



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM  
FACULTY OF ARTS**

**INDG 345  
Indigenous Research Ethics and Practice  
Winter 2023**

**INSTRUCTOR:** Adam Murry, PhD

**TELEPHONE:** 403-220-6002

**EMAIL:** adam.murry@ucalgary.ca

Instructor Email Policy: Please note that all course communications must occur through your @ucalgary email. I will do my best to respond to emails sent via student's @ucalgary emails within 72 hours.

**OFFICE HOURS:** Thursdays from 12:30-1:30 or by arrangement, online address:

<https://ucalgary.zoom.us/j/93335073180?pwd=c1FrT1JCellxWWJ1MWlscW5iMnMyUT09>

**COURSE DAY/TIME:** T/R's 11-12:15

**DELIVERY METHOD:** In-Person in TI Studio C

**COURSE PRE-REQUISITES:** None

**COURSE DESCRIPTION**

This special topics course reviews foundational works on Indigenous research methodologies. These methodologies are both a novel strand of investigative approaches within postcolonial psychology and social science as well as distinct schools of thought within constituencies of Indigenous scholars. The Indigenous perspective offers insight into the historical, conceptual, ethical, and philosophical underpinnings of research by critically unpacking the assumptions and practices of the traditional paradigm and defining alternative approaches. Over the course of the semester, you will learn how leading Indigenous scholars have encountered, confronted, and navigated the world of research to ultimately redefine the "how and why" of what we do. By the end of the semester, you should have a better understanding of traditional research as a human endeavor with a particular historical and culturally-embedded evolution, the ability to identify some of the strengths and weakness of traditional research principles and practices, and a thorough appreciation of how research has been (re)conceptualized within an Indigenous context.

**COURSE OBJECTIVES & LEARNING OUTCOMES**

The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see: <https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

For this Course, the learning objectives are:

- Describe the history, underlying concepts, ethics, and rationale behind Indigenous research methodologies
- Discuss philosophical tenets of positivism, social constructivism, and Indigenous relationalism
- Paraphrase the philosophical underpinnings of research (e.g., epistemology) and explain how differences in values shape research
- Examine how research activities intersect with larger political, economic, cultural, and legal institutions and value systems
- Assess one's position and identity in research and develop a reflexive narrative

### **COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
Weekly reflexive reading logs	36%	Weekly (see below)
Class reflections	18%	Weekly (see below)
Moderation notes	18%	Weekly (see below)
Reflective presentation	20%	Mar 28 <sup>th</sup> – Apr 13 <sup>th</sup>
Peer reviews	8%	Mar 28 <sup>th</sup> – Apr 13 <sup>th</sup>
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

### **REQUIRED TEXTBOOK(S)**

- Kovach, M. (2010). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto Press.
- Smith, L. T. (2013). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.). London: Zed Books.
- Walter, M., & Anderson, C. (2013). *Indigenous statistics: A quantitative research methodology*. New York: Routledge.
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood.

### **REQUIRED ARTICLES**

- Kading, M. L., Gonzalez, M. B., Herman, K. A., Gonzalez, J., & Walls, M. L. (2019). Living a good way of life: Perspectives from American Indian and First Nation young adults. *American Journal of Community Psychology*, 64(1-2), 21-33.

Mills, C.W. (1959). *The promise*. In *The sociological imagination*. Oxford University Press.

Trimble, J.E. (1977). The sojourner in the American Indian community: Methodological issues and concerns. *Journal of Social Issues*, 33(4), 159-174.

### **COURSE SCHEDULE & TOPICS**

Please note that the above schedule is tentative and may change as the need arises.

Day	Date	Term classroom schedule	Reading due	Mod*	Assignment
T	10-Jan	Introduction/review course outline			<i>Reflections due the date listed; summaries due within 48 hours</i>
R	12-Jan	The promise of scientific inquiry	Mills (1959)	1 <sup>st</sup> try	
T	17-Jan	Scientific inquiry in Indian country	Trimble (1977)	1	Reflection/#1 summary
R	19-Jan	Imperialism, theory, & research	Smith (Ch 1-2)	2	Reflection/#2 summary
T	24-Jan	The spoils of colonialist research	Smith (Ch 3-4)	3	Reflection/#3 summary
R	26-Jan	The new skin of conquest	Smith (Ch 5)	1	Reflection/#1 summary
T	31-Jan	Indigenous research agenda	Smith (Ch 6-7)	2	Reflection/#2 summary
R	2-Feb	A Cree researcher's task	Wilson (Ch 1-2)	3	Reflection/#3 summary
T	7-Feb	Fitting in with research	Wilson (Ch 3-4)	1	Reflection/#1 summary
R	9-Feb	Indigenous Relationality	Wilson (Ch 5)	2	Reflection/#2 summary
T	14-Feb	An Indigenous research paradigm	Wilson (Ch 6-7)	3	Reflection/#3 summary
R	16-Feb	Qual research & Indigeneity	Kovach (Ch 1-2)	1	Reflection/#1 summary
T	21-Feb	Mid-Term Break			
R	23-Feb	Mid-Term Break			
T	28-Feb	Worldview and perspective	Kovach (Ch 3-4)	2	Reflection/#2 summary
R	2-Mar	Story and context	Kovach (Ch 5-6)	3	Reflection/#3 summary
T	7-Mar	Methods and ethics	Kovach (Ch 7-8)	1	Reflection/#1 summary
R	9-Mar	Fitting in with research	Kovach (Ch 9)	2	Reflection/#2 summary
T	14-Mar	Quant research & Indigeneity	W&A (Ch 1-2)	3	Reflection/#3 summary
R	16-Mar	Indigenous paradigm & practice	W&A (Ch 3-4)	1	Reflection/#1 summary
T	21-Mar	Indigenous practice in Canada	W&A (Ch 5-6)	2	Reflection/#2 summary
R	23-Mar	Research for good	Kading et al (2019)	3	Reflection/#3 summary
T	28-Mar	Student presentations			
R	30-Mar	Student presentations			
T	4-Apr	Student presentations			
R	6-Apr	Student presentations			
T	11-Apr	Student presentations			
R	13-Apr	Presentation make-ups			
		Finals week			
		Finals week			

\*Notes: Moderator number

## ASSIGNMENT[S]

### **Reflective reading logs (at home work)**

We are going to cover a lot of ideas throughout this course. The content will be, at times, complex and abstract, saddening and encouraging, personal and theoretical. It is not expected that you will master all of the material we are going to cover, and that is okay. Even the writers we will be reading admit they are still on a learning journey thinking through research in Indigenous contexts. As a result, the primary assessment for this course will be your reflections on our readings. The importance of documenting your reflections for this class cannot be overstressed, as all other assignments depend on them. There are 18 reading logs, worth 10 points each (*180 points or 36% of your grade*). *All other assignments build upon them.* Reading reflections will be graded according to timely submission, presence of content, and quality of content. Don't worry, they're pretty easy.

Reading logs are semi-structured (template provided on D2L) and need to be completed during or shortly after you've completed the assigned readings. Submit reflections as a Word document to D2L by 10:59am (i.e., **before class; they will be used for class discussion**). There are 18 reflective assignments: January 17, 19, 24, 26, 31, Feb 2, 7, 9, 14, 16, 28, Mar 2, 7, 9, 14, 16, 21, and 23. Late assignments will not be accepted without good reason (see below). This is not meant to be punitive, but instead meant to encourage a present-focus on the current readings without the distraction of catching up. I assigned each log relatively low points to reduce the impact of a missed one here or there (2% of your grade each).

### **In-class Discussions**

**Group discussion:** In the first half of each class session, we will break into groups to discuss our reflections on the readings (i.e., our reading logs). You are expected to participate in a discussion with your group's members. Your participation will be recorded by a moderator (see below) and worth 5 points. There are 18 discussions, totalling 90 points or 18% of your grade. Discussions take place during our class times on January 17, 19, 24, 26, 31, Feb 2, 7, 9, 14, 16, 28, Mar 2, 7, 9, 14, 16, 21, and 23. As an in-class activity, these cannot be turned in late. If you have to miss a day of class, talk to me before you need to miss so we can work out a plan.

**Moderation notes:** To help facilitate discussion and keep track of participation, a moderator will be designated to keep notes of their group's reflections (form provided). Our schedule is divided so that everyone will moderate a group discussion 6 times. Each of the 6 in-class moderating activities are worth 15 points (or ~3% of your grade; cumulatively 90 points or 18% of your grade). Moderation dates by moderator # are below:

- Moderator 1's: Jan 17, Jan 26, Feb 7, Feb 16, Mar 7, Mar 16
- Moderator 2's: Jan 19, Jan 31, Feb 9, Feb 28, Mar 9, Mar 21
- Moderator 3's: Jan 24, Feb 2, Feb 14, Mar 2, Mar 14, Mar 23

Moderation involves introducing the topic, asking questions to facilitate discussion, making sure everyone in your group has the chance to have input, listening to the group's discussion, and taking notes. In the second half of class, moderators will provide a brief report on what was discussed in the group.

Make sure to indicate your name, moderator number, the names of your group members, the date, and the topic/reading for the day on the document. Moderation notes will be graded according to their thoroughness, legibility, and shared contribution from the group. Notes should be turned in within 48 hours of class. Late assignments will be penalized by 3% of the assignments worth each day it is late.

**Presentation:** At the end of the semester, each student is to give a powerpoint presentation on a reflexive narrative, which is an important component to Indigenous methods. The reflexive narrative will be an evaluation of your reflections over the semester. Details for what is to be included will be provided in a separate document entitled “Reflexive Narrative Guide.” The presentations will be delivered the last three weeks of class (Mar 28<sup>th</sup>, Mar 30<sup>th</sup>, Apr 4<sup>th</sup>, 6<sup>th</sup>, 11<sup>th</sup>, 13<sup>th</sup>). The presentation is worth 100 points (or 20% of your grade). Presentations will be graded according to their adherence to the Reflexive Narrative Guide, quality of writing, and depth of analysis. Presentation slides should be posted in D2L before your presentation day. I will post a schedule and you will need to select a presentation day (first come first serve). Late slides will be penalized 3% of the assignment points each day it is late. If you submit your presentation to D2L on-time, but miss your presentation day, you will need to reschedule for one of the other presentation dates. If you were scheduled for our last meeting day or the other days are full, you will need to schedule a time with me to deliver your presentation or record yourself presenting and submit a link or file.

**Peer reviews.** A part of the research world is peer review. This means that you will be reviewed and need to review others. A Qualtrics link will be provided for you to review your classmates, colleagues, peers. In truth, this survey evaluation of your peers is nowhere near as intense as peer reviews for publication or acceptance to peer-reviewer conference papers, but it’s a start. Peer reviews are worth 40 points, or 8% of your grade. Your points will be calculated, roughly, using 5/6<sup>th</sup> of the total presentations, so that you are not responsible for reviews on the same day you are presenting, but are responsible for reviewing presentations on the days you are not presenting.

### **WRITING STATEMENT**

Written assignments are often required in International Indigenous Studies courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The following grading scale will be used:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

**LATE PENALTIES**

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated the same. Late papers, those without an extension granted by the instructor, will be docked 3% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A note of caution: computer failure is not grounds for an extension. Always back-up your work to avoid last-minute catastrophes. You have free access to auto-backup cloud services through OneDrive – please use them.

Students who confront emergencies are asked to reach out to the instructor as soon as they are able to do so. In some cases, the only accommodation may be for the student to apply for a Deferral of Term Work from the Registrar's website.

**INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually (*for web-based courses*).

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one-on-one

meeting outside of these hours. These meetings may be held virtually (*for web-based courses*).

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

## **MENTAL HEALTH SUPPORTS**

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

## **IMPORTANT POLICIES AND INFORMATION**

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

**Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

**Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

**Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

**Academic Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

**Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any



human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

### **Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

### **Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

### **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

### **Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.

*Facebook Group for Indigenous Studies Program:* <https://www.facebook.com/groups/UC.IIST/>

*INDG Program Website:* <http://www.ucalgary.ca/indg/>

*Writing Symbols Lodge (Native Centre) Website:* <https://www.ucalgary.ca/nativecentre>

*Library and Resource Website :* <http://www.ucalgary.ca/library>