



ABST721

Research Ethics in Indigenous Australian Contexts

S2 Day 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>	5
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10
<u>Terminology Protocols for Indigenous Studie</u>	
<u>S</u>	14

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General Information

Unit convenor and teaching staff

Lecturer

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By Appointment

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

ABST302

Unit description

This unit provides students with the necessary skills to undertake research relating to Indigenous Australians in an ethical manner. The unit highlights the importance of clear and transparent research strategies and promotes outcomes that provide significant benefit to Indigenous communities. The importance of research partnerships and collaboration is explored in detail.

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>	20%	No	Friday 16th September
<u>Annotated Bibliography</u>	10%	No	Friday 18th October
<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:

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- 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: **Friday 16th September**

Weighting: **20%**

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:

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

Annotated Bibliography

Due: **Friday 18th October**

Weighting: **10%**

Your task here is to provide an annotated bibliography (no fewer than six scholarly sources) relevant to your intended research project.

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.
- 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.

Research Proposal

Due: **Friday 8th November**

Weighting: **40%**

This assessment task requires you to develop a 3000 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.
- 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.

Delivery and Resources

Reading List

Week One

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.

Week Two

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

32, pp. 21-28.

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

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

Week Three

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.

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

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

Week Four

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

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.

Week Five

Book Review Readings

Week Six

Book Review Readings

Week Seven

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

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.

Week Eight

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.

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.

Week Nine

TBC – Research Proposal Readings

Week Ten

TBC – Research Proposal Readings

Week Eleven

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

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

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.

Book Review Readings

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

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

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

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

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

Extra Readings

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

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.

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

Unit Schedule

Weekly Schedule ABST721

Lecture 1 1 st August	Overview of unit and Introduction
Lecture 2 8 th August	Indigenous Studies as a Discipline
Lecture 3 15 th August	Indigenous Studies Methodologies
Lecture 4 22 nd August	Indigenous Studies Researchers
Lecture 5 29 th August	Reading Week (No Lecture)
Lecture 6 5 th September	Book Review Discussion Research Proposals
Lecture 7 12 th September	Engaging Widely: Indigenous Research and Communities
Mid-Semester Break	
Lecture 8 3 rd October	Indigenous Research Ethics and Dissemination
Lecture 9 10 th October	Guest Lecture TBC

Lecture 10 17 th October	Guest Lecture TBC
Lecture 11 24 th October	International Approaches
Lecture 12 31 st October	Research Proposal Workshop
Lecture 13 7 th 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](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>).

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](#) or if you are a Global MBA student contact 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) 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](#)

If you are a Global MBA student contact 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/.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

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.

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

- Book Review
- Annotated Bibliography

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

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.
- 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

- Participation
- Book Review
- Annotated Bibliography

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

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

- Book Review
- Annotated Bibliography
- Research Proposal

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

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.
- 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
- Annotated Bibliography
- Research Proposal

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

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.
- 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.
- 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

- Participation
- Research Proposal

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- 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.

Assessment tasks

- Participation
- Research Proposal

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 '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.