

**INDIGENOUS STUDIES 3142F**  
**Doing Research (In a Good Way)**  
**Fall 2023**

**Instructor:** Dr. Ashley Sisco, Assistant Professor  
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**Lectures (Blended):** In-person at the Wampum Learning Lodge Classroom September 13<sup>th</sup> (first class), October 18<sup>th</sup> and 25<sup>th</sup> (Class presentations) and December 6<sup>th</sup> (last class); Online Asynchronous for the remainder of classes  
**Office Hours:** Via Zoom Fridays: 10:00am – 1:00pm (or by appointment)  
**Class Location:** Wampum Learning Lodge Classroom (September 13<sup>th</sup>, October 18<sup>th</sup> and 25<sup>th</sup> and December 6<sup>th</sup>)

My office is located in Deshkan Zibiing (“Antler River”), which is the Anishinaabemowin name for Thames River, and is where London, Ontario is situated in the Great Lakes woodland region of Turtle Island (Canada), close to Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee-Delaware Nation. This area has been home to many First Nations over time, including the Anishinaabek, Haudenosaunee, and Lūnaapéewak who continue to live in this territory, as well as Chonnonton (Neutral) peoples and Huron-Wendat. As a settler, I am a guest on this territory and am deeply committed to working with and for local First Nations and Peoples to listen, unlearn, and advocate for change.

**Course Description:** In this interactive course students will learn the philosophical and methodological foundation for conducting research with Indigenous communities in a good way. Discussions will focus on the history of research with Indigenous peoples; Indigenous research ethics, especially as it relates to protocols for using Indigenous knowledge(s); Decolonizing and Indigenous research models and their role in research as reconciliation; the importance of Indigenous research sovereignty and governance, including through OCAP compliance; and how to implement the knowledge gained from the course, through developing research agreements and proposals that align with the principles of Community-Based Partnership Research.

**Prerequisite(s):** Indigenous Studies 2213F/G; or the former FNS 2217F/G.

**Learning Outcomes – Students who successfully complete this course will be able to:**

1. Understand the reasons we apply ethical principles for conducting research with Indigenous Peoples;
2. Apply the 5 Rs of Indigenous research - respect, reciprocity, relevance, responsibility, and relationships;
3. Understand the concept of relationality;

4. Engage and develop community-based research relationships;
5. Engage in research as ceremony; and
6. Understand and apply principles of OCAP.

Required Texts - Access to digital books through the bookstore will be provided (if available) before classes start.

- Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd.
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood Publishing.

### Methods of Evaluation:

Item	Description	Due	Value
Participation	Participation in discussions in class and online.	All term	25%
Indigenous method Group presentation	Present in groups on an Indigenous research method	October 18 <sup>th</sup> or 25 <sup>th</sup>	25%
OCAP™ or TCPS2 Certification	OCAP™ or TCPS2 certification	November 22 <sup>nd</sup>	25%
OCAP or TCPS2 Reflection	Complete a reflection on OCAP or TCPS2 certification process and future application	December 6 <sup>th</sup>	25%

### Course Schedule and Readings:

Note: This schedule may be subject to change. If there are any changes, we will discuss in class first. Readings should be read before the Monday of the week they are assigned.		
WK1	September 13 <sup>th</sup> In-person at the Wampum Learning Lodge	<ul style="list-style-type: none"> <li>• Introductions &amp; positionality</li> <li>• Expectations &amp; strengths</li> <li>• Covid requirements</li> <li>• Course overview</li> </ul> <p><b>Lecture:</b> Research as colonization &amp; research as decolonization.</p> <p><b>Required Readings:</b> <i>Textbook:</i> Smith, L. T. (2012). <i>Decolonizing methodologies: Research and indigenous peoples</i>. Bloomsbury Academic &amp; Professional. Wilson, S. (2008). Chapter 1: Getting Started. In <i>Research is ceremony: Indigenous research methods</i>. Halifax, NS: Fernwood Publishing.</p>
<b>September 15<sup>th</sup> - Last day to drop a course.</b>		

WK2	September 20 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Ethics and ethical research relationships.</p> <p><b>Required Readings:</b> <b>Open-Access Online:</b> Government of Canada Panel on Research Ethics. (2018). Chapter 9 – Research involving the First Nations, Inuit, and Metis Peoples in Canada. In Tri-Council Policy Statement – Ethical conduct for research involving humans. Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. <a href="https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html">https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html</a></p> <p><b>On OWL:</b> Brant Castellano, M. (2004). Ethics of Aboriginal research. <i>Journal of Aboriginal Health, 1(1)</i>, 98-114.</p> <p><b>Textbook:</b> Wilson, S. (2008). <i>Research is ceremony: Indigenous research methods</i>. Halifax, NS: Fernwood Publishing.</p>
WK3	September 27 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Reconciliation in research.</p> <p><b>Required Readings:</b> <b>On OWL:</b> Wilson, S. &amp; Hughes, M. (2019). Why Research is Reconciliation. S. Wilson, A.V., Breen &amp; L. DuPré (Eds.). <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships (5-19)</i>. Toronto: Canadian Scholars.</p>
WK4	October 4 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Privileging Indigenous Knowledges in Research</p> <p><b>Required Readings:</b> <b>On OWL:</b> Kovach, M. (2009). Chapter 4: Applying a Decolonizing Lens within Indigenous Research Frameworks. In M. Kovach (Ed.) <i>Indigenous methodologies: Characteristics, conversations and contexts (75-93)</i>. Toronto: University of Toronto Press.</p> <p><b>Textbook:</b> Wilson, S. (2008). Chapter 3: Can a Ceremony Include a Literature Review? In <i>Research is ceremony: Indigenous research methods</i>. Halifax, NS: Fernwood Publishing.</p>
WK5	October 11 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Indigenous Data Sovereignty</p> <p><b>Required Reading:</b> <b>On OWL:</b> Walter, M., &amp; Suina, M. (2018): Indigenous data, indigenous methodologies and indigenous data sovereignty, <i>International Journal of Social Research Methodology</i>, 1-11.</p>

WK6	October 18 <sup>th</sup> (In-person at the Wampum Learning Lodge)	Indigenous Research Methods presentations
WK7	October 25 <sup>th</sup> (In-person at the Wampum Learning Lodge)	Indigenous Research Methods presentations
<b>WK8 November 1<sup>st</sup> – Reading Week (No Class)</b>		
WK9	November 8 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Using Available Data in Research.</p> <p><b>Required Readings:</b> <b>On OWL:</b> Blackstock, C. (2009). First Nations children count: enveloping quantitative research in an Indigenous envelope. <i>First Peoples Child &amp; Family Review</i>, 4(2), 135-143. <a href="https://fncaringsociety.com/sites/default/files/online-journal/vol4num2/Blackstock_pp135.pdf">https://fncaringsociety.com/sites/default/files/online-journal/vol4num2/Blackstock_pp135.pdf</a></p> <p>Lewis, D., Francis, S., Strickland-Francis, K., Castleden, H. &amp; Apostle, R. (2020). If only they had accessed the data: Governmental failure to monitor pulp mill impacts on human health in Pictou Landing First Nation. <i>Social Science and Medicine</i>. DOI: <a href="https://doi.org/10.1016/j.socscimed.2020.113184">10.1016/j.socscimed.2020.113184</a></p>
<b>November 13<sup>th</sup> – Last day to drop a half course without academic penalty.</b>		
WK10	November 15 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Integrating Indigenous and Western Methodologies</p> <p><b>Guest speaker:</b> Bryanne Smart, Associate Director, Indigenous Relations, University of Waterloo (&amp; Former Research Associate, Sisco &amp; Associates Consulting Services Inc. (SISCO))</p> <p><b>Video:</b> Bartlett C (2012). Two Eyed Seeing. <a href="https://www.youtube.com/watch?v=CY-iGduw5c">https://www.youtube.com/watch?v=CY-iGduw5c</a></p> <p><b>Required Readings:</b> <b>On OWL:</b> Kovach, M. (2009). Chapter 5: Story as Indigenous Methodology. In M. Kovach (Ed.) <i>Indigenous methodologies: Characteristics, conversations and contexts (94-108)</i>. Toronto: University of Toronto Press.</p> <p><b>Textbooks:</b> Wilson, S. (2008). Chapter 4: Indigenous research</p>

		paradigm. In <i>Research is ceremony: Indigenous research methods</i> . Halifax, NS: Fernwood Publishing.
WK11	November 22 <sup>nd</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Engaging in Community-Based Research/Researcher Reflexivity</p> <p><b>Guest speaker:</b> Jana George, Research Manager, Sisco &amp; Associates Consulting Services Inc. (SISCO)</p> <p><b>Required Readings:</b> <b>On OWL:</b> Castleden, H., Sloan Morgan, V., &amp; Lamb, C. (2012). 'I spent the first year drinking tea': Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples. <i>Canadian Geographer</i>, 56(2), 160-179. Kwame, A. (2017). Reflexivity and the insider/outsider discourse in indigenous research: My personal experiences. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 13(4), 218-225.</p>
WK12	November 29 <sup>th</sup> <b><u>Pre-Recorded on Owl</u></b>	<p><b>Lecture:</b> Student Inquiry Guided Lecture (e.g., In Practice)</p> <p><b>Resources:</b> To be provided.</p>
WK13	December 6 <sup>th</sup> (In-person at the Wampum Learning Lodge)	<b>Class Discussions</b>
<b>November 30<sup>th</sup> – Last day to drop a full course without academic penalty.</b>		
<b>December 6<sup>h</sup> – Paper due.</b>		
<b>December 8<sup>th</sup> – Fall term ends.</b>		

## Important Policies

### Grade Scale

A+	90-100%
A	80-89%
B	70-79%
C	60-69%
D	50-59%
F	Below 50% or assigned when course is dropped with academic penalty

### ***Policies for Assignment Deadlines***

Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse. Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%. Further information on “Academic Consideration for Missed Work” is below.

Assignment objectives and rubrics will be posted on OWL, as well as discussed in class via Zoom.

Should you have a concern regarding the grade you received for an assignment, you **must wait 24 hours** from the receipt of the grade (on OWL) to contact the instructor. In doing so, *please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate.* Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

### ***Academic Consideration for Missed Work***

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements must submit a request for academic consideration through the appropriate route:

- (i) For **absences 48 hours or less**, students can complete a [Self-Reported Absence \(SRA\)](#) form provided the conditions specified in the [Senate policy](#) are met. The form [can be completed online](#). The SRA can be used only twice. Please note the important exceptions to this rule:
  - i. Not permitted for final exams or assessments worth more than 30% of a course.
- (ii) Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of a course, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds). Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.
- (iii) All the Faculty of Social Science Academic Counselling procedures can be found here: <https://counselling.ssc.uwo.ca/procedures/index.html>

Students seeking academic consideration:

- Are advised to carefully consider the implications of postponing tests or midterm exams or delaying handing in work.
- Are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence.
- **All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence.**

Academic consideration is not normally intended for the following circumstances:

- **Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability** are responsible for determining, in consultation with their doctors or other health professionals, if they can pursue their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the [Policy on Academic Accommodation for Students with Disability](#). Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic or exam performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through [Student Health and Wellness](#) and [Learning Development & Success](#) in order to deal with this stress in a proactive and constructive manner.

### ***A Note on Plagiarism***

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence as outlined in the [Scholastic Discipline](#) policy.

### ***Scholastic Offences***

Scholastic offences (including plagiarism) are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Plagiarism Checking***

All required papers may be subject to submission for textual similarity review to the commercial

plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### ***Policies on Examinations***

No electronic devices of any kind are allowed during tests and examinations.

### ***Accessibility Options***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: [www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***Mental Health***

If you or someone you know is experiencing distress, there are several resources at Western to assist you. Please visit the [Mental Wellbeing website](#) for more information on mental health resources.

### ***Indigenous Services:***

A link to Indigenous Services can be found at <http://indigenous.uwo.ca>

### ***Writing Support Centre:***

A link to the Writing Support Centre can be found at <http://www.sdc.uwo.ca/writing/>

### ***Copyright:***

**Lectures and course materials, including PowerPoint and Prezi presentations and recordings, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, lecture recordings posted on Owl, and other course materials publicly and/or for commercial purposes without my written consent.**