



**Graduate Programs in Indigenous Policy and Administration**

**PADM 5715**

*Policy Research and Evaluation for Indigenous Policy and Administration*

Winter 2021

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

**Course Information**

**Instructor:** Dr. Jerald Sabin

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**Class times:** Asynchronous

**Course Website:** cuLearn

**Office Hours:** Appointment by Zoom or phone

**Appointments:** <https://calendly.com/jeraldsabin>

**Teaching Assistant:** Sebastian Murdoch-Gibson

**TA Email:** [sebastianmurdochgibs@gmail.com](mailto:sebastianmurdochgibs@gmail.com)

**Calendar Course Description**

Policy research and program evaluation; applied research ethics, cultural and community protocols, legal frameworks, formulation of research problems, research design, and techniques for collecting and managing community-based and other data; research methodologies of specific Indigenous nations and peoples, as well as scholarly debates about epistemology and practice.

**Course Overview**

In this course, we will develop skills for research *literacies* and *agency*. We will explore research design, knowledge production, and the uses of research by decision makers working within Indigenous and settler institutions, including governmental, private sector, and nongovernmental organizations. The course is divided into four modules: 1) Western approaches to research design; 2) Indigenous research methods; 3) an introduction to statistical literacy in Indigenous contexts; and 4) research ethics and administration. Each module is accompanied by an assessment measuring the development of research literacy and agency skills.

**Course Objectives**

This course explores important ontological, epistemological, and practical issues in the conduct of research within First Nation, Métis, and Inuit contexts. You will develop a working knowledge of Western and Indigenous approaches to qualitative research. We will examine the development of culturally appropriate and ethical methodologies, explore the strengths and weaknesses of different approaches to research design, and consider a range of research tools. You will be equipped to understand, analyze, and critique research conducted within Indigenous contexts and develop strategies for participating in the co-direction and co-production of research.

By the end of the course, you will be able to:

- Define, assess, and critique settler and Indigenous approaches to qualitative research;
- Recognize and evaluate research ethics within community, university, and state-based processes;
- Compare different approaches to research administration within Indigenous contexts; and,
- Demonstrate introductory statistical literacy.

## Course Format

This course is delivered asynchronously (i.e. without a scheduled course time). The course has four components:

1. *Readings*: This course has two required textbooks. They can be ordered through the Carleton University Bookstore or through online retailers.
  - a. McGregor, Deborah, Jean-Paul Restoule, and Rochelle Johnston. 2018. *Indigenous Research: Theories, Practices, and Relationships*. Toronto: Canadian Scholars.
  - b. van den Hoonaard, Deborah K. 2019. *Qualitative Research in Action: A Canadian Primer*. Third Edition. Don Mills: Oxford University Press Canada.

All other readings will be available through cuLearn/Ares. If you have any difficulty accessing readings, please contact our TA.

2. *Capsule Lectures*: Several capsule lectures (approximately one per unit) will be posted to our cuLearn page and YouTube. These lectures will introduce the unit, provide an overview of learning objectives, and present key concepts.
3. *Online Discussions*: Student are required to participate in four (out of a choice of five) online discussions. These discussions are an opportunity for us to engage each other in conversation and active learning. These discussions will be moderated and graded by the TA. For more information, please see the Course Requirements.
4. *Assignments*: This course's assignments are divided into literacy and agency exercises. *Literacy exercises* are designed to help students build skills and knowledge in a variety of areas, including Western scientific methodologies, qualitative methods, and statistical methods. Literacy will be measured through two journal article analyses and two worksheets. *Agency exercises* are designed to build students skill-set as policy professionals and community advocates. Students will develop a statement of research principles – along with a reflection paper – that considers their own (or their organizations) approach to research in Indigenous contexts. The second agency exercise asks students to develop a research agreement between themselves/their organization and a research partner in an hypothetical scenario.

## Course Requirements

Weight	Due Date	Element
20%	Ongoing	Participation in online discussions (4 of 5 questions)
15%	February 8	Qualitative journal article analysis [ <i>Literacy exercise 1</i> ]
20%	March 15	Statement of research principles [ <i>Agency exercise 1</i> ]
10%	March 29	Statistical literacy worksheets
15%	April 5	Statistical journal article analysis [ <i>Literacy exercise 2</i> ]
20%	April 27	Research agreement [ <i>Agency exercise 2</i> ] – Take Home Exam

### 20% Participation in online discussions (4 of 5 questions)

You will be graded on your participation in **four of five** online discussions (i.e. your best four grades from the five discussions). These questions will be posted on cuLearn on the first Monday of each unit. These questions will ask you to reflect on course readings, as well as respond to scenarios, including in the areas of research evaluation, data sovereignty, and ethics. See *Appendix A* for participation rubric.

**15% Literacy exercise 1 – Western research design – Qualitative journal article analysis (2 pages)**

You will analyze an assigned journal article, identifying key dimensions of the text (<500 words). This includes the research design (research questions, design, and method), theoretical approach, and key findings. You will reflect on the research design and selected method. A detailed assignment guide is available on cuLearn.

**20% Agency exercise 1 – Statement of research principles (6 pages)**

You will write a *two-page statement of principles*, excluding citations. This statement of research principles can be written either from your perspective or that of your organization. This statement should include ontological and epistemological commitments, as well as the principles guiding research design, conduct, and reporting. You will also submit a *four-page reflection essay* on this exercise, drawing from course readings and your own experience. A detailed assignment guide is available on cuLearn.

**10% Literacy exercise 3 - Worksheets 1 and 2 (completion grade)**

You will be assigned two statistical literacy worksheets to reinforce your comprehension of key concepts, including univariate, bivariate, and multivariate statistics; measures of central tendency and variation; the normal curve; probability; and statistical significance. You will be assessed with either a complete or incomplete grade based on your submitted work (5% per worksheet).

**15% Literacy exercise 2 – Statistics – Statistical journal article analysis (2 pages)**

You will be assigned a journal article from the *Canadian Journal of Political Science* that uses quantitative data and statistical analysis. You will write a two-page (<500 word) interpretation of the article. You will be asked to describe and interpret the study's core findings, its use of statistics, and what the numerical data presented in the article means. A detailed assignment guide is available on cuLearn.

**20% Agency exercise 2 – Research agreement (6 pages) – Take Home Exam**

You will write a *two-page research agreement* using a hypothetical fact-pattern. This agreement will outline the scope of the research to be conducted, set out requirements for ethical licensing, and conditions of the research design, data gathering, and reporting. You will also write a four-page reflection essay on this process, relying on course readings and your own experience. *The hypothetical scenario will be distributed on April 5, 2021.* A detailed assignment guide is available on cuLearn.

Letter grade	CU grade points	Indicates that work is:	% Range	SPPA Explanation
A+	12	Outstanding	90-100	For written work, virtually publishable. Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of technical as well as literary aspects of writing.
A	11	Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns.
A-	10	Very Good	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other.
B+	9	Good	77-79	Demonstrates clear understanding of material and ability to apply concepts. Written work is competent.
B	8	Satisfactory	73-76	Satisfactory, but below average. Demonstrates comprehension of material, reasonable but not strong analytical capacity, with some limitations in the ability to apply concepts.
B-	7	Barely Adequate	70-72	Clearly below average. Demonstrates comprehension and understanding, with limited capacity for application. Communication skills problematic.
C+	6	Less Than Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply the concepts. Writing and/or presentations show serious problems.
C to D-			50-66	Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.
F			Failure	Did not meet minimal requirements.

## Course Policies

### *Assignment Submission Guidelines*

All written assignments must be submitted through cuLearn. Assignments will not be accepted by email or under my office door. Please see late penalty for more information. Unless otherwise specified, all assignments must conform to the stipulated page length, and must be typed using **12 point Times New Roman font (or open-source equivalent), one inch margins, and double spacing of the lines.**

### *Email Policy*

I will respond to emails within **48 hours** during weekdays. I will only respond sporadically to emails sent on weekends. You should note the course code ('PADM 5715') in the subject line of your email.

### *I'll Use Your Pronoun*

It's no big deal. See [www.nbdcampaign.ca](http://www.nbdcampaign.ca). Class rosters and university data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. If these change at any point during the term, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

### *Late Penalties*

Late assignments will be penalized **10% per day**, including weekend days. I will consider extensions requested *in advance* of the assignment due date. I will also consider extensions beyond the end of term in exceptional or emergency circumstances.

### *Online Code of Conduct*

In this course, you will be participating in course discussions and assignments in-person and through a variety of online tools. I expect you to adhere to the same standards of behaviour and engagement that you would follow in person and on campus.

- All participants in online discussions should maintain an environment that is *free of harassment* towards the teaching team and members of the class. This includes demeaning written or oral comments based on ability, age, ancestry, citizenship, colour, creed, ethnic origin, family status, gender, gender expression, gender identity, language group, marital status, place of origin, race, receipt of public assistance, record of offences, religion, religious dress, religious practice, sex, and/or sexual orientation of that individual or those individuals.
- All participants must *abide by the Carleton University Student Rights and Responsibilities Policy* (<https://carleton.ca/secretariat/wp-content/uploads/Student-Rights-Responsibilities-Policy.pdf>). Please refer to the Policy for additional information.
- All participants should *respect the views of others* and respond in a courteous manner in our discussions about the materials and issues explored in the course.
- All participants should make *valuable contributions* to online discussions. Contributions should be thoughtful and in keeping with the tone and direction of our discussions.
- All participants should respect the privacy of other members of the class by not sharing or spreading private information.

All participants should respect the integrity of Carleton University's computing systems, such as *cuLearn*.

## University Policies

### *Academic Integrity*

Please be aware that all work submitted as a requirements of PADM 5715 must be both your own work and original to this course. Academic offences are serious infractions and will not be tolerated. Students should consult [Section 14](#) of the Faculty of Graduate Studies Calendar, General Regulations concerning academic integrity and instructional offences.

### *Academic Accommodation*

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

- **Pregnancy obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>
- **Religious obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation. After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made.

### *Intellectual Property*

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. – by both instructors and students – are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## Course Outline and Readings

### At a Glance

Date	Topic	Due
January 11	Introduction*	
<b>Unit 1 – Western approaches to research design</b>		
January 18	How do we know what we know?*	
January 25	Western research design	
February 1	Western research tools	
<b>Unit 2 – Indigenous research methods</b>		
February 8	Indigenous critiques of Western social science	Lit ex. 1
<b>February 15</b>	<b>Reading Week</b>	
February 22	Indigenous ontologies and epistemologies*	
March 1	Indigenous research tools	
March 8	Indigenous research and universities	
<b>Unit 3 – Statistical literacies</b>		
March 15	What are statistics? I*	Ag ex. 1
March 22	What are statistics? II	
March 29	The trouble with numbers (Indigenous statistics)	Complete Worksheets
<b>Unit 4 – Research ethics and agency</b>		
April 5	Research ethics and Indigenous peoples*	Lit ex. 2
April 12	Research agreements and licensing	
...	<b>Exam Period</b>	
April 27	...	Ag ex. 2

\*Denotes online discussion questions posted to cuLearn.

### Detailed Schedule

#### INTRODUCTION

January 11 – Introduction

- Activities:
  - Capsule Lecture – Introduction to PADM 5715
  - Discussion Question #1 released
- Required Readings:
  - Gaudry, Adam. 2015. “Researching the Resurgence: Insurgent Research and Community-Engaged Methodologies in 21<sup>st</sup>-Century Academic Inquiry.” In *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches*, Second Edition. Eds. Susan Strega and Leslie Brown. Toronto: Canadian Scholars’ Press, 243-265.
  - Styres, Sandra, Dawn Zinga, Sheila Bennett, and Michelle Bomberly. 2010. “Walking in Two Worlds: Engaging the Space Between Indigenous Community and Academia.” *Canadian Journal of Education*, 33(3): 617-648.
  - Tuhiwai Smith, Linda. 1999 [2012]. “Introduction.” *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 1-19.

UNIT 1 – WESTERN APPROACHES TO RESEARCH DESIGN

January 18 – How do we know what we know?

- Unit Activities:
  - Capsule Lecture – Western Approaches to Research Design
  - Discussion Question #2 released
- Readings:
  - Marsh, David, Selen A. Ercan, and Paul Furlong. “A Skin Not a Sweater: Ontology and Epistemology in Political Science.” In *Theory and Methods in Political Science*, 4<sup>th</sup> Edition. Eds. Vivian Lowndes, David Marsh, and Gerry Stoker. London: Palgrave, 177-198.
  - Schwartz-Shea, Peregrine and Dvora Yanow. 2012. “Ways of Knowing: Research Questions and Logics of Inquiry.” *Interpretive Research Design: Concepts and Processes*. London: Routledge, 24-44.
  - Tuhiwai Smith, Linda. 1999 [2012]. “Research through Imperial Eyes.” *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 44-60.

January 25 – Western research design

- Readings:
  - van den Hoonaard, Chapters 1-3, 10

February 1 – Western research tools

- van den Hoonaard, Chapters 5 and 9
- *Choose one additional chapter from van den Hoonaard, 6-8*

UNIT 2 – INDIGENOUS RESEARCH METHODS

February 8 – Indigenous critiques of Western social science

- Unit Activities:
  - Literacy exercise 1 due
  - Capsule Lecture – Indigenous Research Methods
  - Discussion Question #3 released
- Readings:
  - Kovach, Margaret. 2009. “Indigenous and Qualitative Inquiry: A Round Dance?” *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: UTP, 23-38.
  - Tuhiwai Smith, Linda. 1999 [2012]. “Imperialism, History, Writing, and Theory” and “Colonizing Knowledges.” *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 20-43 and 61-80.
  - Wilson, Shawn. 2008. “Can a Ceremony Include a Literature Review?” *Research is Ceremony: Indigenous Research Methods*. Halifax: Fernwood Publishing, 43-61.

February 15 – READING WEEK

February 22 – Indigenous ontologies and epistemologies

- Readings:
  - McGregor, Restoule, and Johnston, Introduction, Chapters 1-3 and 15

March 1 – Indigenous research tools

- Readings:
  - McGregor, Restoule, and Johnston, Chapters 10-14

## March 8 – Indigenous research, settlers, and universities

- Readings:
  - Alcantara, Christopher and Ian Kalman. 2019. “Diversifying Methodologies: A Haudenosaunee/Settler Approach for Measuring Indigenous-Local Intergovernmental Success.” *Canadian Journal of Political Science*, 52: 21-38.
  - Kuokkanen, Rauna. 2007. “Knowing the ‘Other’ and ‘Learning to Learn.’” *Reshaping the University: Responsibility, Indigenous Episteme, and the Logic of the Gift*. Vancouver: UBC Press, 97-127.
  - McGregor, Restoule, and Johnston, Chapters 4 and 12
  - TallBear, Kim. 2016. “Dear Indigenous Studies, It’s Not Me, It’s You. Why I Left and What Needs to Change.” In *Critical Indigenous Studies: Engagements in First World Locations*. Tucson: University of Arizona Press, 69-82.

UNIT 3 – STATISTICAL LITERACIES

## March 15 – What are statistics? I

- Unit Activities:
  - Agency exercise #1
  - Capsule Lecture – Statistics and the Trouble with Numbers
  - Discussion Question #4 released
  - Worksheets #1 and #2 distributed
- Readings:
  - *Online Statistics Education: A Multimedia Course of Study* (<http://onlinestatbook.com/>). Project Leader: [David M. Lane](#), Rice University.
    - Introduction: <http://onlinestatbook.com/2/introduction/introduction.html>
    - Graphing Distributions: [http://onlinestatbook.com/2/graphing\\_distributions/histograms.html](http://onlinestatbook.com/2/graphing_distributions/histograms.html)
    - Probability: <http://onlinestatbook.com/2/probability/probability.html>

[n.b. Each chapter includes a series of short videos explaining these statistical concepts, as well as interactive knowledge testing questions. If you are feeling stuck, sometimes changing the modality of learning can help! Please consider watching these videos as you move through the material and complete the worksheets.]

## March 22 – What are statistics? II

- Readings:
  - *Online Statistics Education: A Multimedia Course of Study* (<http://onlinestatbook.com/>). Project Leader: [David M. Lane](#), Rice University.
    - Normal Distribution: [http://onlinestatbook.com/2/normal\\_distribution/normal\\_distribution.html](http://onlinestatbook.com/2/normal_distribution/normal_distribution.html)
    - Hypothesis Testing: [http://onlinestatbook.com/2/logic\\_of\\_hypothesis\\_testing/logic\\_hypothesis.html](http://onlinestatbook.com/2/logic_of_hypothesis_testing/logic_hypothesis.html)

## March 29 – The trouble with numbers (Indigenous statistics)

- Unit Activities:
  - Worksheets #1 and #2 due
- Readings:
  - Andersen, Chris and Tahu Kukutai. 2016. “Reclaiming the statistical ‘native’: Quantitative historical research beyond the pale.” In *Sources and methods in Indigenous Studies*, Chris Anderson and Jean M. O’Brien, eds. London: Taylor & Francis Group, 41-48.
  - Walter, Maggie and Chris Andersen. 2013. “Deficit Indigenous”, “The Paradigm of Indigenous Methodologies”, and “Indigenous Quantitative Methodological Practice – Canada.” *Indigenous Statistics: A Quantitative Research Methodology*. Walnut Creek, CA: Left Coast Press, 21-40, 58-81, and 111-129.



UNIT 4 – RESEARCH ETHICS AND AGENCY

April 5 – Community-based research and Indigenous peoples

- Unit Activities:
  - Literacy exercise #2
  - Capsule Lecture – Research Ethics
  - Discussion Question #5 released
  - Take-Home Exam scenario distributed
- Readings:
  - Inuit Tapiriit Kanatami. 2018. *National Inuit Strategy on Research*. [https://www.irc.inuvialuit.com/sites/default/files/ITK\\_NISR-Report\\_English\\_low\\_res.pdf](https://www.irc.inuvialuit.com/sites/default/files/ITK_NISR-Report_English_low_res.pdf)
  - McGregor, Restoule, and Johnston, Chapters 7-9

April 12 – Research agreements, licensing, and data sovereignty

- Readings:
  - McGregor, Restoule, and Johnston, Chapter 4

*Two of the following:*

- Aurora Research Institute. *Working Together: Towards Relevant Environmental Monitoring and Research in the NWT*. [https://nwtresearch.com/sites/default/files/cimp\\_doc\\_final\\_low\\_res.pdf](https://nwtresearch.com/sites/default/files/cimp_doc_final_low_res.pdf)
- Inuit Tapiriit Kanatami and Nunavut Research Institute. 2006. *Negotiating Research Relationships with Inuit Communities: A Guide for Researchers*. Scot Nickels, Jamal Shirley, and Gita Laidler, eds. Inuit Tapiriit Kanatami and Nunavut Research Institute: Ottawa and Iqaluit. [https://www.itk.ca/wp-content/uploads/2016/07/Negotiating-Research-Relationships-Researchers-Guide\\_0.pdf](https://www.itk.ca/wp-content/uploads/2016/07/Negotiating-Research-Relationships-Researchers-Guide_0.pdf)
- Walter, Maggie and Michele Suina. 2019. “Indigenous Data, Indigenous Methodologies, and Indigenous Data Sovereignty.” *International Journal of Social Research Methodology*, 22(3): 233-243.
- Tri-Council Policy Statement – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada. [https://ethics.gc.ca/eng/tcps2-eptc2\\_2018\\_chapter9-chapitre9.html](https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter9-chapitre9.html)

### Appendix A – Participation grade rubric

<i>Criteria</i>	<i>Non-performance (0)</i>	<i>Satisfactory (1)</i>	<i>Good (2)</i>	<i>Excellent (3)</i>
<b>Includes and applies relevant course concepts, theories, and materials correctly with citations and sources.</b>	Does not explain relevant course concepts, theories, or materials. Does not provide citation of sources.	Summarizes relevant course concepts, theories, or materials. Provides citation some of the time.	Applies and analyzes relevant course concepts, theories, or materials correctly. Provides citation most of the time.	Evaluates and synthesizes course concepts, theories, or materials correctly, using examples or supporting evidence. Consistently provides citation.
<b>Responds to fellow learners, relating the discussion to relevant course concepts and providing substantive feedback.</b>	Does not respond to fellow learners.	Responds to fellow learners without relating discussion to the relevant course concepts. Provides feedback, but it is not substantive.	Responds to fellow learners, relating the discussion to relevant course concepts. Feedback is substantive most of the time.	Responds to fellow learners, relating the discussion to relevant course concepts, and consistently extends the discussion through provision of substantive feedback.
<b>Applies relevant professional, personal, or other real-world experiences.</b>	Does not contribute professional, personal, or other real-world experiences.	Contributes some professional, personal, or other real-world experiences that may or may not relate to course content.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences and extends the discussion by responding to the examples of peers.

*n.b.* Students will be graded out of 10 (9 marks from the above rubric and 1 mark for participating in that week’s discussion).

Grade: \_\_\_\_\_/10 = \_\_\_\_\_%