# INDG7001

## Research Ethics in Indigenous Australian Contexts

Session 2, Online-flexible 2022

*Department of Indigenous Studies*

# Contents

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# General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This unit provides students with the necessary skills to undertake research relating to Indigenous Australians in an ethical manner. Students will explore contemporary Indigenous research methodologies and consider how Indigenous research exists alongside Western approaches to knowledge creation and dissemination. 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:

**ULO1:** Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.

**ULO2:** Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.

**ULO3:** Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples

**ULO4:** Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.

**ULO5:** 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 |
|---|---|---|---|
| Book Review | 30% | No | 9th September |
| Tutorial Activities | 30% | No | Weekly |
| Research Proposal | 40% | No | 4th November |

## Book Review

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **9th September**
Weighting: **30%**

In this task you will self-select one Indigenous research methodologies text from a list provided. You will produce a book review essay which will be discussed in class.

On successful completion you will be able to:

- 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.

## Tutorial Activities

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 26 hours
Due: **Weekly**
Weighting: **30%**

Actively participation in weekly online tutorial activities. These will be available on a weekly basis on iLearn.

On successful completion you will be able to:
- 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
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

# Research Proposal

Assessment Type [1]: Essay
Indicative Time on Task [2]: 40 hours
Due: **4th November**
Weighting: **40%**

This assessment task requires you to develop a research proposal for a hypothetical project. This proposal will demonstrate you have a clear understanding of appropriate Indigenous research methodologies and your position conducting research with Indigenous peoples. You will draw on your background research in the other two assessment tasks.

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

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

# Delivery and Resources

| Date (Monday) | Week | Topic | Readings |
| --- | --- | --- | --- |
| 25/7 | 1 | Indigenous Studies | Nakata, M. (2007). Australian Indigenous Studies: A question of discipline. *The Australian Journal of Anthropology, 18(1),* 265-275.<br><br>Wilson, S. (2008). *Research in Ceremony: Indigenous research methods.* Fernwood Publishing. |
| 1/8 | 2 | Indigenous Research Paradigms | **Required**<br><br>Moreton-Robinson, A. (2013). Towards an Australian Women's Standpoint Theory. *Australian Feminist Studies, 28(78),* 331-347.<br><br>Pidgeon, M. (2019). Moving between theory and practice within an Indigenous research paradigm. *Qualitative Research, 19(4),* 418-436.<br><br>**Recommended**<br><br>Foley, D. (2003). Indigenous epistemology and Indigenous Standpoint Theory. *Social Alternatives, 22(1),* 44-52. |
| 8/8 | 3 | Research in Higher Education | Ryder, C., Mackean, T., Coombs, J., Williams, H., Hunter, K., Holland, A.J.A., & Ivers, R. (2020). Indigenous research methodology – weaving a research interface. *International Journal of Social Research Methodology, 23(3),* 255-267.<br><br>Hayward, A., Sjoblom, E., Sinclair, S., & Cidro, J. (2021). A New Era of Indigenous Research: Community based Indigenous research ethics protocols in Canada. *Journal of empirical research on human research ethics, 16(4),* 403-417. |
| 15/8 | 4 | Knowledges | Tynan, L. (2020). Thesis as kin: living relationality with research. *AlterNative: an international journal of indigenous peoples, 16(3),* 163-170.<br><br>Langton, M. & Ma Rhea, Z. (2005). Traditional Indigenous biodiversity-related knowledge. *Australian academic and research libraries, 36(2),* 47-69. |
| 22/8 | 5 | Book Reviews | No Readings |
| 29/8 | 6 | Capacity Building | 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),* 33-51.<br><br>Kim Elston, J., Saunders, V., Hayes, B., Bainbridge, R., & McCoy, B. (2013). Building Indigenous Australian research capacity. *Contemporary nurse, 46(1),* 6-12. |

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|---|---|---|---|
| 5/9 | 7 | Discovery and Recovery | Allen, C. (2012). Introduction: Ands turn Comparative turn Trans. In Allen, C. *Trans-Indigenous: Methodologies for Global Native Literary Studies*, University of Minnesota Press.<br><br>Kvidal-Røvik, T. & Cordes, A. (2022). Into the unknown [Amas Mu Vuordá]? Listening to Indigenous voices on the meanings of Disney's Frozen 2 [Jik?on 2]. *Journal of international and intercultural communication, 15(1),* 17-35. |
| 12/9 | Break | | |
| 19/9 | Break | | |
| 26/9 | 8 | Transformative Research | **Required**<br><br>Mertens, D. (2017). Transformative research: personal and societal. *International Journal of Transformative Research, 4(1),* 18-24.<br><br>Smith, L.T., 2013. Chapter Three: Colonizing Knowledges. In Smith, L.T., *Decolonizing methodologies: Research and Indigenous peoples.* Zed Books Ltd.<br><br>**Recommended**<br><br>Greene, S. (2008). Introduction: Teaching for Social Justice. *Counterpoints, 316,* 1-25. |
| 3/10 | 9 | Indigenous Research Ethics and Dissemination | 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),* 33-51.<br><br>Kavelin, C. (2008). Universities as the Gatekeepers of the Intellectual Property of Indigenous People's Medical Knowledge. *The Australian Journal of Indigenous Education, 37,* 34-45. |
| 10/10 | 10 | Allies in Indigenous Research | **Required**<br><br>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. *Medial Journal of Australia, 176(10),* 482-485.<br><br>Snow, K. (2018). What Does Being a Settler Ally in Research Mean? A Graduate Students Experience Learning From and Working Within Indigenous Research Paradigms. *International journal of qualitative methods 17(1),* 1-11.<br><br>**Recommended**<br><br>Land, C. (2015). *Decolonizing solidarity: Dilemmas and directions for supporters of indigenous struggles.* Zed Books Ltd. |
| 17/10 | 11 | Data Sovereignty | Walter, M. (2018). The voice of Indigenous data: Beyond the markers of disadvantage. *Griffith Review, 60,* 256-263.<br><br>Walter, M. (2016). Data politics and Indigenous representation in Australian statistics. In T Kukutai & J Taylor (Eds.), *Indigenous data sovereignty: Toward an agenda*, (38, 79-98) ANU Press. |

| 24/10 | 12 | Research Proposal Workshop | |
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# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

## Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

## Student Support

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

### The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

## Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

## Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

## 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.

## 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 racists language, use (sic) directly after the inappropriate term of 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.