MPA 862 – Indigenous Research Methods

Queen’s University

2020

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

Email: irf@queensu.ca

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 attend and participate in class, 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 (APA), and paginated. The work must include your title, name, and submission date.

Expectations of the Instructor:

I am available for consultation via email, phone, Skype 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**


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

**Evaluation Overview:**

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<thead>
<tr>
<th>Assessment</th>
<th>Final Grade %</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Throughout course</td>
</tr>
<tr>
<td>Research Essay/Project Proposal</td>
<td>10%</td>
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<tr>
<td>Mid-term Infographic</td>
<td>20%</td>
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<tr>
<td>Group Presentation</td>
<td>25%</td>
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<tr>
<td>Research Essay/Project</td>
<td>35%</td>
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**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.
1. Participation – based on respect, attendance, and punctuality

2. Research Essay/Project Proposal

In a three-page report, share your initial thoughts about Indigenous Research Methodologies. In consultation with the instructor, propose a topic, research question and methodology to address this question. Support and working sessions will be offered in class.

DUE DATE:

3. Mid-term Critical 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 highlights a case study in one of the following areas of Indigenous research:

- The role of ceremony in research
- Community-based research in Indigenous research
- Working with non-Indigenous people: resistance and allyship
- Political interventions into asserting rights
- Language revitalization as resurgent practice
- Anti-Capitalist interventions

2) To accompany this, you will prepare an audio clip (oral narrative) that highlights the key points of your infographic and guides the teaching team through your work. Your audio clip can be up to 5 minutes in length.

DUE DATE:

4. Group Presentation

You will prepare and deliver an online (or in-class if circumstances change by the time course delivery begins) presentation based on case scenarios provided by the instructor or suggested by your peers. Group presentations will take place over several weeks in the 2nd half of the course. More details will be provided in class sessions.

5. Research Essay/Project

You will prepare a 12 – 15 page research essay or project report based on your proposal earlier in the course. The paper/project topic will be decided by consultation between the student and instructor. More details will be provided in class.

DUE DATE:

Course Schedule

Week 1: Deconstructing the Colonized (and Colonizing) view of Research
**Week 2: A Colonized Research Agenda**

**Required Readings:** Smith text – chapters 2 and 3

**Week 3: Decolonizing Feminism**


**Week 4: Land as the Researcher/Teacher – trip to Belle Park in Kingston (if permitted) – Alternative is a land-based video of the area.**

**Required reading:** Smith text – chapter 4

**Week 5: Indigenous Storywork as Research – Telling our Stories**


**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 – trip to Lemoine Point (tentative plan only)**


**Week 9: Situating Indigenous Research in the Academy**
Week 10: Community-Based Research


Week 11: Indigenous Research and Social Justice Struggles

Required reading: Smith text – chapter 11

Week 12: The Paradox of Indigenous Research and Indigenous Resistance


Sources to Support Your Work:


Canada. Department of Indian Affairs and Northern Development. Canada-Aboriginal


Dickson, G. (2000). “Aboriginal grandmothers’ experience with health promotion and participatory action research.” *Qualitative Health Research* 10(2), 188-213.


**ACADEMIC INTEGRITY:**

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://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](http://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](https://www.queensu.ca/studentwellness/accessibility-services)

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