



# ABST302

## Indigenous Research Matters

S2 External 2018

*Dept of Indigenous Studies*

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## General Information

Unit convenor and teaching staff

Lecturer

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By Appointment

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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 project-based research unit builds on the ideas and experiences developed in previous units. Students will plan, develop and complete an individual research project. The unit will examine issues for research involving Indigenous peoples including historical legacies of research and developments in research with Indigenous peoples today; the role of Indigenous and non-Indigenous researchers; and the role of de-colonising methods of research to advocate an Indigenous research agenda. In particular it concentrates on the ethical dimensions and operational issues of preparation for academic research in the social sciences, with particular reference to Indigenous settings and concerns. This unit uses the current Macquarie University Ethics Approval Process and is informed by NHMRC, AIATSIS and relevant international sources

## 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>	20%	No	On-Going
<u>Book Review</u>	20%	No	Friday 31st August
<u>Annotated Bibliography</u>	20%	No	Friday 14th September
<u>Research Proposal</u>	40%	No	Friday 9th November

### Participation

Due: **On-Going**

Weighting: **20%**

Active participation in class and online is expected of all participants. A high grade in this task will be achieved by actively engaging with the topic material online (quizzes, discussion board, readings) and in our class sessions.

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: **Friday 31st August**

Weighting: **20%**

In this task you will self-select one academic text from the topic material that is relevant to your research project.

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:

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

## Annotated Bibliography

Due: **Friday 14th September**

Weighting: **20%**

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.

- 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

Due: **Friday 9th 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.
- 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

### 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 litteratur og kultur*, 8:1, pp. 105-120.

## Unit Schedule

### Weekly Schedule ABST302

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



<b>Lecture 10</b> 17 <sup>th</sup> October	Guest Lecture TBC
<b>Lecture11</b> 24 <sup>th</sup> October	International Approaches
<b>Lecture 12</b> 31 <sup>st</sup> October	Research Proposal Workshop
<b>Lecture 13</b> 7 <sup>th</sup> 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 shown in *iLearn*, 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](#).

## 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](http://ask.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
- Annotated Bibliography
- 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
- Annotated Bibliography
- 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
- Annotated Bibliography
- 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 tasks

- Annotated Bibliography
- 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

## Changes since First Published

Date	Description
27/07/2018	- minor changes to assessment to reflect AQF7 - added extra readings related to book review task