



**DEPARTMENT OF POLITICAL SCIENCE  
INTERNATIONAL INDIGENOUS STUDIES PROGRAM**

**INDG 397.13 Lecture 01  
Topics in Canadian Indigenous Studies (Indigenous Research Ethics & Practice)  
Winter 2021**

**INSTRUCTOR:** Adam T. Murry, PhD  
**TELEPHONE:** 403-220-6002 (office phone rarely checked)  
**EMAIL:** [adam.murry@ucalgary.ca](mailto:adam.murry@ucalgary.ca)  
**OFFICE HOURS:** Tuesdays 11:00-12:00  
**COURSE DAY/TIME:** Tuesdays and Thursdays 09:30-10:45  
**DELIVERY METHOD:** Web-Based; <https://ucalgary.zoom.us/j/97252246017>  
**COURSE PRE-REQUISITES:** None.

**COURSE DESCRIPTION**

This course is an introduction to research ethics and practice through the lens of Indigenous history, representation, activism, and self-determination. The ways that research has assisted colonization will be reviewed, but the focus will be on current research trends with, by, and for Indigenous scholars, and learning concrete skills for the research objectives of your communities and causes. Whether in health, education, social science, criminal justice, resource management, environmental studies, law, business, and so on, knowing how to read, conduct, and critically reflect on empirical information is vital to individual civic and professional participation and collective self-determination. Although you can learn research in other disciplines, this course involves the deconstruction of research, as a construct, so you can situate the activity in the larger social-political-religious-historical-cultural context.

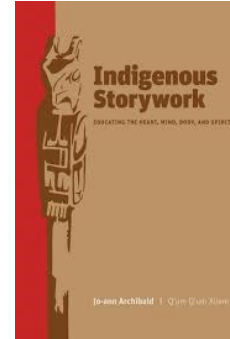
**COURSE OBJECTIVES & LEARNING OUTCOMES**

- 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

## **REQUIRED TEXTBOOK(S)**

The texts below can be purchased through the University's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Online venues, such as Google Play, may have discounted electronic copies available for purchase or rent but I have not verified access or cost. The University of Calgary library (not the Taylor Digital Library) has e-copies available that are free to students.

Archibald, J. (2008). *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit*. UBC Press ISBN 9780774814027



## **REQUIRED READING(S)**

Braun, K. L., Browne, C. V., Ka'opua, L. S., Kim, B. J., & Mokuau, N. (2014). Research on Indigenous elders: From positivistic to decolonizing methodologies. *The Gerontologist*, 54(1), 117-126.

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193-204.

Kovach, M. (2010). Conversation method in Indigenous research. *First Peoples Child & Family Review*, 5(1), 40-48. <https://doi.org/10.7202/1069060ar>

Lomawaima, K.T., & McCarty, T. (2002). *Reliability, validity, authenticity in American Indian and Alaska Native research*. Charleston, WV: Eric Clearinghouse on Rural Education and Small Schools, 2-5.

Mills, C. W. (1959). *The sociological imagination*. New York: Oxford University Press.

Nakata, M. (2004). Ongoing conversations about Aboriginal and Torres Strait Islander research agendas and directions. *The Australian Journal of Indigenous Education*, 33, 1-6.

Ray, L. (2012). Deciphering the "Indigenous" in Indigenous methodologies. *AlterNative: An International Journal of Indigenous Peoples*, 8(1), 85-98.

Smith, L.T., Maxwell, T.K., Puke, H., & Temara, P. (2016). Indigenous knowledge, methodology, and mayhem: What is the role of methodology in producing Indigenous insights? A discussion from Mātauranga Māori. *Knowledge Cultures*, 4(3), 131-156. ISSN 2327-5731, eISSN 2375-6527.

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

Walden, A.L. & West, A.E. (2019). American Indian researcher perspectives on qualitative inquiry about and within American Indian communities. *American Journal of Community Psychology*, 64, 83-95.

Wilson, S. (2003). Progressing toward an Indigenous research paradigm in Canada and Australia. *Canadian Journal of Native Education*, 27(2), 161-178.

### **REQUIRED TECHNOLOGY**

To participant in this course you will need regular access to a computer device with an internet connection, as many of the readings and the methods of turning in assignments are through D2L. It is possible to call into our bi-weekly discussions, but it is better if you can zoom in.

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

COMPONENT	WEIGHTING	DUE DATES
Personal reflections	30%	Weekly (see below)
Group compilations	15%	Weekly (see below)
Class reflections	15%	Weekly (see below)
Reflective presentation	30%	Mar 30 <sup>th</sup> – Apr 15 <sup>th</sup>
Peer reviews	10%	Day of presentation
Total	100%	

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

### **ASSIGNMENT[S]**

#### **Reflective journal logs (30%)**

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 or even fully get 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. It is important for my assessment of your learning and comprehension on a higher level (e.g., beyond memorization) and structuring the course in a way that is more conducive to the philosophy we will be engaging with through our examination of Indigenous methods. On your end, translating your cognitive and emotional processes into written form is helpful in that it forces contemplation, supports associative networks, and involves active mental engagement, all of which supports learning.

There are 18 journal logs, worth 5 points each (*90 points or 30% of your grade*). *All other assignments build upon them.* Reading reflections will be graded according to timely submission, presence of content (rubric to be provided), and quality of content. Don't worry, they're pretty easy.

Journal 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 **before class; they will be used for class discussion.** There are 18 reflective assignments January 19<sup>th</sup>, 21<sup>st</sup>, 26<sup>th</sup>, 28<sup>th</sup>, Feb 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 23<sup>rd</sup>, 25<sup>th</sup>, Mar 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 23<sup>rd</sup>, and 25<sup>th</sup>. 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 (1.7% of your grade each).

### **In-class Discussion (15%)**

*Group compilation:* In the first half of each class session we will break into groups to discuss our reading journal logs for that days' reading. One or more members should take down the names of everyone in the group. Each member will discuss one of the four answers they provided on the Reading Journal Log. On the paper with the groups' names on it, record something about each person's answer and cite them (e.g., briefly, like a few words or short sentence). The notes from this part will be cleaned and turned into me via dropbox. Notes will be graded according to their representativeness of group opinion, group member citation (e.g., initials), and the group members names being recorded. Together group compilation notes are worth 15% of your total grade (2.5 points each). The dates are the same as the Reading Journal Log due dates, but after class (i.e., by 11:59pm): January 19<sup>th</sup>, 21<sup>st</sup>, 26<sup>th</sup>, 28<sup>th</sup>, Feb 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 23<sup>rd</sup>, 25<sup>th</sup>, Mar 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 23<sup>rd</sup>, and 25<sup>th</sup>.

### **Class reflection (15%)**

After we breakout into groups where each person shares and answers are compiled, we will discuss what people got from their group members as a class. Discussions are worth 2.5 points each (15% of the total grade) and occur immediately after the group compilations, so they have the same assigned dates: January 19<sup>th</sup>, 21<sup>st</sup>, 26<sup>th</sup>, 28<sup>th</sup>, Feb 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 23<sup>rd</sup>, 25<sup>th</sup>, Mar 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 23<sup>rd</sup>, and 25<sup>th</sup>. If you can not make it to class, I will record this section of the discussion and post it on D2L for you to comment on later with your own input.

### **Presentation (30%)**

At the end of the semester, each student is to give a Power Point 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 30<sup>th</sup>, Apr 1<sup>st</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 13<sup>th</sup>, 15<sup>th</sup>) over zoom. The presentation is worth 100 points (or 30% of your grade). Presentations will be graded according to their adherence to the Reflexive Narrative Guide, quality of writing, and depth of analysis. Presentations are due according to one's selected dates (first come first serve). Late 1<sup>st</sup> drafts will be penalized 10% 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. Final presentation drafts will not be accepted late.

## COURSE SCHEDULE & TOPICS

Day	Date	Term classroom schedule	Reading assignment due (before class)	Discussion assignment due (after class)	Week
T	12-Jan	Class begins; introductions			
R	14-Jan	Review Syllabus – explain course			1
T	19-Jan	The sociological imagination	Mills, 1959	Notes 1	
R	21-Jan*	Problems in social science	Trimble, 1977	Notes 2	2
T	26-Jan	Validity in the community	Lomawaima & Mccarty, 2002	Notes 3	
R	28-Jan	Starting a research agenda	Nakata, 2004	Notes 4	3
T	2-Feb	Progressing with a research agenda	Wison, 2003	Notes 5	
R	4-Feb	Defining ethical space	Ermine, 2007	Notes 6	4
T	9-Feb	<i>The Journey Begins</i>	Archibald, ch1	Notes 7	
R	11-Feb	<i>Coyote searching for the bone needles</i>	Archibald, ch2	Notes 8	5
T	16-Feb	Mid-Term Break			
R	18-Feb	Mid-Term Break			
T	23-Feb	<i>Learning about storywork from Sto:lo Elders</i>	Archibald, ch3	Notes 9	
R	25-Feb	<i>The power of stories to educate the heart</i>	Archibald, ch4	Notes 10	6
T	2-Mar	<i>Storywork in action</i>	Archibald, ch5	Notes 11	
R	4-Mar	<i>Storywork pedagogy</i>	Archibald, ch6	Notes 12	7
T	9-Mar	<i>A give-away</i>	Archibald, ch7	Notes 13	
R	11-Mar	Conversational method	Kovach, 2010	Notes 14	8
T	16-Mar	Distinguishing methods	Ray, 2012	Notes 15	
R	18-Mar	A method for every purpose	Braun et al. 2014	Notes 16	9
T	23-Mar	New cautions about research	Smith, 2016	Notes 17	
R	25-Mar	Mixed researcher experiences	Walden & West, 2019	Notes 18	10
T	30-Mar	Reflexive presentations			
R	1-Apr	Reflexive presentations			11
T	6-Apr	Reflexive presentations			
R	8-Apr	Reflexive presentations			12
T	13-Apr	Reflexive presentations			
R	15-Apr	Reflexive presentations			13
*important date		Total		400 pts	

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

## FINAL EXAMINATION

There is no final examination in this course.

## **WRITING STATEMENT**

Written assignments are often required in Political Science 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)	B+ (80-84.99)	C+ (65-69.99)	D+ (53-54.99)
A (90-95.99)	B (75-79.99)	C (60-64.99)	D (50-52.99)
A- (85-89.99)	B- (70-74.99)	C- (55-59.99)	F (0-49.99)

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality

## **LATE PENALTIES**

*Late assignments will be taxed 10% per day, each day it is late unless you let me know ahead of time that there will be a delay.*

## **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.

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, to be held virtually.

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are

encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### **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.

### **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>.

### **Appeals**

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

### **University Regulations**

Students are responsible for familiarizing themselves with the University policies found in the

Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

### **Student 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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **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.

### **Required Access to Technology**

Please see the University's resource page at [https://ucalgary.servicenow.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.servicenow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031)

### **Copyright Legislation**

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

### **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)**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public



place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

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

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

### **Important Contact Information**

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>