



# ABST302

## Indigenous Research Matters

S2 Online 2019

*Dept of Indigenous Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Terminology Protocols for Indigenous Studie</u>	
<u>S</u>	13

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Tristan Kennedy

[tristan.kennedy@mq.edu.au](mailto:tristan.kennedy@mq.edu.au)

Contact via Email

6 First Walk W3A - 407

By Appointment

Bronwyn Carlson

[bronwyn.carlson@mq.edu.au](mailto:bronwyn.carlson@mq.edu.au)

Credit points

6

Prerequisites

39cp at 100 level or above

Corequisites

ANTH305 or EDUC388 or ENVG340 or LAW468 or GEOP340

Co-badged status

ABST721

Unit description

This unit examines contemporary and historical research practices and explores decolonising and Indigenist research methodologies. This unit also provides students with the skills and knowledge to engage in ethical research with Aboriginal and Torres Strait Islander people and communities. Students are guided by a range of documents outlining ethical research practices including, the Australian Institute of Aboriginal and Torres Strait Islander research guidelines, the National Health and Medical Research Council's, Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research (Values and Ethics) and Macquarie University Ethics Approval process.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.

Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.

Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples

Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.

Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	30%	No	On-Going
<u>Book Review</u>	30%	No	Monday 16th September
<u>Research Proposal</u>	40%	No	Friday 8th November

### Participation

Due: **On-Going**

Weighting: **30%**

Active participation is expected of all students. A high grade in this task will be achieved by actively attending / accessing lectures and completing tutorial tasks each week.

The requirements will be further discussed in week one.

On successful completion you will be able to:

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional

audiences.

## Book Review

Due: **Monday 16th September**

Weighting: **30%**

In this task you will select one Indigenous research methods text from a list provided. You will be required to do a short presentation in class and submit a written review.

The criteria and standards by which your work will be assessed will be available on the ilearn site.

**LATE SUBMISSIONS LOSE ONE MARK PER DAY.**

On successful completion you will be able to:

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples

## Research Proposal

Due: **Friday 8th November**

Weighting: **40%**

This assessment task requires you to develop a 2500 word research proposal. You will draw on your background research in the previous two assessment tasks.

Further information, including the criteria and standards by which your work will be assessed will be available in the iLearn site.

**LATE SUBMISSIONS LOSE ONE MARK PER DAY.**

On successful completion you will be able to:

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## Delivery and Resources

**Useful Readings (See iLearn for weekly readings)**

Allen, C., 2007, 'Rere Ke/Moving Differently: Indigenizing Methodologies for Comparative Indigenous Literary Studies', *Journal of New Zealand Literature*, 24:2, pp. 1-26.

Andersen, C., 2009, 'Critical Indigenous Studies: From difference to density', *Cultural Studies Review*, 15:2, pp. 80-100.

Ball, J., & Janyst, P., 2008, 'Enacting research ethics in partnerships with indigenous communities in Canada: "Do it in a good way"', *Journal of Empirical Research on Human Research Ethics*, 3:2, pp. 33-51.

Bessarab D., & Ngandu, B., 2010, 'Yarning About Yarning as a Legitimate Method in Indigenous Research', *International Journal of Critical Indigenous Studies*, 3:1, pp. 37-50.

Bin-Sallik, M., 2003, 'Cultural Safety: Let's Name it!', *Australian Journal of Indigenous Education*, 32, pp. 21-28.

Castejon, V., K. Hughes, O. Haag, & A. Cole, 2014, *Ngapatji Ngapatji: In turn, in turn: Ego-histoire, Europe and Indigenous Australia*, ANU Press: Canberra.

Czaykowska-Higgins, E., 'Research models, community engagement, and linguistic fieldwork: Reflections on working within Canadian Indigenous communities', *Language Documentation & Conservation*, 3:1, pp. 15-50.

Deborah McGregor. "Coming full circle: Indigenous knowledge, environment, and our future." *American Indian Quarterly*. 28.3/4: 2004.

Foley, D., 2003, 'Indigenous Epistemology and Indigenous Standpoint Theory', *Social Alternatives*, 22:1, pp. 44-52.

Harkin, N., 2017, 'On Responsibility', *Overland*, 226, 51.

Henderson, R., Simmons, D. S., Bourke, L., & Muir, J. 2002, 'Development of guidelines for non-Indigenous people undertaking research among the Indigenous population of north-east Victoria', *Medical Journal of Australia*, 176:10, pp. 482-485.

Hitchcock, R., 2002, 'Repatriation, indigenous peoples, and development lessons from Africa, North America, and Australia', *Pula: Botswana Journal of African Studies*, 15:1, pp. 57-66.

Kavelin, C., 2008, 'Universities as the Gatekeepers of the Intellectual Property of Indigenous People's Medical Knowledge', *The Australian Journal of Indigenous Education*, 37, pp. 34-45.

Martin, K., 2008, *Please Knock Before You Enter: Aboriginal regulation of outsiders and the implications for researchers*, Post Pressed: Teneriffe, QLD.

Moreton-Robinson, A., 2015, 'Toward a new research agenda: Foucault, whiteness, and sovereignty', *The White Possessive: Property, Power, and Indigenous Sovereignty*, University of Minnesota Press.

Nakata, M., et al., 2012, 'Decolonial goals and pedagogies for Indigenous studies', *Decolonization: indigeneity, education & society*, 1:1, pp. 120-140.

Nakata, M., 2007, *Disciplining the savages, savaging the disciplines*, Aboriginal Studies Press: Canberra, ACT.

Nakata, M., 2006, 'Australian Indigenous Studies: A Question of Discipline', *The Australian Journal of Anthropology*, 17:3, pp. 265-275.

Porsanger, J., 2004, 'An Essay about Indigenous Methodology', *Nordlit : Tidsskrift i litteratur og kultur*, 8:1, pp. 105-120.

Reilly, M., 2011, 'Māori Studies, Past and Present: A Review', *The Contemporary Pacific*, 23:2, pp. 340-370.

Rigney, L., 1999, 'Internationalization of an Indigenous Anticolonial Cultural Critique of Research Methodologies: A Guide to Indigenist Research Methodology and Its Principles', *Wicazo Sa Review*, 14:2, pp.109-121.

Tuhiwai Smith, L., 2012, *Decolonizing Methodologies: research and indigenous peoples*, Zed Books: New York.

Tuhiwai Smith, L., 2012, 'Towards Developing Indigenous Methodologies: Kaupapa Maori Research' in Tuhiwai Smith, *Decolonizing Methodologies*, Zed Books, New York, pp. 297-314.

Warrior, R., 2009. 'Native American Scholarship and the transnational turn', *Cultural Studies Review*, 15:2, pp. 119-131.

Wilson, S., 2008, *Research is Ceremony: indigenous research methods*, Fernwood Publishing: Black Point, N.S.

Wilson, S., 2001, 'What is Indigenous Research Methodology?', *Canadian Journal of Native Education*, 25:2, pp. 175-179.

## Unit Schedule

### Weekly Schedule ABST302

<b>Week 1</b> 29th July	Introduction - Indigenous Studies as a Discipline
<b>Week 2</b> 5th - 9th August	Indigenous Studies Seminar (All Week)
<b>Week 3</b> 12th August	Indigenous Studies Methodologies
<b>Week 4</b> 19th August	From Researched to Researcher

<b>Week 5</b> 26th August	Reading Week
<b>Week 6</b> 2nd September	Book Review Presentations & Research Proposals
<b>Week 7</b> 9th September	Indigenous Knowledges
<b>Mid-Semester Break</b> 16th September - 27th September	
<b>Week 8</b> 30th September	Indigenous Research Ethics and Dissemination
<b>Week 9</b> 7th October	Public Holiday (No Lecture)
<b>Week 10</b> 14th October	Transformative Research
<b>Week 11</b> 21st October	Digital Research
<b>Week 12</b> 28th October	Research Proposal Workshop
<b>Week 13</b> 4th November	Reflection and Feedback

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide



appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

#### Assessment task

- Research Proposal

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.

## Assessment tasks

- Participation
- Book Review
- Research Proposal

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## Assessment task

- Participation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of

ethical problems in Indigenous research.

- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## **Assessment tasks**

- Book Review
- Research Proposal

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.

## **Assessment tasks**

- Book Review
- Research Proposal

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of

ethical problems in Indigenous research.

- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## **Assessment task**

- Research Proposal

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## **Assessment task**

- Research Proposal

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner

undertaking research or work with Indigenous communities.

- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## **Assessment task**

- Participation

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## **Assessment task**

- Participation

## **Terminology Protocols for Indigenous Studies**

### **Terminology protocols for Indigenous Studies**

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people.

When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres

Strait Islander peoples.

While Aboriginal and Torres Strait Islander are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities.

Aboriginal and Torres Strait Islander people generally prefer to be known by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such as 'the Aboriginals' or 'the Islanders'. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region.

The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as 'aborigine' 'native', 'savage' and 'primitive'. Similarly, do not use the terms 'half-caste', 'part-Aborigine/Aboriginal' or any reference to skin colour or physical features, as they do not signify that a person is Aboriginal and/or Torres Strait Islander and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racist language, use (sic) directly after the inappropriate term or phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.