

MPA 862 – Indigenous Research Methods

Queen’s University – Winter 2022 – Online Delivery

Instructor: Dr. Ian Fanning (settler/non-status Algonquin)

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Course description:

Students will be introduced to fundamental issues for conducting research with Indigenous communities and peoples. The course will consider ideological, political, ethical, and practical issues that influence the formulation of Indigenous-centered research within various First Nation, Metis and Inuit (FNMI) social and political contexts, both urban and rural. The course is guided by a critical awareness that research with and for Indigenous communities and peoples must be carried out utilizing Indigenous perspectives, sensibilities and engagement, being ever mindful of the expression “nothing about us without us.”

Course Learning Outcomes:

Upon completion of MPA 862, students will be able to:

1. Discuss the colonial history and structure of research and theory
2. Describe key elements of an Indigenous research agenda
3. Analyze the positive impacts of community-based, decolonized, research methodologies

Expectations of Students:

All students are expected to complete the required readings and submit assignments in accordance with the due dates listed. Written work must be typed in 12-point font, double-spaced, properly referenced in a style of your choice. Please include page numbers when applicable, as well as your name and submission date.

Expectations of the Instructor:

I am available for consultation via email, phone, Microsoft Teams and Zoom. I will respond to email messages within 24 hours. On occasion, there will be a longer response time, and I appreciate your patience. I will provide feedback and a grade for assignments submitted on time, within two weeks of the assignment due date.

Required Readings:

Required text: Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd edition. London: Zed Books Ltd., 2012.

All other required readings will be supplied by the instructor and made available via OnQ. Required readings are listed by session in the course schedule below.

Evaluation Overview:

Assessment	Final Grade %	Assignment Due Date
Topic Proposal for Research Essay	10%	Friday, Feb. 4 th , 10pm
Mid-term Infographic	25%	Friday, Feb. 25 th , 10pm
Individual Presentation	30%	Weds, March 18 th , 10pm <small>This date may change due to method of presentation delivery</small>
Final Research Paper	35%	Friday, April 1 st , 10pm

LATE POLICY:

4% penalty per day late. This will be enacted one minute after the deadline has passed for any assignment submission.

If you require an exception or accommodation related to this policy, please communicate with me well in advance.

COURSE ASSIGNMENTS:

All written assignments will be prepared in 12-point font, double-spaced format. No title page is required, but make sure your name is on your work. The number of pages listed for each assignment does not include a list of required references. All assignments are to be delivered electronically to my email account, or via OnQ on or before the due date. Feedback on marked assignments will be returned to students via email or OnQ. Instructions and rubrics for all assignments can be found under the Content tab in OnQ.

1. Final Research Essay Proposal

In a three-page proposal, share your initial thoughts about Indigenous Research Methodologies. In consultation with the instructor, propose a topic, research question and methodology to address this question. Online consultations with the instructor will be available to students.

DUE DATE: Friday, Feb. 4th, 10pm

2. Mid-term Infographic

This assignment consists of two parts:

1) Use <https://piktochart.com> or another site/program (eg. PowerPoint, Prezi, etc.) to produce an infographic that expands on your Research Essay Proposal and addresses the feedback of the instructor

2) To accompany this, you will prepare an audio clip (oral narrative) that highlights the key points of your infographic and guides the instructor through your work. Your audio clip can be up to 15 minutes in length.

DUE DATE: Friday, Feb. 25th, 10pm

3. Individual Presentation

You will prepare and deliver a recorded or live online presentation to the instructor. Instructions and details are available in the rubric document in OnQ.

DUE DATE: Weds, March 18th, 10pm *This date may change if the student chooses to deliver the presentation live online – in these cases, a date and time will be negotiated with the instructor

4. Research Essay/Project

You will prepare a 12 – 15-page research essay report based on your proposal earlier in the course. The paper topic will be decided in consultation between the student and instructor. Instructions and details are available in the rubric document in OnQ.

DUE DATE: Friday, April 1st, 10pm

Course Schedule

Week 1: Deconstructing the Colonized (and Colonizing) view of Research

Required Readings:

1. Smith text – chapter 1
2. Lovelace, Robert. *Nothing to Do About Much*. A paper presented to "Indigenous land rights and reconciliation" Conference, Queen's University, September 5 & 6, 2019.

Week 2: A Colonized Research Agenda

Required Readings: Smith text – chapters 2 and 3

Week 3: Decolonizing Feminism

Required Reading: Arvin, Maile, et al. "Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy." *Feminist Formations*, vol. 25, no. 1, 2013, pp. 8-34.

Week 4: Research Adventures on Indigenous Lands

Required reading: Smith text – chapter 4

Week 5: Indigenous Storywork as Research – Telling our Stories

Required readings: Pages 94 – 108 - Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press, 2009.

Week 6: Shifting the Focus to Indigenous Research Methodologies

Required readings: Smith text – chapter 6

Recommended reading: Smith text – chapter 5

Week 7: Indigenous Research Imperatives

Required Readings: Smith text – chapter 7

Recommended reading: Smith text – chapter 8

Week 8: Research as a Return to Land

Required readings: Simpson, Leanne. "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation." *Decolonization: Indigeneity, Education & Society*, vol. 3, no. 3, 2014, pp.1-25.

Weeks 9 and 10: Community-Based Research

Required Readings:

1. Tobias, J., Richmond, C., Luginaah, I. "Community-Based Participatory Research (cbpr) with Indigenous Communities: Producing Respectful and Reciprocal Research." *Journal of Empirical Research on Human Research Ethics*, Vol . 8, No. 2, 2013, pp. 129 – 140

Week 11: Indigenous Research and Social Justice Struggles

Required reading: Smith text – chapter 11

Week 12: The Paradox of Indigenous Research and Indigenous Resistance

Required Readings: Waziyatawin. "The paradox of Indigenous resurgence at the end of empire." *Decolonization: Indigeneity, Education & Society* Vol. 1, No. 1, 2012, pp. 68 - 85

ACADEMIC INTEGRITY:

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life

of the University (see the Senate Report on Principles and Priorities www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <https://www.queensu.ca/studentwellness/accessibility-services>

COPYRIGHT:

The link below provides copyright guidelines for students to familiarize themselves with the Copyright Act of Canada:

<https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-guidelines-students-and-users-library>