Faculty of Social Science Academic Counselling procedures can be found here: <https://counselling.ssc.uwo.ca/procedures/index.html>

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work.
- Are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence.
- **All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence.**

Academic consideration is not normally intended for the following circumstances:

- **Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability** are responsible for determining, in consultation with their doctors or other health professionals, 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 Development & Success](#) in order to deal with this stress in a proactive and constructive manner.

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 as outlined in the [Scholastic Discipline](#) policy.

Scholastic Offences

Scholastic offences (including plagiarism) 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

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).

Policies on Examinations

No electronic devices of any kind are allowed during tests and examinations.

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

Mental Health

If you or someone you know is experiencing distress, there are several resources at Western to assist you. Please visit the [Mental Wellbeing website](#) for more information on mental health resources.

Indigenous Services:

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