

**FACULTY OF ENVIRONMENTAL AND URBAN CHANGE
York University**

**ENVS 6152 3.0: INDIGENOUS RESEARCH, ETHICS, METHODS
WINTER TERM 2024**

Course Description

This seminar examines and critiques western ‘colonial’ research and provides an overview of basic concepts and approaches of and in Indigenous research. The course provides students with analysis and tools to think about research Indigenous contexts and by examining the ontological, ethical, methodological, and political issues associated with such a project.

Course Time: Fridays from 10:00 a.m. to 1:00 p.m., unless indicated otherwise.

Course Director

Name: M. Fernanda Yanchapaxi

Office telephone number:

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Office Hours: Tuesdays 10-12 am (virtually by appointment)

Course Information:

The seminar Indigenous Research, Ethics, and Methods will be taught **in person Fridays from 10:00 a.m. to 1:00 p.m.,** at HNE 140. If for any reason, we must move a class to Zoom, you will be provided a link, and it will be communicated to you via course announcements.

Instructor/Student Communication

Students should check their YorkU email account regularly for updates. I will use e-Class to send out course announcements to all students prompting you to check new postings and/or letting you know what to look for (e.g., course documents, assignment, course materials, etc.). If you need to contact me, you may send emails through e-Class. I will enable the discussion board as needed on e-Class to facilitate dialogue and communication relating to the course.

Purpose and Objectives of the Course

Over the last two decades, Indigenous scholars have articulated and illustrated the ways in which academic research has been and continues to be implicated in upholding harm to Indigenous communities. As a response, Indigenous researchers have worked hard on outlining research principles, paradigms, and methodologies grounded in Indigenous worldviews and ways of knowing and anchored in a deep commitment to think about and practice research differently. In this course we will examine critiques of western and colonial research practices and methodologies and explore a variety of frameworks and strategies being put forward to do

research in a good way when working with Indigenous communities. This syllabus is an adaption of the syllabus previously built by Dr. Deborah McGregor.

This course will engage with Indigenous approaches to doing research and the application of theories of refusal to research practices. We will consider the ways this work might contribute to conduct research in ways that are relational, reciprocal, accountable, and benefit Indigenous communities and peoples. More specifically, this course will utilize examples and frameworks to inform foundational considerations on how to conduct research with communities, follow community values, set research ethics, and outline pertinent research questions and outcomes.

Specific **learning outcomes** of the course include:

- Students will demonstrate an understanding of Indigenous communities' research needs and priorities.
- Students will gain an appreciation of Indigenous research approaches and methods, including the consideration of Indigenous Knowledge Systems (IKS) in research.
- Students will examine recent literatures about Indigenous research, including considerations of ontology, epistemology, methodology, protocols and practices.
- Students will learn about the principles of IDS in Indigenous research when evaluating the merit of a proposal.
- Students will design an Indigenous focused research project based on the needs, concerns and priorities discussed in class.

Organization and Expectations

This course is designed as an interactive seminar; please approach it from the perspective of a learning community. Classmates play an important role in each other's learning while in class. I have learned that how one chooses to participate in class affects others' learning environment and motivation. You will be expected to contribute to the flow of discussion by raising ideas, questions, and counterpoints. My mentor, Dr. Eve Tuck, has taught me about the importance of practicing generous criticality in classrooms. This mean, that when we discuss someone else's work, we focus on deepening, complicating, or clarifying ideas while still honoring the effort and experience already invested in them.

For this course, we will be meeting in person and attendance is mandatory. I will facilitate our class sessions to be spaces of mutual learning and respect. And I will work with you to pursue and deepen your interests in the topics of this course. The format for each class will vary but will include short lectures/remarks by the course instructor, student-led mini presentations based on a seminar topic (reading), student reflections, and small group discussions. We will take short breaks as needed.

Students are expected to come to class having read the required texts *thoroughly*. Please, plan your time/week to keep up with the assigned readings. Allow yourself to engage in the class readings even when they don't initially appear to speak to you. Use the readings to provoke and

prod your own thinking and writing. Attendance is mandatory, and contributions to classroom discussions are expected.

Students are expected to:

- Participate in a weekly three-hour workshop-style seminar that entails presentations, reflections, class discussions, guest speakers, small group work and other activities.
- Engage in one land-based sound activity.
- Contribute to class discussions based on readings and course materials.
- Give brief presentations and reflections on the readings and on seminar topics, experiential learning and chosen research topic.
- Engage in their own learning/listening and reflection and come to class prepared to discuss.
- Submit every assignment on time.

Required Text and Readings:

For this course, I have selected a few books that bring critical perspectives of Western research and foundational values, ideas, arguments, examples, and conversations about what Indigenous research methodologies is about. These social theories also offer futuristic gestures that comprise futurities and new stories about what it means to make research, how, and with whom when working with Indigenous communities.

- Students are responsible for acquiring the material on their own. See more detailed required readings below.
- Other materials such as chapter books, academic and community articles can be obtained from the library or open access journals.

Required readings/material:

Harjo, L. (2019). *Spiral to the stars: Mvskoke tools of futurity*. University of Arizona Press.

Hobart, H. I. J. K. (2023). *Cooling the Tropics: Ice, Indigeneity, and Hawaiian Refreshment*. Duke University Press.

Liboiron, M. (2021). *Pollution is colonialism*. Duke University Press. Pg. 1-37

Museus, S. D., & Wang, A. C. (2022). Refusing neoliberal logics in research design. In *Weaving an otherwise* (pp. 15-28). Routledge.

Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing. Chapter 1-6.

Tuck, E. (2022). *What is Your Theory of Change These Days?*

https://files.cargocollective.com/c1376484/TTResponse_EveTuck.pdf

Tuck, E., & McKenzie, M. (2015). *Place in Research: Theory, Methodology, and Methods*. New York: Routledge. Pg. 1- 47 (Chapter 1 and 2)

Walter, M., & Andersen, C. (2013). *Indigenous statistics: A quantitative research methodology*. Taylor & Francis. Pg. 41-57

Watts, V. (2013). Indigenous place-thought and agency amongst humans and non humans (First Woman and Sky Woman go on a European world tour!). *Decolonization: Indigeneity, Education & Society*, 2(1).

Wilson. S. (2008). *Research Is Ceremony: Indigenous Research Methods*. Blackpoint, NS. Fernwood.

Recommended:

Absolon, Kathleen. 2011. *Kaandossiwin: How we come to know*. Halifax: Fernwood.

Archibald, J. 2008. *Indigenous Storywork: Educating the Heart, Mind, Body and Spirit*. Vancouver: University of British Columbia

Ellerby, J. 2006. *Working with Indigenous Elders*. Winnipeg: MB Aboriginal Issues Press.

Hernandez, J. (2022). *Fresh banana leaves: Healing Indigenous landscapes through Indigenous science*. North Atlantic Books.

Kimmerer, Robin Wall. (2013). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*.

Kovach, M. (2021). *Indigenous methodologies: Characteristics, conversations, and contexts*. University of Toronto press.

Stephanie Springgay and Sarah E. Truman. 2018. *Walking Methodologies in a More than Human World*. New York: Routledge. <https://walkinglab.org/wp-content/uploads/2018/08/Walking-Lab-introduction.pdf> See also <https://walkinglab.org>

Tachine, A., & Nicolazzo, Z. (Eds.). (2023). *Weaving an otherwise: In-relations methodological practice*. Taylor & Francis.

Tuck, E., & McKenzie, M. (2015). *Place in Research: Theory, Methodology, and Methods*. New York: Routledge.

Walter, M., & Andersen, C. (2013). *Indigenous statistics: A quantitative research methodology*. Taylor & Francis. Pg. 1-16; 41-57

Windchief, S, & San Petro. 2019. Eds. *Applying Indigenous Research Methods Storying with Peoples and Communities*. New York: Routledge.

Additional Resources

The National Aboriginal Health Organization has produced excellent resources for Indigenous research and ethics. Please see: <http://www.naho.ca/publications/topics/research/?submit=view>

- First Nations Centre. (2007). *Considerations and Templates for Ethical Research Practices*. Ottawa: National Aboriginal Health Organization
http://www.naho.ca/documents/fnc/english/FNC_ConsiderationsandTemplatesInformationResource.pdf
- National Aboriginal Health Organization. Metis Centre. 2010. Principles of Ethical Metis Research.
http://www.naho.ca/documents/metiscentre/english/PrinciplesofEthicalMetisResearch-descriptive_001.pdf
- National Aboriginal Health Organization. 2010. Guidelines for Research Involving Inuit.
http://www.naho.ca/documents/it/2010_Ethics_FactSheet9.pdf
- ITK and NRI. 2007. Negotiating Research Relationships with Inuit communities: A Guide for Researchers. Scott Nickels, Jamal Shirley and Gita Laidler (eds). Inuit Tapirit Kanatami and Nunavut Research Institute. <https://www.itk.ca/publication/negotiating-research-relationships-inuit-communities-guide-researchers>
- Assembly of First Nations. 2007 Ownership, Control, Access and Possession: First Nations Rights to govern First Nation data. <http://64.26.129.156/misc/ocappdf>
- Gros-Louis Mchungh, N., Gentelet, K., & Basile, S. (Eds.). (2015). *Toolbox of research principles in an Aboriginal context. FNQLHSSC, CRDP, UQAT, and DIALOG network*. Retrieved from www.cssspnql.com/docs/default-source/centre-de-documentation/toolbox_research_principles_aboriginal_context_eng16C3D3AF4B658E221564CE39.pdf?sfvrsn=2
- Basile, S. (2012). *Guidelines for research with Aboriginal women. Quebec Native women*. Retrieved from www.faq-qnw.org/wp-content/uploads/2016/11/QNW-2012-
- Huaman, Elizabeth Sumida and Naranjo, Tessie. (2019). Indigenous Women and Research: Global Conversations on Indigeneity, Rights, and Education, *International Journal of Human Rights Education*, 3(1). Retrieved from <https://repository.usfca.edu/ijhre/vol3/iss1/15>

Requirements and Evaluation

This course will be evaluated according to the Environmental Studies graduate program's official grading system of P/U. In order to complete the course, students are required to complete the following assignments:

Evaluation Methods

Class Participation	20%
Assignments	40%
Final Paper	40%

Class Participation

This mark includes participation in class activities, discussions, and presentations. Students are required lead and participate in class discussion on a regular basis regarding specific topics and reflect formally and informally on a number of course-related topics (including those found in assigned readings). Come prepared with readings read. Be generous by listening to other peoples' opinions and sharing yours. Share your reflections, ideas, and questions in class with your peers.

Assignments

Students will be required to complete small assignments from time to time (e.g. position/reflection paper; sound recordings, journal entry, group presentation) and share their reflections in class. These assignments will form the basis of class discussion. All class/written assignments are expected to incorporate course readings. Multi-media approaches are encouraged. For the group presentation, students will be required to work in small groups to share and discuss theories, passages, content, ideas, etc. in class.

- **Position Statement:** position statement on your relationship to Indigenous research and Indigenous communities based on your learning about decolonizing methodologies and the discussions we would have had in class until the due date of this assignment.
- **Land-Based sound recordings:** Pick a place that evokes land to you. Think about the question, what does land sound like to you? How does land sound to you in urban spaces? How does it sound outside of your home? Or in your traditional land? What do you think of when you think about land in urban spaces? Record 2 sounds that are connected to land. Perhaps 1 min each. You can use your phone to do so. Please be aware of personal/individual conversations in the background. Avoid them. Write a brief description of where these sound recordings were and what they evoke to you (250-500 words). You will ask to share these sounds in class.
- **Journal Entry:** Students will complete 1 journal entry (500-750 words). This entry is intended to provide a space and time to describe your own reflections about how your learning is taking place in relation to the readings, that is, your experience as a learner. You will write this journal entry based on the readings of a week of your choice. Consider answering questions such as: What has been compelling to you? What resonates

with you the most? What connections did you make? What ideas would you like to keep thinking about?

- **Group Presentation:** You will be asked to choose a week (as outlined below in the chart) to present on the main ideas of the course readings for that specific week. Based on passages, stories, or concepts found in the material, you will create a poster to share with the class.

Final Paper

Each student will be required to prepare an 8-10 pages final paper on a topic related to their own research interests and in relation with Indigenous research methodologies. Students will present their projects to the class for peer review and input before final submission. The final paper is due **April 19, 2023**.

Technology, Zoom, Laptops and Mobile Devices

This seminar will employ an experiential virtual learning pedagogy as needed and to the extent possible. It requires the students' undivided attention, active engagement, and participation during all activities. If for any reason, we need to move our class to virtual delivery, you will use your laptops and mobile devices to participate. You may use your laptop to take notes in class. However, being on social network sites, texting, and/or emailing during class is not respectful. Please void doing this.

YORK ACADEMIC POLICIES

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the York Senate Policy on Academic Honesty. The Senate Policy can be found at <http://www.yorku.ca/secretariat/policies/document.php?document=69> The York University academic integrity website can be found at <http://www.yorku.ca/academicintegrity>

Religious Observance

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates relating to examinations or assignments for this course pose such a conflict for you, please let me know as soon as possible.

Students with Disabilities

York University has a range of resources to assist students with physical, mental, psychiatric and learning disabilities in achieving their educational objectives. Students with disabilities requiring accommodation in the classroom or in the examination or evaluation process are encouraged to identify themselves to York's Counselling & Disability Services office (N110, Bennett Centre for Student Services or 416-736-5297). All requests for accommodation will be kept confidential.

Academic Integrity

Faculty of Graduate Studies recently launched an Academic Integrity Module (available through eClass) which is a good reminder of expectations of academic integrity whether for a course essay or major research. The module is accessible at <https://eclass.yorku.ca/eclass/course/view.php?id=37555> (Passport York login required)

Step-by-step instructions on how to link this resource to your e-Class are available at <https://lthelp.yorku.ca/adding-content/linking-to-websites>

Other York University Policies

Further information concerning relevant York University academic policies, such as the Ethics Review Process for research involving human participants is available on the Senate Committee on Academic Standards, Curriculum and Pedagogy webpage (see Reports, Initiatives, Documents) –<http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>.

Topic/Date	Readings Assigned and Due Dates
Introduction January 12th	Course Overview Introduction to Indigenous Research Tuck, E. (2022). What is Your Theory of Change These Days? https://files.cargocollective.com/c1376484/TTResponse_EveTuck.pdf In class reading
Indigenous Research and decolonizing methodologies January 19th	Smith, L. T. (2021). <i>Decolonizing methodologies: Research and indigenous peoples</i> . Bloomsbury Publishing, Chapters 1, 2, and 3.
Research needs Research priorities Research Agenda January 26th <i>Position Statement Due</i>	Smith, L. T. (2021). <i>Decolonizing methodologies: Research and indigenous peoples</i> . Bloomsbury Publishing, Chapters 4, 5, and 6.
Place in Research February 2nd <i>Sound Recordings Due</i>	Watts, V. (2013). Indigenous place-thought and agency amongst humans and non humans (First Woman and Sky Woman go on a European world tour!). <i>Decolonization: Indigeneity, Education & Society</i> , 2(1). https://jps.library.utoronto.ca/index.php/des/article/view/19145/16234 Tuck, E., & McKenzie, M. (2015). <i>Place in Research: Theory, Methodology, and Methods</i> . New York: Routledge. Pg. 1- 47 (Chapter 1 and 2)
Research As Ceremony February 9th	Wilson. S. 2008. <i>Research Is Ceremony: Indigenous Research Methods</i> . Blackpoint, NS. Fernwood. P. 15-79
Relationality Accountability Methods February 16th	Wilson. S. 2008. <i>Research Is Ceremony: Indigenous Research Methods</i> . Blackpoint, NS. Fernwood. P. 80-138
February 23rd	No Class - Reading Week

March 1st Methods Data	<p>Liboiron, M. (2021). <i>Pollution is colonialism</i>. Duke University Press. Pg. 1-37</p> <p>Walter, M., & Andersen, C. (2013). <i>Indigenous statistics: A quantitative research methodology</i>. Taylor & Francis. Pg. 1-16; 41-57</p> <p>First Nations Principles of OCAP. https://fnigc.ca/ocap-training/ Watch the video and read the page.</p>
Indigenous Science/Technoscience March 8th <i>Group presentations</i>	<p>Hobart, H. I. J. K. (2023). <i>Cooling the Tropics: Ice, Indigeneity, and Hawaiian Refreshment</i>. Duke University Press. Pg. 1-70</p>
Research Sovereignities March 15th <i>Group presentations</i>	<p>Hobart, H. I. J. K. (2023). <i>Cooling the Tropics: Ice, Indigeneity, and Hawaiian Refreshment</i>. Duke University Press. Pg. 71-146</p>
Indigenous Research Governance March 22th <i>Group presentations</i>	<p>Museus, S. D., & Wang, A. C. (2022). Refusing neoliberal logics in research design. In <i>Weaving an otherwise</i> (pp. 15-28). Routledge.</p> <p>Harjo, L. (2019). <i>Spiral to the stars: Mvskoke tools of futurity</i>. University of Arizona Press. Pg. 3-80.</p>
Collaborations and Collectiveness in Research March 29th <i>Paper Peer Reviews</i>	<p>Harjo, L. (2019). <i>Spiral to the stars: Mvskoke tools of futurity</i>. University of Arizona Press. Pg. 81-145.</p>
What is your Theory of Change These Days? April 5th	<p>Harjo, L. (2019). <i>Spiral to the stars: Mvskoke tools of futurity</i>. University of Arizona Press. Pg. 146-220.</p>