SCHOOL OF APPLIED SCIENCE AND MANAGEMENT
FNGA 240
Indigenous Peoples and Research
Winter 2025
3 Credits

Course Outline

INSTRUCTOR: David Silas (course developed by Lianne Charlie)
E-MAIL: dsilas@yukonu.ca
OFFICE HOURS: By appointment

CLASSROOM: A2106
DATES: Mondays: Jan 6th – Apr. 7th 2025
TIME: 9:00 am – 10: 30 am

COURSE DESCRIPTION

This course is designed to introduce students to the relationships between research, colonialism and Indigenous Peoples. Students will develop skills and approaches for understanding their own positionality and how it affects their current or future research relationships with Indigenous Peoples. Content will explore approaches to research, research ethics, and Indigenous methodologies, and introduce students to qualitative and quantitative research methods. The intent of the course is to prepare students to lead and/or participate in responsible, community-based research projects with Indigenous communities, organizations, governments and Nations.

COURSE REQUIREMENTS

Prerequisite(s): ENGL 100 and HIST 140 or FNGA 100 or FNGA 101.

*Students must have their own computer and internet connection and be able to navigate current word-processing, email, and web-conferencing software. Students should have the ability to record audio/video, if possible.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:
https://www.yukonu.ca/admissions/transfer-credit

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

- demonstrate how their positionality affects their role as a researcher and their research relationship with Indigenous communities, organizations, governments, and Nations;
- describe why research in Indigenous contexts is historically contentious and demonstrate an understanding of how it is linked to colonialism;
- explore Indigenous traditional knowledge production and research practices;
- recognize the practical, ethical, and political issues of engaging in research with Indigenous communities, organizations and Nations;
- identify the principles, values, legislation, policies and protocols that inform responsible community-based research and that reflect Indigenous Peoples on their own terms;
- illustrate how research can be carried out in ways that promote healthy, vibrant Indigenous communities and utilize practices of decolonization and further self-determination and Indigenization;
- perform a number of qualitative and quantitative research practices (i.e. basic statistics, field notes, interviews, archival research, coding, research question and thesis statement development, etc.).

Provisional learning outcome:

- practice critical thinking and effective, respectful communication of perspectives and ideas with others.

COURSE FORMAT

FNGA is a blended delivery (hyflex) course that includes both online content and in-person class time. Students who are not based at the Ayamdigut campus will attend the weekly course through a live video stream. For the online, asynchronous material, all students will complete the same module of work on a weekly basis. You will work individually to complete all the assessments outlined below. Weekly class time will be a mix of lecture, class discussion and individual and group work that builds off the online modules, readings and other materials.

You are encouraged to use the resources provided in class as tools to support your completion and understanding of the course work. The instructor will aim to keep the course material interactive and varied. Please note: email and frequent internet access are integral to this course. The instructor will communicate with you through your YukonU email and Moodle. Using online tools and resources is a required part of this course, and regular email/Moodle communication is expected.

EVALUATION

Establishing a Critical Thinking Practice (55%): Critical thinking can be described as the ability to engage in reflective and independent thinking. This assessment consists of three components listed below. The purpose is to build, track, and reflect upon your practice of critical thinking throughout this course.

Weekly Online Posting (20%): Each week, you will work through modules of course material posted on Moodle. Modules might include readings, videos, podcasts, artwork, virtual tours, recorded lectures, etc. The weekly module will prepare you for the material that we discuss and use in our weekly class. Prior to class, you

will compose a post using the discussion app Padlet. Padlet allows for text, audio, and video posts. You will be invited to share your thoughts and respond to the materials. More detailed instructions, a grading rubric and deadlines will be posted on Moodle.

Weekly Personal Reflections (20%): Using the journal app on Moodle, you will record thoughts, questions, and reflections within 24 hours of our weekly class. This journal space is yours to reflect on your critical thinking practice within the classroom and in our shared virtual learning space. The structure of the journal space will be described in more detail on Moodle. Journals will be graded by self-evaluation.

Contributions to a 4Cs Learning Environment (15%): The norms that allow us to become a strong community of learners are the 4C's: Curiosity, Candor, Courtesy, and Courage (Sedlovskaya, 2020). You will practice sharing, communicating, commenting, conversing, responding and asking questions informed by the 4Cs in this course. This will include, but not be limited to, engaging in conversation with your classmates online and in the classroom, asking questions, sharing in and outside the classroom, etc. At the end of the semester, you will look back at your role in our learning community and critically reflect on your contributions and application of the 4Cs via a mix of self- and peer-evaluation.

Genealogy Project (20%)*:* As a way of understanding the foundations of the research practice of positionality and reflexivity, you will create a family tree using a creative and visual medium of your choice (poster, drawing, painting, photography, collage etc.). You can incorporate writing/text into your visual medium of choice, if desired. You will depict how you and your family are linked to particular places (land-bases, waterways, traditional territories, countries, Peoples, communities, etc.). You will share your projects during class. More detailed instructions and the due date will be posted on Moodle.

Final Project—Zine (25%): For the final project, you will create a zine on a topic of interest related to Indigenous People and Research. A zine is a small magazine that is produced cheaply by one person or a small group of people, and is about a subject they are interested in. The instructor will provide examples. Mid-way through the course, you will be required to submit a draft/proposal for your zine topic. You will receive feedback from your instructor on this draft and will have some in-class work time. At the end of the term, the class will host a Zine Fair and you will share your zines with the University community. More detailed instructions and due dates will be posted on Moodle.

Weekly Online Posting	20%
Weekly Personal Reflections	20%
Contributions to a 4Cs Learning Environment	15%
Genealogy Project	20%
Final Project – Zine	25%
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the [YukonU website for important dates](#).

TEXTBOOKS & LEARNING MATERIALS

There is no textbook for this course. All readings materials and multimedia will be available on the course Moodle site.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Week	Date	Topic
1	Jan 6	Course Overview and Opening Circle
2	Jan 13	Situating Yourself: the practice of Positionality, Reflexivity, and Critical Thinking
What is Research?		
3	Jan 20	Scientific Method & Inquiry
4	Jan 27	Indigenous Knowledge Production
History of Research on Indigenous Peoples		
5	Feb 3	Imperialism and Western Knowledge Production
6	**Feb 10**	Naming, Claiming and Categorizing
20th Century Research on Indigenous Peoples		
7	Feb 17	Residential Schools, Indian Hospitals & Experimentation
8	Feb 24	**Reading Week Break – No Class!**
9	Mar 3	Post WWII/Global and American Cases
Research with/by/for Indigenous Peoples		
10	Mar 10	Ethics, Indigenous Methodologies & Community-Centered Research
11	Mar 17	Research in the Circumpolar North
Research and Self-Determination		
12	Mar 24	Decolonial Research Agendas
13	Mar 31	Zine Prep
14	Apr 7	Zine Fair