



# ABST721

## Research Ethics in Indigenous Australian Contexts

S2 External 2018

*Dept of Indigenous Studies*

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## General Information

Unit convenor and teaching staff

Lecturer

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

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                   |
|---|-----------|--------|-----------------------|
| <a href="#"><u>Participation</u></a>          | 20%       | No     | On-Going              |
| <a href="#"><u>Book Review</u></a>            | 20%       | No     | Friday 31st August    |
| <a href="#"><u>Annotated Bibliography</u></a> | 20%       | No     | Friday 14th September |
| <a href="#"><u>Research Proposal</u></a>      | 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:

- 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 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:

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

## Research Proposal

Due: **Friday 9th November**

Weighting: **40%**

This assessment task requires you to develop a 4000 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

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| <b>Lecture 1</b><br>1 <sup>st</sup> August     | Overview of unit and Introduction                    |
| <b>Lecture 2</b><br>8 <sup>th</sup> August     | Indigenous Studies as a Discipline                   |
| <b>Lecture 3</b><br>15 <sup>th</sup> August    | Indigenous Studies Methodologies                     |
| <b>Lecture 4</b><br>22 <sup>nd</sup> August    | Indigenous Studies Researchers                       |
| <b>Lecture 5</b><br>29 <sup>th</sup> August    | Reading Week (No Lecture)                            |
| <b>Lecture 6</b><br>5 <sup>th</sup> September  | Book Review Discussion<br>Research Proposals         |
| <b>Lecture 7</b><br>12 <sup>th</sup> September | Engaging Widely: Indigenous Research and Communities |
| <b>Mid-Semester Break</b>                      |  |
| <b>Lecture 8</b><br>3 <sup>rd</sup> October    | Indigenous Research Ethics and Dissemination         |
| <b>Lecture 9</b><br>10 <sup>th</sup> October   | Guest Lecture TBC                                    |
| <b>Lecture 10</b><br>17 <sup>th</sup> October  | Guest Lecture TBC                                    |



|  |                            |
|--|----------------------------|
| Lecture11<br>24 <sup>th</sup> October  | International Approaches   |
| Lecture 12<br>31 <sup>st</sup> October | Research Proposal Workshop |
| Lecture 13<br>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](http://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

### 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

## Changes since First Published

| Date           | Description   |
|----------------|---|
| 27/07/<br>2018 | - minor changes to assessment to reflect AQF9 standard - added extra required readings linked to book review task |