



COURSE OUTLINE

FNGA 240 INDIGENOUS PEOPLES AND RESEARCH

3 CREDITS

PREPARED BY: Lianne Charlie, Instructor

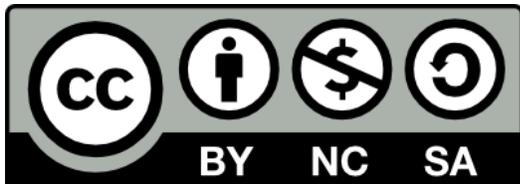
DATE: March 31, 2017

APPROVED BY: Andrew Richardson, Dean

DATE: May 16, 2017

APPROVED BY SENATE: Click or tap to enter a date

RENEWED BY SENATE: Click or tap to enter a date



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INDIGENOUS PEOPLES AND RESEARCH

*****Subject to Minor Changes*****

INSTRUCTOR: Lianne Charlie

OFFICE LOCATION: A2404

E-MAIL: lcharlie@yukonu.ca

TELEPHONE:

OFFICE HOURS: By appointment

CLASSROOM: n/a

TIME: Thursdays, 5:00pm to 6:30pm
(Zoom)

DATES: January 7 – April 28, 2020

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

ENGL 100 and HIST 140 or FNGA 100 or FNGA 101

RELATED COURSE REQUIREMENTS

Students must have their own computer and internet connection and be able to navigate current word-processing, email, and web-conferencing software. Students must have the ability to record video.

EQUIVALENCY OR TRANSFERABILITY

This course is new/newly developed/recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Applied Science and Management.

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.).

Provisional learning outcome:

- practice critical thinking and effective, respectful communication of perspectives and ideas with others.

COURSE FORMAT

FNGA 240 is a hybrid course – half of the course work will be completed online in an asynchronous format, meaning you will work through material posted on Moodle at your own pace but with weekly deadlines, and the other half will be synchronous using a weekly class time on Zoom.

For the asynchronous material, all students will complete the same module of work at the same time, they may log-in and complete the work at any time during the week. You will work individually to complete all the assessments outlined below. Weekly class time will be a mix of lecture, class discussion and individual and group work that builds off the online modules.

You are encouraged to use the resources provided in class as tools to support your completion and understanding of the course work. The instructor will aim to keep the course material interactive and varied.

Please note: email and frequent internet access are integral to this course. The instructor will communicate with you through your [YukonU email](#) and Moodle. Using online tools and resources is a required part of this course, and regular email/Moodle communication is expected.

ASSESSMENTS:

Establishing a Critical Thinking Practice (50%)

Critical thinking can be described as the ability to engage in reflective and independent thinking. This assessment consists of three components listed below. The purpose is to build, track, and reflect upon your practice of critical thinking throughout this course.

Weekly Online Posting (20%): Each week, you will work through modules of course material posted on Moodle. Modules might include readings, videos, podcasts, artwork, virtual tours, recorded lectures, etc. The weekly module will prepare you for the material that we discuss and work with in our weekly zoom class. Prior to class, you will compose a post using the discussion app Padlet. Padlet allows for text, audio, and video posts. You will be invited to share your thoughts and respond to the materials. More detailed instructions, a grading rubric and deadlines will be posted on Moodle.

Weekly Personal Reflections (20%): Using the journal app on Moodle, you will record thoughts, questions, and reflections within **24 hours** of our weekly zoom class. This journal space is yours to reflect on your critical thinking practice within the classroom and in our shared virtual learning space. The structure of the journal space will be described in more detail on Moodle. Journals will be graded by self-evaluation.

Contributions to a 4Cs Learning Environment (15%): The norms that allow us to become a strong community of learners are the 4C's: Curiosity, Candor, Courtesy, and Courage (Sedlovskaya, 2020). You will practice sharing, communicating, commenting, conversing, responding and asking questions informed by the 4Cs in this course. This

will include, but not be limited to, engaging in conversation with your classmates online and in the classroom, asking questions, sharing in and outside the classroom, etc. At the end of the semester, you will look back at your role in our learning community and critically reflect on your contributions and application of the 4Cs via a mix of self- and peer-evaluation.

Genealogy Project (20%): As a way of understanding the foundations of the research practice of positionality and reflexivity, you will create a family tree using a creative and visual medium of your choice (poster, drawing, painting, photography, collage etc.). You will depict how you and your family are linked to particular places (land-bases, waterways, traditional territories, countries, Peoples, communities, etc.). You will share your projects virtually using Padlet. More detailed instructions and the due date will be posted on Moodle.

Final Project—Zine (25%): For the final project, you 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 class will host a virtual Zine Fair and you will share your zines with the University community. The instructor will provide examples and in-class time to work on your zine project. More detailed instructions and due dates will be posted on Moodle.

EVALUATION:

Weekly Online Posting	20%
Weekly Personal Reflections	20%
Contributions to a 4Cs Learning Environment	15%
Genealogy Project	20%
Final Project – Zine	25%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

There is no text book for this course. All readings materials and multimedia will be available on the course Moodle site and listed in the Course Syllabus.

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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University 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): lac@yukonu.ca.

TOPIC OUTLINE

Week	Topic
1	Course Overview & Opening Circle
2	Situating Yourself: the practice of Positionality, Reflexivity, and Critical Thinking
What is Research?	
3	Scientific Method & Inquiry
4	Indigenous Knowledge Production
18 th and 19 th Century Research on Indigenous People	
5	Imperialism and Western Knowledge Production
6	Naming, Claiming & Categorizing
20 th Century Research on Indigenous Peoples	
7	Residential Schools, Indian Hospitals & Experimentation
8	***Reading Break***
9	Post WWII/Global and American Cases
Research with/by/for Indigenous Peoples	
10	Indigenous Methodologies & Community-centred Research
11	Ethics
12	Research in the Circumpolar North
Wrapping Up	
13	Zine Prep
14	Zine Fair