

**Indigenous Studies 415.01  
Indigenous Ethics & Protocols  
Spring 2016**

**Lectures will typically be held for 5.5 hours 2x a week.  
Tues. and Thurs. 10:00am – 3:30pm  
June 14 - 30, 2016**

**Instructor:** Gabrielle Lindstrom

**Office Location:** EDT 602

**Office Phone:** 587-353-3546

**E-Mail:** gabrielle.lindstrom@ucalgary.ca

**Office Hours:** By Appointment

**Additional Information**

**Class Room:** SS 012

**Course Description:**

Research *on*, rather than *with*, Aboriginal peoples has largely been characterized as misrepresenting and misinterpreting Aboriginal culture with often devastating effects on Aboriginal individuals and communities. This course invites students to explore and apply their understanding of the interplay between Aboriginal research ethics and community protocols through an in-depth process of self-reflection, historical and contemporary perspectives, and overview of relevant literature, independent study, critical discussion and assignments that will enhance cross-cultural understanding.

**Learner Outcomes:**

Participants in this course will be invited to critically engage with literature, class discussion, written and oral assignments in order to:

- Examine the principles underlying Indigenous ethics and academic and local research protocols
- Explore Indigenous ways of knowing, and Indigenous research methodologies
- Examine notions of relationship, spirituality, community, and responsibility in academic research when collaborating with Indigenous peoples
- Apply Indigenous research ethics and protocols in a research context
- Engage in critical, cultural dialogue to arrive at cross-cultural understandings
- Identify opportunities for cross-cultural awareness

**NB:** Please also note that we will be engaging in potentially sensitive and/or provocative issues. Therefore, the foundational objective of this course is to foster a safe and respectful

physical, intellectual, emotional, and spiritual space for all participants. I expect all students to demonstrate awareness of and respect for this.

**Course Design and Delivery:** In person, blended with support from D2L. I teach from a respectful, adult learning space that includes an emphasis on students' responsibility for their own learning. The instructor will rely on students to direct and focus class discussions and assignments to meet their own learning needs.

### **Required Textbooks and Assigned Reading:**

Tuhiwai-Smith, L. (1999) Decolonizing methodologies.

A list of other readings for the Learning Assignment #1 will be uploaded to D2L.

**NOTE:** Additional readings may be assigned throughout the course and we will also be engaging with other media. **It is your responsibility to ensure that required readings are completed prior to the class on the day for which they are assigned.**

### **Learning Assignments and Evaluation**

**NOTE:** Completion of all assignments is a requirement for a passing grade in this course

<b>Learning Assignment Number</b>	<b>Description of learning Assignment</b>	<b>Percent of final mark</b>	<b>Grouping for assignment</b>
Learning Assignment #1	Article Critique	30%	Individual
Learning Assignment #2	Research Proposal	50%	Individual
Participation	Leadership discussion, course engagement	20%	Individual

### **Learning Assignment Guidelines:**

- **Note:** Please submit an electronic copy on the assignment due date to [gabrielle.lindstrom@ucalgary.ca](mailto:gabrielle.lindstrom@ucalgary.ca). Alternately, you may hand in your assignments directly to your instructor. If it is not possible to do so, a daytime drop box is available in SS 102. A night drop box is also available for after-hours submission. Assignments will be removed from this drop box at 8:30 each morning and stamped with the date that the assignment is removed from the drop box, and then placed in the instructor's mailbox.
- **All written assignments are to follow standard, APA 6th Edition formatting, double-spaced, with appropriate in-text citation and referencing when required.** The APA manual is recommended but there are websites that provide basic instructions for APA formatting: <http://owl.english.purdue.edu/owl/resources/560/01/>
- Please see instructor **as soon as possible** if clarification or modification of assignments is requested, and if you need an extension on assignments.

## Learning Assignment #1

Search academic journals for an example of Indigenous research. I will also have some choices for you. Based on previous experiences (if applicable), course readings, and in-class discussions to date, provide a brief overview and critique of the study. Consider the following questions to guide your critique:

- What is the study about?
- Do you trust the findings of this study? Why? Why not?
- Which aspects were well done? Which weren't?
- Is there anything else that you'd like to know?

**DUE DATE: June 21, 2016**

The assignment length is 4-5 pages double-spaced and will be assessed according to the rubric below:

Overview	Provides a superb and comprehensive overview of the selected study	Provides a strong overview of the selected study	Provides a limited overview of the selected study	Provides a weak overview of the selected study	Provides an incomplete overview of the selected study
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates

	a level of personal engagement and initiative which exceeds expectations.	strong personal engagement and initiative, and meets expectations.	weak personal engagement that does not meet expectations.	limited engagement that does not meet expectations.	insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

### Learning Assignment #2 – Research Proposal

Working independently, develop a research proposal relevant to your current interests that could serve as a starting point for a future study. Your proposal should include:

- A brief background on you, the topic you propose to study and the lens/paradigm/worldview that will guide your approach
- A purpose statement
- Your research questions
- A very brief overview of relevant literature from assigned readings and outside sources
- Your proposed methodology and methods for data collection, interpretation, and presentation
- A discussion of ethical considerations for your proposed inquiry
- A personal critical reflection/response that positions you within the context of your proposed research, your community and future aspirations

Please ensure that you draw on course materials and outside resources

**DUE DATE: July 2, 2016**

The research proposal is to be 6-8 pages in length and will be assessed as per the rubric below:

	<b>A+ - A-</b>	<b>B+ - B-</b>	<b>C+ - C-</b>	<b>D</b>	<b>F</b>
Understanding	Demonstrates a superb and comprehensive understanding of content, literature, and	Demonstrates a strong understanding of content, literature, and research	Demonstrates some understanding of content, literature and research	Demonstrates limited understanding of the content, literature, research,	Demonstrates incomplete understanding of the content, literature, research,

	research			subject matter, and texts	subject matter, and texts
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions	Demonstrates some application of critical scrutiny of subject matter, texts, and discussions	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language	Demonstrates strong ability to integrate and articulate ideas through strong written language	Demonstrates some ability to integrate and express ideas; weak written language	Demonstrates limited ability to integrate and express ideas; marginal written language	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language
Application	Demonstrates exceptional and superior ability to synthesize and apply ideas to personal or professional contexts	Demonstrates strong ability to synthesize and apply ideas to personal or professional contexts	Demonstrates some ability to apply ideas to personal or professional contexts	Demonstrates limited ability to apply ideas to personal or professional contexts	Demonstrates insufficient ability to apply ideas to any relevant personal or professional context
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations	Demonstrates strong personal engagement and initiative, and meets expectations	Demonstrates some personal engagement that does not meet expectations	Demonstrates limited engagement that does not meet expectations	Demonstrates insufficient engagement
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level	Is strong – of an acceptable standard met by many students at this level	Is of an acceptable standard met by some students at this level	Is weak and of an unacceptable standard attained by few students at this level	Does not meet basic requirements

## Participation

This is an interactive, dialogue-based class. Because of the nature of the course and the content we will be taking up, full engagement with all discussions, readings, relevant course material, presentations, guest speakers, etc., is expected, required and closely tracked. As such, your contributions and elaboration on material to advance and challenge the discourse is critical. As well, you are expected to reflect upon and share your learning resulting from the various discussions and content throughout the course. While attendance is not formally taken, you cannot participate if you are not present for the class. Participation will be assessed based on quality rather than quantity.

*In addition, each student will be assigned a lead role for a specific reading of choice, which could also include the reading you did your article critique on.* In this capacity you will prepare questions for the group to respond to and will facilitate a discussion circle. You are expected to encourage reflection and deep thinking about the assigned material.

Participation will be assessed as per the rubric below:

	<b>A+ - A-</b>	<b>B+ - B-</b>	<b>C+ - C-</b>	<b>D</b>	<b>F</b>
<b>Preparedness</b>	Clearly well prepared. Assigned readings were completed as per course schedule.	Well prepared. Assigned readings were usually completed as per course schedule	Somewhat prepared. Assigned readings were completed some of the time as per course schedule	Poorly prepared. Assigned readings were usually not completed as per course schedule	Not prepared. Assigned readings were not completed as per course schedule
<b>Contributions</b>	Clearly contributes to each class in a thoughtful, insightful and respectful manner. Clearly engages in small group work to support peer learning	Contributes to most classes in a thoughtful, insightful and respectful manner. Usually engages in small group work to support peer learning	Contributes to classes some of the time in a thoughtful, insightful and respectful manner. Sometimes engages in small group work to support peer learning	Rarely contributes to classes in a thoughtful, insightful and respectful manner. Rarely engages in small group work to support peer learning	Does not contribute to classes and if student does, it is not in a thoughtful, insightful and respectful manner. Rarely engages in small group work to support peer learning
<b>Discussion/ Questions</b>	Excellent and creative application of course	Good application of course concepts as	Demonstrates some application of course	Rarely applies course concepts as	Does not apply course concepts as demonstrated

	concepts as demonstrated in discussion leads. Offers up questions to elicit group response to provoke in-depth exploration and enhance understanding of key concepts	demonstrated in discussion leads. Offers up questions to elicit group response to provoke exploration and some understanding of key concepts	concepts in discussion contributions. Sometimes offers up questions to elicit group response	demonstrated in discussion contributions. Rarely offers up questions to elicit group response	in discussion contributions. Does not offer up questions to elicit group response
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**It is the student's responsibility to keep a copy of each submitted assignment.**

### Weekly Course Schedule:

Date	Topic	Readings	Tasks and Due Dates
<b>Week 1</b> 06/14	-Introduction/Welcome: Who are we? What are our expectations? What is Indigenous research? What are Indigenous research ethics and protocols? -Creating an ethical space to conduct ethical research -Conceptualizing Imperialism	Ermine, W. (2007). The Ethical Space of Engagement.  Tuhiwai-Smith, L. (2012). Decolonizing methodologies: Research and Indigenous peoples, 2 <sup>nd</sup> Edition. <b>Chapters 1-2</b>	
05/16	-Research <i>on</i> Indigenous peoples	Tuhiwai-Smith, L. (2012). Decolonizing methodologies: Research and Indigenous peoples, 2 <sup>nd</sup> Edition. <b>Chapters 3-4</b>  Indigenous research article as per your choice	
<b>Week 2</b> 06/21	-Enacting colonial research methodologies -Turning the tides of academic research	Tuhiwai-Smith, L. (2012). Decolonizing methodologies: Research and Indigenous peoples, 2 <sup>nd</sup> Edition. <b>Chapters 5-6</b>	<b>Article Critique due</b>
06/23	Conceptualizing Indigenous Research	Tuhiwai-Smith, L. (2012). Decolonizing methodologies:	<b>Leadership Discussion</b>

		Research and Indigenous peoples, 2 <sup>nd</sup> Edition. <b>Chapters 7-8</b>	
<b>Week 3</b> 06/28	Enacting Indigenous research methodologies	Tuhiwai-Smith, L. (2012). Decolonizing methodologies: Research and Indigenous peoples, 2 <sup>nd</sup> Edition. <b>Chapters 9-10</b>	
06/30	Locating the personal in Indigenous research	Tuhiwai-Smith, L. (2012). Decolonizing methodologies: Research and Indigenous peoples, 2 <sup>nd</sup> Edition. <b>Chapters 11-12</b>	<b>Research Proposal due July 2, 2016</b>

**NOTE:** The above schedule is subject to changes and/or alterations to meet emerging needs of the learners.

### Registrar-Scheduled Final Exam

There **will not** be a Registrar-Scheduled final exam in this course.

### Grading Scale

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

### Late Assignments

Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each business day that they are late.

### Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by using their ID number. You will also be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

### **Plagiarism and Academic Misconduct**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

For more information on academic misconduct and the consequences thereof, please see the current University of Calgary Calendar online at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Academic Accommodation Policy**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with Student Accessibility Services (403-220-8237). You must discuss your needs with your instructor **no later than** fourteen (14) calendar days after the start of the course.

For more information, please see <http://www.ucalgary.ca/access/>. Also consult the recent Student Accommodation Policy at <http://www.ucalgary.ca/access/accommodations/policy>.

### **Emergency Evacuation and Assembly Points**

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located.

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

### **“SAFEWALK” Program**

Campus Security will escort individuals day or night - call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

## Student Representation

There are four Arts Representatives in the Student's Union. Their addresses are as follows:

[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)

Please contact them if you have any questions related to Student Union matters, events, or concerns. The Student's Union can be found online at <https://www.su.ucalgary.ca/>.

For your student Ombudsperson, please see contact [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) or call 403-220-6420.

## Faculty of Arts Advising and Resources

- Have a question, but not sure where to start? The Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS 102, call them at (403) 220-3580 or email them at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca).
- For program planning and advice, contact the Arts Students' Centre at (403) 220-3580, email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit them in SS102.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block (MLB 117).