



COURSE OUTLINE

FNGA 240

INDIGENOUS PEOPLES AND RESEARCH

3 CREDITS

PREPARED BY: Lianne Charlie, Instructor DATE: March 31, 2017

APPROVED BY: Dr. Andrew Richardson, Dean DATE: May 16, 2017

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RENEWED BY ACADEMIC COUNCIL: (date)



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INDIGENOUS PEOPLES AND RESEARCH

INSTRUCTOR: Lianne Charlie

OFFICE HOURS: Tuesdays 1:00-2:00pm

OFFICE LOCATION: A2404

CLASSROOM: A2603

E-MAIL: lcharlie@yukoncollege.yk.ca

TIME: 2:30pm-4:00pm

TELEPHONE: 867.456.8544

DATES: Tuesdays//Thursdays

COURSE DESCRIPTION

This course is designed to introduce students to the relationships between research, colonialism and Indigenous Peoples. Students will develop skills and approaches for understanding their own positionality and how it affects their current or future research relationships with Indigenous Peoples. Content will explore approaches to research, research ethics, and Indigenous methodologies, and introduce students to qualitative and quantitative research methods. The intent of the course is to prepare students to lead and/or participate in responsible, community-based research projects with Indigenous communities, organizations, governments and Nations.

PREREQUISITES

HIST 140 or FNGA 100 or SOCI 229/PSYC 201

RELATED COURSE REQUIREMENTS

n/a

EQUIVALENCY OR TRANSFERABILITY

In progress

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- demonstrate how their positionality affects their role as a researcher and their research relationship with Indigenous communities, organizations, governments, and Nations;
- describe why research in Indigenous contexts is historically contentious and demonstrate an understanding of how it is linked to colonialism;
- explore Indigenous traditional knowledge production and research practices;
- recognize the practical, ethical, and political issues of engaging in research with Indigenous communities, organizations and Nations;
- identify the principles, values, legislation, policies and protocols that inform responsible community-based research and that reflect Indigenous Peoples on their own terms;
- illustrate how research can be carried out in ways that promote healthy, vibrant Indigenous communities and utilize practices of decolonization and further self-determination and Indigenization;
- perform a number of qualitative and quantitative research practices (i.e. basic statistics, field notes, interviews, archival research, coding, research question and thesis statement development, etc.).

COURSE FORMAT:

Blended delivery.

ASSESSMENTS

Attendance & Participation

Students enrolled in this course will be successful if they actively participate. All lectures, assignments, and classes complement and build on each other. Students who attend regularly, do the assigned readings, engage their peers, and participate in class will see their efforts positively reflected in the graded assignments.

Assignments

Weekly “3-2-1’s” (x10): Students will complete a weekly handout on the assigned materials (readings/podcasts/videos). “3-2-1’s” are a single page handout that will ask you to respond to the assigned materials with “3” key points, “2” new terms you learned and their definitions, and “1” hard question. “3-2-1’s” are intended to keep students engaged with the weekly course material. They are worth 2% each and due posted to Moodle on Tuesdays by noon. You will be graded on completion. Weekly due dates are noted in the Course Syllabus.

Community Engagement: Each student will visit the Yukon Archives and carryout a research activity assigned by the instructor outside of class time. If you are a distance student, the instructor can help you identify an Archive in your community and, if needed, help you get permission to view the materials. A short, written reflection

(250 words) responding to a prompt provided by the instructor, plus a photo (if appropriate), is due two weeks after the student attends the Archives. The final deadline to submit the reflection is on the Course Syllabus.

Genealogy Project: As a way of understanding the foundations of the research practice of reflexivity, students will create a family tree using a creative and visual medium of their choice (poster, drawing, painting, photography, collage etc.). Students will depict how they and their family are linked to particular places (land-bases, water-ways, traditional territories, countries, Peoples, communities, etc.). More detailed instructions to follow. Students will share their projects with their classmates during an in-class presentation. See Course Syllabus for the Due Date.

Final Project–Zine: For the final project, students will create a Zine on a topic of interest related to Indigenous People and Research. A zine is “a small magazine that is produced cheaply by one person or a small group of people, and is about a subject they are interested in.” At the end of the term, the students will host a Zine Fair and share all their zines with the College community. The instructor will provide in-class time to work on the zines, examples of zines and more detailed instructions about the assignment later in the term.

Final Paper: During the exam period, students will write a final paper. The paper will be written as a letter and will be done as a take-home-exam. The requirements for the letter and more detailed instructions will be shared closer to the exam period.

EVALUATION

Participation/Attendance	15%
Weekly “3-2-1’s” (10x 2%)	20%
Community Engagement	10%
Genealogy Project	15%
Final Project: Zine	30%
Final Paper	10%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

There is no textbook for this class. All of the required materials (readings, films, podcasts, etc.) will be posted on Moodle.

Materials list

Readings:

Absolon, Kathleen E. "Indigenous Re-search" in *Kaandossiwin: How We Come to Know*: 23-31.

Chapin, et al., "Mapping Indigenous Lands."

Datta, Ranjan. "Decolonizing both Researcher and its Effectiveness in Indigenous Research." Link:
<https://journals.sagepub.com/doi/full/10.1177/1747016117733296>

Kovach, Margaret. "Locating Ourselves" and "Story as Indigenous Methodology," in *Indigenous Methodologies: Characteristics, Conversations and Contexts*: 110-113.

Lux, Maureen. "Perfect Subjects: Race, Tuberculosis, and the Qu'Appelle BCG Vaccine Trial." Link: <https://docplayer.net/67114799-Perfect-subjects-race-tuberculosis-and-the-qu-appelle-bcg-vaccine-trial.html>

Million, Dian. "Epistemology," in *Native Studies Keywords*.

Mosby, Ian. "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952."

Nicholas, George. "It's taken thousands of years, but Western Science is finally catching up to Traditional Knowledge" Link:
<http://theconversation.com/its-taken-thousands-of-years-but-western-science-is-finally-catching-up-to-traditional-knowledge-90291>

"Researchers Around the World are Learning from Indigenous Communities. Here's Why That's a Good Thing: From Canada's Far North to Australia, pursuing a more respectful relationship between science and traditional knowledge."
Link: <https://ensia.com/features/researchers/>

Schnarch, Brian. "Ownership, Control, Access, and Possession (OCAP) or Self-Determination Applied to Research," (2004)

Smith, Linda Tuhiwai. "Imperialism, History, Writing, and Theory," "Research Through Imperial Eyes," and "Colonizing Knowledges" in *Decolonizing methodologies: Research and Indigenous Peoples*, 2012.

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans

Podcasts:

'We have to have some people give up power': A conversation about race, privilege and making space. (54mins) Link: <https://www.cbc.ca/radio/unreserved/we-have-to-have-some-people-give-up-power-a-conversation-about-race-privilege-and-making-space-1.4852140>

“Research ethics in the #Reconciliation era” Native Currents, episode 121. (17mins)
Link: http://nativecurrents.blogspot.com/2016/07/native-currents-episode-121_25.html

Films:

Alanis Obomsawin's *The People of the Kattawapiskak River*, 2012 - (50mins) Link: <https://www.nfb.ca/playlists/indigenous-cinema-classroom-professional-learning-/playback/#6>

Nanook of the North, 1922 (1h50mins) - Link: <https://www.youtube.com/watch?v=Y07VGccCmU>

Blood Journey (6mins): <https://www.nytimes.com/video/us/1247467672743/blood-journey.html>

Music Videos:

1. The Jerry Cans: <https://www.youtube.com/watch?v=puySf5G-KpU&list=PLQCMdtdWtGajlrOht6aW7frGmd7U-89iW&index=4>
2. Byron Nicholai: <https://www.youtube.com/watch?v=sp31oK3VWJk&list=PLwd8Nn9IBGTQmIVK7WE4nFuLnQ2RLNVgk&index=3>
3. N'we Jinan Artists - "GROWING YOUNG" // Whitehorse, Yukon: https://www.youtube.com/watch?v=u0SUXnYy_jk
4. N'we Jinan Artists - "BEST OF ME" // Selkirk First Nation: <https://www.youtube.com/watch?v=2FYErHhmFmc>
5. Leanne Betasamosake Simpson - "How to Steal a Canoe": <https://www.youtube.com/watch?v=dp5oGZ1r60g>
6. Tanya Tagaq - Animism - Album Trailer: <https://www.youtube.com/watch?v=ltYoFr3LpDw>
7. Jeremy Dutcher - Mehcinut (Official Audio): https://www.youtube.com/watch?v=pJKOaVjfhHus&list=PLNgXcxY_8JhhHQley3CE0H-BTGG2LIFKw&index=2

Websites:

“Chapter 13: Heritage,” *Umbrella Final Agreement*: <https://cyfn.ca/ufa/>

Coast Blog, “You’re Not the Indian I Had in Mind.” Link:

<https://jesshousty.com/2016/08/04/youre-not-the-indian-i-had-in-mind/>

Havasupai Tribe Lawsuit: <http://genetics.ncai.org/case-study/havasupai-Tribe.cfm>

Maureen Lux Presentation (15mins): <https://www.youtube.com/watch?v=ZLiyhvZTXXo>

OCAP: <http://fnigc.ca/ocap.html>

“Protocols & Principles For Conducting Research in an Indigenous Context”.

Link: <https://www.uvic.ca/hsd/research/igovprotocol.pdf>

The Tuskegee Timeline: <https://www.cdc.gov/tuskegee/timeline.htm>

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person’s writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic

accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

TOPIC OUTLINE

WEEK	TOPIC
1	Course Overview & Opening Circle
2	Situating Yourself: the practice of Positionality & Reflexivity
WHAT IS RESEARCH?	
3	Scientific Method & Inquiry
4	Indigenous Knowledge Production: Ontologies, Epistemologies, Oral History & TEK
HISTORY OF RESEARCH ON INDIGENOUS PEOPLE	
5	Imperialism and Western Knowledge Production
6	Naming, Claiming & Categorizing
20TH CENTURY RESEARCH ON INDIGENOUS PEOPLE	
7	Residential Schools, Indian Hospitals & Experimentation
8	Global and American Cases
9	Post-WWII/Post-TRC: Ethics
RESEARCH WITH/FOR/BY INDIGENOUS PEOPLE	
10	Indigenous Methodologies & Community-centred Research
11	Research in the North
RESEARCH & SELF-DETERMINATION	
12	Decolonial Research Agendas
WRAPPING UP	
13	Zine Fair
14	Closing Circle
15	Exam Week