



**INDIGST 2M03:
INDIGENOUS RESEARCH METHODS & ETHICS
September 2020**

Instructor: Chelsea Gabel, PhD

Email: gabelc@mcmaster.ca

Please note: Students should put "2M03" in the subject line of messages regarding this course.

Lecture: Tuesdays 2:30 – 4:20pm;
Wednesdays 3:30 – 4:20pm

Office: N/A

Office Hours: Online, by appointment

Course Description

This course will address methodological and ethical issues related to conducting research with Indigenous peoples. Indigenous and Western approaches to the constructions of knowledge are explored with an emphasis on Indigenous knowledges and how they are practiced in methodological approaches to research. It will discuss the types of questions and projects that are well-suited to Indigenous research, as well as, traditional approaches to data collection (e.g., interviews, focus groups, surveys, etc.). Another theme will be exploration into recent innovations in qualitative research (e.g., arts-based methods such as photovoice) and why Indigenous researchers have embraced these trends in contemporary work. In this course, students will have an opportunity to develop a rigorous academic poster. My hope is that each of you will find an area in Indigenous Studies that you are passionate and curious about and explore this in a new and exciting way.

Course Objectives

The goal of the course is to gain a deeper understanding of Indigenous peoples connection to water through culture, environmental stewardship and relationships to the land through spoken word and literature. Your final project is building a digital story to present to class to be drawn from Global Water Futures Ohneganos research team (see podcasts, FB, website and instagram of the same name). Your work will add to the growing body of digital stories and serve as teaching tools for public schools, education, community and research.



By the end of the course, students will be able to:

- More readily understand research methods from Indigenous and non-Indigenous perspectives
- Identify current culturally congruent approaches to research, advocacy, policy and services for Indigenous peoples
- Think critically about the congruency of different components of a research project
- Critically examine the structure, method and plans of each student's research
- Provide an opportunity to share in the research progress

Class Format

Blended – Virtual and Online

Lectures will be held on Zoom every Tuesday at 2:30pm. Every Wednesday, you will be expected to participate on the Avenue to Learn discussion board during our slotted class time (3:30 - 4:20pm). I will pose a question for you to answer or post an article, etc. that you will be asked to respond to in no more than 250 words. In order to receive full participation grades, you must respond during our slotted class time (Wednesday from 3:30 - 4:20). The discussion board will begin Wednesday, September 16th.

This course will be interactive. Students are expected to attend every zoom class and participate in the discussion board. Students should be prepared to discuss the required readings, and to share what they know in discussion with other students. The material covered includes both practical and theoretical elements. Components covered will include the development of a research topic and question, reviewing and appraising literature, ethical conduct of research with Indigenous peoples, planning, collecting and analyzing data, knowledge transfer and dissemination.

Course Evaluation – Overview

1. Photovoice Project – **25%**, due *October 20, 21, 28th* (see details below)
2. Quiz – **15%**, *Tuesday November 3rd*
3. Poster Presentation – **35%**, *Wednesday December 7th & 8th*
4. Class participation and Attendance – **25%**



Course Evaluation – Details

1. Photovoice project (25%)

You will work on a photovoice project on the topic of “student well-being and distress.” For this project, you will be both a participant and a researcher. For more information about potential risks to participation in this research and your right to withdraw from or not complete this project, see the note below.

The research question guiding this project is: What are noteworthy sources of emotional well-being/ contentment and stress in the lives of undergraduate and/or Indigenous students? For this project, you are asked to take a series of photographs – using either a digital camera or a smart phone. Your photographs should be of material objects (e.g., coffee cup, tree, lap top) or landscapes that represent the source of your happy/content and unhappy/stressed moments as an undergraduate student at McMaster. To conform to our ethical clearance for this course it is absolutely imperative that your photos are of material objects or landscapes; people can only be in the photo if they are visible at a distance and if their face is not clear to the viewer of the photograph.

You will share one to two of your photos with members of the class on the discussion board. You may wish to think about the types of photos that you will take knowing that you will be asked to share and talk about them with members of your class, including your Professor. You will also be required to explain why you took a particular photo and what it means to you. You will begin the process of identifying common themes or sub-themes that reflect the significance of and meanings embedded in the photographs. Finally, you will work (on your own) towards the completion of a final short reflection paper (4-5 pages).

2. Quiz (15%)

You will be required to write one quiz on week 9 Tuesday, November 3rd

3. Poster Presentation (35%)

You will create a poster in groups of 5-6 that should display a research topic of your choice. Your poster should be easy to read, prepared using a larger font, and tell a story about your research.

4. Class Participation and Attendance (25%)

This includes: attending in all in-class zoom lectures (including all guest lectures), participating in group work, and participation in discussion boards throughout the term.



What do I need for this course?

What do I need for this course: Select readings from David, M. & Sutton, C. (2011). *Social research: An introduction* (2nd ed.). London: Sage will be provided on Avenue in the “course readings” section. Given that this is an applied research methods class, students will be required to access additional readings directly from McMaster’s e-journal portal. You will need your McMaster username and password:
<http://library.mcmaster.ca/ejournals>

Please note that additional required readings not included in this outline may occasionally be announced on Avenue to Learn. Additional readings will be announced at least 2 weeks prior to the lecture for which they are required.

Weekly Course Schedule and Required Readings

Week 1, September 8th: Course Introduction

*The first class will be devoted to discussing students’ goals and expectations, providing an overview of the course, and reviewing course assignments and readings.

Week 2, September 15th: What is Indigenous Research Methodology?

Readings:

Wilson, Shawn. 2001. What is Indigenous Research Methodology? *Canadian Journal of Native Education*, 25, 175-180 (on Avenue to Learn)

Week 3, September 22nd: Identifying an area of interest

Readings:

Firestone, Michelle, and Janet Smylie, Sylvia Maracle, Connie Siedule, De dwa da dehs nye>s Aboriginal Health Access Centre, Métis Nation of Ontario, and Patricia O'Campo, "Concept Mapping: Application of a Community-Based Methodology in Three Urban Aboriginal Populations" *American Indian Culture and Research Journal* 2014 38:4, 85-104 (on Avenue to Learn)

* **Concept Mapping Exercise:** In this class, I want you to start brainstorming in groups of 4-5 about your potential research interests and topic as well as the



research methods and overall research design that you are thinking of using for your final poster presentation.

Week 4, September 29th: Using the literature review to define your topic and refine your research question

Readings:

David and Sutton (p. 54 – 73 *on Avenue to Learn)

****Literature Searching and Reviewing - Anna Flak**, a librarian from the Mills Library will be speaking to us about using McMaster's e-portal to search and review published literature.

Week 5, October 6th: Decolonizing Methodologies

Readings:

Hyett, Sarah, Marjerrison, Stacey, Gabel, Chelsea (2018) "Improving Indigenous Health Research among Indigenous Peoples in Canada" *Canadian Medical Association Journal*, Vol. 190, Issue 20, 22 May 2018, 616-621, <http://www.cmaj.ca/content/190/20/E616>

Tuhiwai-Smith, L. 1999. Decolonizing methodologies: Research and Indigenous Peoples. Zed Books: London. Introduction (p. 1-18)
<https://nycstandswithstandingrock.files.wordpress.com/2016/10/linda-tuhiwai-smith-decolonizing-methodologies-research-and-indigenous-peoples.pdf>
(**On Avenue to Learn)

Kovach, Margaret. 2010. Conversational Method in Indigenous Research. *First Peoples and Child Family Review* Volume 5, Number 1, 2010, pp. 40-48
https://fncaringsociety.com/sites/default/files/online-journal/vol5num1/Kovach_pp40.pdf

*****Guest Speaker:** Dr. Amanda LaVallee (Métis), Assistant Professor, School of Social Work and Human Services, University of the Fraser Valley



Week 6, October 13th : Fall Break!

Week 7, October 20th: Arts-Based Research Methods & Photovoice Assignment Overview

Readings:

Gabel, Chelsea and Jessica Pace and Chaneesa Ryan. "Using Photovoice to Understand Intergenerational Influences on Health and Well-Being in a Labrador Inuit community" *Special Thematic Issue of the International Journal of Indigenous Health: "Wellness-Based Indigenous Health Promising Practices"* Published in Collaboration with the First Nations Health Authority, 2016, 75-90, <https://journals.uvic.ca/index.php/ijih/article/view/16014>.

Iseke, J. & Moore, S. (2011). Community-based Indigenous digital storytelling with Elders and youth. *American Indian Culture and Research Journal*. 35 (4): 19-39.

Notes: *****Photovoice project overview this week**

Week 8, October 27th: Relationship, Partnerships & Research Ethics

Readings:

Powell, Alicia and Chelsea Gabel "Addressing Inequalities: Understanding Indigenous Health Policy in Urban Ontario" *Decolonizing Indigenous Global Health: Reconciling the Past, Engaging the Present, Animating the Future*, Eds. Robert Henry, Amanda Lavalley, Nancy Van Styvendale, and Robert Innes (University of Arizona Press, 2018), p. 237 - 256. (**On Avenue to Learn)

Tri-Council Policy Statement 2—2nd edition of *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, Chapter 9: RESEARCH INVOLVING THE FIRST NATIONS, INUIT AND MÉTIS PEOPLES OF CANADA*: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

Ermine, Willie, Raven Sinclair, & Madisun Browne (2005): *Kwayask Itôtamowin*:



Indigenous research ethics: (pp. 16-20) http://iphrc.ca/pub/documents/IPHRC_ACADRE_Ethics_Report_final.pdf

***Guest Speaker: **Alicia Powell, PhD Candidate, Department of Health, Aging and Society, McMaster University.**

Week 9, November 3rd: Quiz

Week 10, November 10th: The Challenges of Field Work & “Doing” Indigenous & Community Engaged Research

Readings:

Henry, Robert and Chelsea Gabel (2019) “It’s Not Just a Picture When Lives are at Stake: Ethical Considerations and Photovoice Methods with Indigenous Peoples Engaged in Street Lifestyles”, *Journal of Educational Thought*, Volume 53(3): 229-260, <https://journalhosting.ucalgary.ca/index.php/jet/article/view/69723>

De Villers, Annelie. Doing Fieldwork in Indigenous Communities: <https://30secondarchive.wordpress.com/2017/05/16/doing-fieldwork-in-indigenous-communities/> comment-page-1/

Border Criminologies (2013) The Challenges of Fieldwork: When Things Don’t Go According to Plan. Available at: <http://bordercriminologies.law.ox.ac.uk/the-challenges-of-fieldwork/> (Accessed July 30th, 2017)

*****Guest Speaker:** Dr. Robert Henry (Métis), Assistant Professor, Department of Indigenous Studies, University of Saskatchewan. Week 11: Interviews, Focus Groups & Indigenous Research Frameworks

Week 11, November 17th: Interviews, Focus Groups, and Indigenous Frameworks

Readings:

David and Sutton (p. 118 - 145) Lavallée, Lynn F., "Practical Application of an Indigenous Research Framework and Two Qualitative Indigenous Research



Methods: Sharing Circles and Anishnaabe Symbol-Based Reflection" (2009).
Social Work Publications and Research. Paper 3. [http://
digitalcommons.ryerson.ca/socialwork/3](http://digitalcommons.ryerson.ca/socialwork/3)

Martin, Debbie (2012) "Two-eyed seeing: a framework for understanding
Indigenous and non Indigenous approaches to Indigenous health research" in the
Canadian Journal of Nursing Research, 44(2):20-42

Week 12, November 24th: Using Surveys in Indigenous Research

Readings:

David and Sutton (p. 239 - 270) (On Avenue to Learn)
Second Reading TBD

****Guest speaker:** Dr. Nicole Goodman, Associate Professor, Political Science,
Brock University.

Week 13, December 1st: Disseminating Results, Activism and Public Roles for Indigenous and Non-Indigenous Researchers

Readings:

Gupta, Clare and Alice Kelly (editorial) The Social Relations of Fieldwork: Giving
Back in a Research Setting. *Journal of Research Practice* Volume 10, Issue 2,
Article E2, 2014, [http:// jrp.icaap.org/index.php/jrp/article/view/423/352](http://jrp.icaap.org/index.php/jrp/article/view/423/352)

Graeme, Cindy. (2013). Indigenous Health Research and the Non-Indigenous
Researcher: A Proposed Framework for the Autoethnographic Methodological
Approach. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community
Health* 11(3), 513 - 520. [http:// www.pimatisiwin.com/online/wp-
content/uploads/2014/02/14Smithers.pdf](http://www.pimatisiwin.com/online/wp-content/uploads/2014/02/14Smithers.pdf)

Week 14, December 8th & 9th: Final Poster Presentations and Course Wrap-up



Course Policies

Submission of Assignments

Assignments should be submitted through Avenue to Learn. Please do not submit assignments by email; they will not be accepted in this form. Be sure to use 12-point font, one-inch margins, and double spacing.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F



Grading Rubric for all Written Work

A range: Between excellent and exceptional work that combines the following characteristics in differing degrees: a superior grasp of course material, both conceptual and substantive; a strong analytic reading of written materials used; some original insights and generally very thoughtful; and exceptional writing skills.

B range: Strong, good work that combines the following characteristics in differing degrees: a firm grasp of course material, by and large, though there are some minor errors or misunderstandings; a competent analytic reading of written materials used; not especially original but well considered; and competent writing skills.

C range: Average work that displays the following characteristics in differing degrees: perhaps shaky but passable understanding of course material; largely reiterative or summative (rather than analytic) reading of written material; displays a moderate effort to think through issues; shaky but intelligible writing skills.

D range: Poor work that displays the following characteristics in differing degrees: Student appears to have made little to no effort to tackle lecture or reading materials; misunderstands them fairly seriously; and has poor writing skills.

F: No work or insulting work. Student either did not turn in work or what was turned in showed no serious effort to keep up with or tackle course material, took no care with readings, and was sloppily presented.

Contesting Grades

If you wish to contest the grade assigned, you will need to indicate why in writing. Using the grading rubric described above, support your argument with examples from your paper of how you believe you satisfied the criteria better than your grade reflected.

Requests for Relief For Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” <https://www.mcmaster.ca/msaf/>



Late work, deadlines and extensions

Assignments are to be submitted during the class period on the due date (see weekly timetable below). Late submissions will be penalized at 3% per day up to one week past the due date, after which time late submissions will not be accepted unless an extension has been granted.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.



It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Class Communication

You can reach me by email at gabelc@mcmaster.ca. Please include the course code in the subject line, and your full name and student number in the body of the email. I will endeavour to respond within 24 hours (**excluding weekends and holidays**). If your question is of a general nature, you might try posting it in the discussion section of Avenue to Learn or in the zoom chat during class.

In the context of a university course, email is a mode of professional communication. Please keep the conventions of professional communication in mind when composing messages (e.g. use full sentences with proper punctuation, be polite, and refrain from using informal abbreviations).

A note about e-mail: If you have a complicated question, it is often easier and more productive to discuss the question during office hours rather than by email or to include it in the zoom chat during class.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's



responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Please note: Students should put “2M03” in the subject line of messages regarding this course.

Courses with an Online element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms. Course Modification



The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

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