

Outline of the Decolonization and Indigenization Studies Research Methods Progression

I. Research Methods will use qualitative research to look at settler-colonialism from a personal perspective. The historical and personal learning will be largely at a surface level but will lay the foundations for further investigations in QM and IS.

Guiding Question: What is your position within the ongoing settler-colonial project taking place in Canada?

Assigned sources:

Kanesatake: 270 Years of Resistance

We Were Children

TRC Final Report

El Contrato

Lowman and Barker, Settler

Themes:

Research ethics (not specifically related to Indigenous people)

Self-location

The history of colonialism in Canada

The history of Indigenous people in Canada

Integrative Activities:

This class will be scheduled at the same time as the IS class and there will be a number of times throughout the term where the IS and RM classes will meet together. Ideally the two groups will help each other by sharing primary research material (the oral histories in RM) and secondary research material (IS sources). Another reason for these activities will be to allow the RM students to see the journey they are on, for the IS students to see the development they've made, and generally to create a vibrant extended learning community.

II. Quantitative Methods will use quantitative research to investigate the ongoing process of settler-colonialism on a societal level.

Guiding Question: What are the historical and contemporary crises of settler-colonialism?

As this class looks at things from a societal level, students will be required to make a public action as part of their learning.

Themes:

Data gaps

Research ethics (specifically related to Indigenous people)

Social justice issues in Canada

Integrative Activities:

Students will create a public presentation of their original research that other members of the larger Decolonization and Indigenization studies certificate will be invited to. This will be a preview of the larger research and public engagement projects that they will complete in IS.

III. The **Integrative Seminar** will ask students to bring their skills and learning to bear on a semester-long multi-disciplinary project.

Guiding Question: How are you going to exist in the ongoing process of settler-colonialism? Will you disrupt it or perpetuate it?

Integrative activities:

This class will use the reflective assignments built into IS to jumpstart the class. Students will be asked to reflect on what they have learned, and not learned in their education and to choose a subject for research/action that satisfies the class question. Students will be provided with theory and exercises to help them think through what their roles are/can be. They will be provided with introductions to local community organizations through Social Science Week and other means. They will be asked to assemble their research and insights in a final product. Perhaps this takes the form of a podcast series that demonstrates the kind of learning we want Dawson to be known for. By this point it is hoped that students will be able to work as a group to build a significant final outcome.