

University of Calgary
Faculty of Arts
Indigenous Studies 315 (Lec 01) Fall 2012
Indigenous Ethics and Protocol
Th: 17:30-20:20 MS 319
(September 13-December 6, 2012)

Instructor: Line Laplante
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Office Location: SS 1050
Office Hours: By appointment Friday (Sept. & Oct.)
Drop-in Monday & Tuesday (Nov. & Dec. 11:00-13:00)

Teaching Approach

Research with Indigenous peoples requires relationship building skills that balance “The Research Three: Academia, Aboriginal Communities, and the Self” (Laplante 2010). A class participatory learning exercise called the “Puzzle Pieces Project” will be used to draw out the intricacies of ethics and protocol of “the research three.”

Course Description

This course examines ethics including values and norms of Aboriginal communities and connectedness of self to others. An examination of research protocol for entering the field, understanding community structure, and limits to data collection will be covered.

Learning Objectives

By the end of this course, students will have explored:

- 1) Academic processes of research ethics,
- 2) Complexities of historical and contemporary issues regarding research and Aboriginal communities,
- 3) The importance of Self in the research process, and
- 4) The application of Indigenous ethics and protocol in various case studies.

The experiential objective of this course is to discover the “relational responsibility” (Wilson 2008) that resides in the heart of ethical contributions to research.

Textbooks & Readings (available at the University of Calgary Bookstore)

1. Wilson, Shawn. *Research is Ceremony: Indigenous Research Methods*. Halifax: Fernwood Publishing. (2008). Print.
2. Fall 2012 - INDG 315, Book of Readings

Recommended Readings

- Dyson, Laurel. "Indigenous Peoples on the Internet." *The Handbook of Internet Studies*. Eds. Mia Consalvo and Charles Ess. West Sussex, UK: Wiley-Blackwell Publishing, 2011. 251-269. Print.
- McGregor, Deborah. "Traditional Knowledge, Sustainable Forest Management, and Ethical Research Involving Aboriginal Peoples: An Aboriginal Scholar's Perspective." *Policy Research: Voting, Governance, and Research Methodology*. Vol. X. Eds. Jerry P. White, et al. Toronto, ON: Thompson Educational Publishing, 2011. 227-244. Print.
- McMullen, Ann. "Reinventing George Heye: Nationalizing the Museum of the American Indian and its Collections." *Contesting Knowledge: Museums and Indigenous Perspectives*. Ed. Susan Sleeper-Smith. Lincoln: U of Nebraska P, 2009. 65-105. Print.
- Piquemal, Nathalie. "Free and Informed Consent in Research Involving Native American Communities." *American Indian Culture & Research Journal*, 25.1 (2001): 65-79. Web. 2 July 2011.
- Rossmann, Gretchen B. and Sharon F. Rallis. *Learning in the Field: An Introduction to Qualitative Research*, 2nd ed. Thousand Oaks, CA: Sage Publications, 2003. Print.
- Walmark, Brian. (2011). "Reclaiming First Nations Research: The Keewaytinook Okimakanak Research Institute." *Aboriginal Policy Research: Voting, Governance, and Research Methodology*. Vol. X. Ed. Jerry P. White, et al. Toronto, ON: Thompson Educational Publishing, 2011. 217-226. Print.

Schedule of Lectures and Readings

This class schedule is a plan only and may change due to time constraints and unforeseeable events.

MEANING OF SYMBOLS

- Film
- L Lecture
- 📖 Reading

September 13

Introduction to course

1. Housekeeping - review of course syllabus, student responsibilities & class norms
2. Open discussion on meaning of ethics and protocol
3. Brief history of research ethics

September 20

Academia

L Exploring the academia requirements for attaining research ethics approval

📖 Smith, Linda Tuhiwai. (1992). "Research Through Imperial Eyes": 42-57.

Quiz #1: Smith, Linda T. (42-57).

September 27

Aboriginal Communities

📖 Wilson, Debby & Jean-Paul Restoule. (2010). "Tobacco ties: The relationship of the sacred to research": 29-45.

📖 Tri-Council Policy Statement 2 (2010). "Ethics Framework": 7-13.

📖 Tri-Council Policy Statement 2 (2010). "Scope and Approach": 15-25.

📖 *The Ties That Unbind*

October 4

The Self in the research process & Natural Laws

📖 Wilson, Shawn. (2008). "Relationality": 80-96.

📖 Wilson, Shawn. (2008). "Relational Accountability": 97-125.

📖 *The Gift of Knowledge*

Quiz #2: Wilson, Shawn (80-96).

October 11

The "Research Three" combined

📖 Lightning, Walter C. (1992). "Compassionate Mind: Implications of a Text Written by Elder Louis Sunchild": 215-253.

NOTE: Reflection Paper #1 (on Lightning) due October 25th or earlier

October 18

Mid-term (1st hour)

📖 Castellano, Marlene Brant. (2004). "Ethics of Aboriginal Research": 98-114.

📖 Ermine, Willie, Raven Sinclair, and Madisun Browne. (2005). *Kwayask itôtamowin: Indigenous Research Ethics*: 16-20.

📖 Tri-Council Policy Statement 2. (2010). "Research Involving the First Nations, Inuit and Métis Peoples of Canada": 105-133.

October 25

a) Anthropology

📖 George Washington University. (1928). "Accuracy in Observation": 7-8.

📖 Posey, Darrell. (2004). "Indigenous Knowledge and Ethics: The 'Balance Sheet' and the 'Sacred Balance' - Valuing the Knowledge of Indigenous and Traditional Peoples": 195-205.

b) Protocol for a sacred song

📖 Palmer, Andie D. (2007). "Approaching a Sacred Song: Toward a Respectful Presentation of the Discourse We Study": 52-61.

Quiz #3: Palmer (52-61).

Reflection Paper #1 (on Lightning) due

Class begins the Puzzle Pieces Project

November 1

Museology

📖 Lonetree, Ann. (2009). "Museums as Sites of Decolonization: Truth Telling in National and Tribal Museums": 322-337.

Puzzle time (30 min)

Part I:

🎬 *Stolen Spirits of Haida Gwaii*

Students are to prepare three questions on film in preparation for next week's class

November 8

The Repatriation Process

Part II:

Review of *Stolen Spirits of Haida Gwaii*

Guest Lecturer: Andy Wilson (*Haida*)

NOTE: Reflection Paper #3 on film and guest lecture (due November 15)

November 15

a) Remote First Nations Communities

📖 Finlay, Judy, Anna Nagy and Connie Gray-McKay. (2011). "Searching Together: A Model for Community-Driven Research in Remote First Nations": 259-268.

b) Bioengineering and Indigenous Peoples

🎬 *The Leech and the Earthworm*

Reflection Paper #2 (on Haida film and guest lecture) due

Puzzle time (30 min)

November 22

Importance of Indigenous Names ... "Politics of Onomastics"

📖 Alia, Valerie. (2007). "Renamed Overnight: The History of Project Surname": 65-89.

🎬 *Writing the Land*

🎬 *Cree Way*

November 29

Reassembling the Puzzle Pieces

- Group presentation on individual puzzle pieces from its academic, aboriginal communities, and the self perspective(s)

- Group paper on the puzzle piece project due at time of presentation

December 6

Archaeology & the Plains

📖 Mayor, Adrienne. (2005). "The High Plains: Thunder Birds, Water Monsters, and Buffalo-Calling Stones": 220-250.

Research Paper due

In-class final exam

SUMMARY OF ASSIGNMENTS AND EVALUATIONS

ASSIGNMENTS	DUE DATE	VALUE
Quiz 1 – on Smith, L.T.	Sept. 20	5%
Quiz 2 – on Wilson, S.	Oct. 4	5%
Mid-term exam	Oct. 18	10%
Reflection Paper #1 – on Lightning	Oct. 25	10%
Quiz 3 – on Palmer, A.	Oct. 25	5%
Reflection Paper #2 – on <i>Stolen Spirits of Haida Gwaii</i> film & Guest lecture	Nov. 15	10%
“Puzzle Pieces Project” - Group pres. & paper	Nov. 29	20%
Research Paper	Dec. 6	25%
In-class final exam	Dec. 6	10%
Total		100%

Assignments

It is the student's responsibility to keep a copy of each submitted assignment.

All papers are to be typed (you may print double sided to save paper), 10-12 pt. size, Times New Roman font (or the equivalent size), continuous paragraphs—no extra spaces between paragraphs, double space, number pages, write full pages, use MLA or APA citation style only, staple your pages, and remember that “Page 1” begins *after* the title page. Spell-check and proofread your work to maximize your grade potential. Further details on all assignments will be given in class.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a **daytime drop box** is available in SS102. A **night drop box** is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

IMPORTANT: Emailed assignments are **NOT** accepted – submit hard copies only!

Registrar-scheduled Final Examination: No

Mid-term exam and the in-class final exam will be closed book.

Policy for Late Assignments

Penalty for lateness on ALL submission is 5% per day. Keep in mind that two days late on a reflection paper worth 10% would receive a grade of zero. Penalty is applied prior to grading. **Outstanding assignments will not be accepted after December 6th.**

In the case of extenuating circumstances, appropriate documentation must be submitted to support a request for consideration. In cases of illness, the Physician's/ Counsellor Statement Form available on <http://www.ucalgary.ca/registrar/files/registrar/physcoun.pdf> must be completed by a Physician or Counsellor. Domestic affliction cases may require a copy of a death

certificate, an accident report, etc.

As it is the students' responsibility to ensure that all assignment requirements are met, I strongly recommend that all students team-up with a classmate to catch-up on missed class work. Supplementary work will not be granted in lieu of scheduled assignments.

No specific grade is required on any particular component to pass the course. All marks will be added to attain a final percentage grade, which will then be converted to a letter grade at the end of the term.

Grading System

Grade	Grade Point Value	Percentage to Letter Grade	Grade	Grade Point Value	Percentage to Letter Grade
A+	4.00	96-100	B+	3.30	80-84.99
A	4.00	90-95.99	B	3.00	75-79.99
A-	3.70	85-89.99	B-	2.70	70-74.99
Grade		Percentage to Letter Grade	Grade		Percentage to Letter Grade
C+	2.30	65-69.99	D+	1.30	53-54.99
C	2.00	60-64.99	D	1.00	50-52.99
C-	1.70	55-59.99	F	0	0-49.99

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.** For more information see also, <http://www.ucalgary.ca/secretariat/privacy>.

Ethics

There will be no research conducted with human subjects in this course.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words

and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

Internet and Electronic Communication Device Information

Laptops are allowed in class. Laptop use is for taking notes and NOT for social networking. Cell phone use and text messaging is NOT allowed during class.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link;
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation Policy

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see <http://www.ucalgary.ca/drc/node/46>

Emergency Evacuation and Assembly Points

Please note the evacuation points for this particular classroom. All classrooms on campus will exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Student Representation

There are now four Arts reps because of the amalgamation, with the email addresses being, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see

<http://www.ucalgary.ca/provost/students/ombuds>

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.