

**SITTING BULL COLLEGE
FORT YATES, ND 58538**

I. COURSE TITLE: **Introduction to Indigenous Community Engagement and Research**

II. INSTRUCTOR: Bonnie Duran, DrPH

Bonnie Duran, DrPH, Professor
University of Washington School of Social Work &
Indigenous Wellness Research Institute <http://www.iwri.org>
Adjunct Professor in the UW School of Public Health
4101 15th Ave NE, Room 211D
Box 354900
Seattle, WA 98195-7660
<https://washington.academia.edu/BonnieDuran>
Phone: 206-685-8223
Fax: 206-543-1228

OFFICE HOURS:

WORK PHONE:

EMAIL: bonduran@uw.edu or bonnie.duran@sittingbull.edu

III. CREDIT HOURS: 3

IV. SEMESTER: Fall 2017

V. DATE PREPARED: September 2017

VI. MEETING TIME: September 28-October 1st.
DAYS: Semi Monthly till the end of November
TIME:
LOCATION: Via zoom.us

COURSE TEXTBOOK: Readings are available [here](#) and through the course website and instructor. [Here are](#) an additional excellent collection of readings on history and research.

COURSE DESCRIPTION: This course examines the concept of knowledge democracy and the importance of multiple knowledge systems such as organic, spiritual, and land based systems and the knowledge of the marginalized or excluded including indigenous knowledge of the respective tribal communities of the students, e.g., Ochethi Sakowin. Respectful engagement of Native communities through processes such as community-based, participatory research (CBPR) will also be addressed.

Definitions: Community Based Participatory Research and related approaches, i.e., Participatory Action and Community-Engaged Research, is defined by the Kellogg Foundation as a "collaborative approach that equitably involves all partners in the research process...with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities." Not a set of methods, CBPR is an overall orientation which fundamentally changes the relationship between researchers and researched.

There are no universally accepted definitions of **Indigenous Knowledge** and **Indigenous Methodologies**, though often these terms are associated with Indigenous peoples, who come from local communities with historical continuity from pre-invasion and pre-colonial societies. For this class, we are using a broad definition of Indigenous Knowledge, meaning the knowledge that is an “exercise in self-determination” (Doxtator, 2004), referring to values, beliefs, rituals, traditions, and environmental relationships that are deeply embedded within the economic, political cultural, and social contexts in which they have been developed (Ball & Simpkins, 2004; Briggs, 2005). **Indigenous methodologies** are “those methodologies and approaches to research that privilege indigenous knowledges, voices, and experiences” (Smith 2005).

ix. PROGRAM OUTCOMES:

Candidates completing the Indigenous Research Methodology Academic Program are expected to have achieved the following:

1. Demonstrate an understanding of knowledge democracy and the importance of multiple knowledge systems.
2. Exemplify an understanding of the concepts and issues associated with tribal communities’ sovereign right to articulate research questions, approve, and participate in the research process.
3. Practice respect for the protection of human subjects and tribal communities.
4. Reveal professional competence in research design, data collection, data analysis, and dissemination of results.
5. Demonstrate competence in effective communication, oral and written.

Candidates who complete the program will have acquired the ability to articulate a behavioral health research question into a research project, demonstrated understanding of the requirements of conducting research within Native American Institutional Review Board (IRB) jurisdictions, and demonstrated the facility with research tools, instrumentation and methods necessary to implement, analyze, and disseminate findings of a behavioral health research project.

x. COURSE OBJECTIVES:

The goal of this course is to weave together the theory and practice of indigenous and critical methodologies and community engaged research through study of the literature, case studies, presentations by Native researchers, partners, and self-reflection on our own research questions and inquiry. Participants will gain an appreciation of indigenous methodologies and community engaged research advantages and challenges, as well as skills necessary for participating effectively in research projects.

Objectives: By the end of the course, participants will be able to:

- Identify three theoretical and historical perspectives that have shaped the development of Indigenous research and other participatory traditions.
- List and describe major principles of community engaged research from Native communities and perspectives.
- Identify and analyze the role of race, gender, class, indigenous and critical methodologies in research engagement.

- Identify the issues of power (including university-community relationships) and empowerment as concepts important for Indigenous research practice.
- Describe dimensions in the CBPR conceptual model and steps to develop an Indigenous research project.
- Identify three advantages and challenges of Indigenous Research and action on health and social inequities
- Identify approaches to rigor, validity, and measurement in disparities research.
- Gain practical experience in popular education participatory methods and reflect on your experiences to promote self- and community learning.

XI. ESSENTIAL LEARNING OUTCOMES:

XII. INSTITUTIONAL OUTCOMES:

1. Students will display technical and critical thinking skills through effective oral and written communication
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively with a diverse work environment.
4. Students will demonstrate knowledge of past, present, and future Native American cultures.

XIII. TEACHING METHODS:

The course methods will weave together the theory and practice of indigenous and critical methodologies and community engagement through study of the literature, case studies, presentations by community-academic partners, and self-reflection on our own research questions and inquiry. Participants will gain an appreciation of indigenous and critical methodologies and community engagement advantages and challenges, as well as skills necessary for participating effectively in research projects. Course delivery will use a hybrid model with an intensive 2.5 day on site instruction with the remaining course delivered through interactive video.

X. CULTURAL RELEVANCY:

XI. TECHNOLOGY COMPONENT

XII. STUDENT ATTENDANCE POLICY:

For Credit/No Credit Option/Audit: To receive credit for this Institute, you need to actively participate in the class and do all the readings for the small group discussions.

XIII. INFORMATION REGARDING CANCELLATION OF CLASS: Classes will be recorded to allow students to review prior to the next class.

xiv. STUDENT EVALUATION MEASURES:

For Three Credits, Course Participation and Final Paper/Project

- 1) Final project (15-18 pages double space paper not including references, which should be at least 10 new references not from the class required readings, **in addition** to any references of your choosing from the class).
- 2) Paper Due: November 20th
- 3) Webinar Presentation: via zoom.us to be arranged.

SESSION OUTLINE

SESSION ONE: Introduction to Indigenous Research and to Ourselves as Reflective Practitioners

Objectives:

- To present course expectations, and introduce ourselves as a classroom community
 - To identify Indigenous research issues and areas of research
1. Sequist TD. Urgent action needed on health inequities among American Indians and Alaska Natives. *The Lancet*. 2017;389(10077):1378-1379.
 2. Walliman, N. (2011). Research methods: the basics. London; New York, Routledge. **PART I Research theory and practice 1 Research basics 2 Research theory 3. Structuring the research project (pages 5-41)**
 3. Grosfoguel, Ramón (2013) "The Structure of Knowledge in Westernized Universities: Epistemic Racism/Sexism and the Four Genocides/Epistemicides of the Long 16th Century," *Human Architecture: Journal of the Sociology of Self-Knowledge*: Vol. 11: Iss. 1, Article 8. Available at: [PDF](#)
 4. Hall, B.L. and Tandon, R. (2017) 'Decolonization of knowledge, epistemicide, participatory research and higher education'. *Research for All*, 1 (1), 6–19. DOI 10.18546/RFA.01.1.02 [PDF](#)

SESSION TWO: Introduction to Indigenous Research and to Ourselves as Reflective Practitioners CONTINUED

5. Appendix 1; Challenging Ourselves: Critical Self-Reflection On Power And Privilege (Hyde, C.) in Wallerstein N, Duran B, Oetzel J, Minkler M. *Community-based participatory research for health: advancing social and health equity*. Third edition. ed. Hoboken, NJ: Jossey-Bass & Pfeiffer Imprints, Wiley; 2017.
6. Chapter One: On CBPR: in Wallerstein N, Duran B, Oetzel J, Minkler M. *Community-based participatory research for health: advancing social and health equity*. Third edition. ed. Hoboken, NJ: Jossey-Bass & Pfeiffer Imprints, Wiley; 2017.
7. Duran, B., Wallerstein, N., Avila, M., Belone, L., et al. (2013). Developing and maintaining partnerships with communities. In B. Israel (Ed.), *Methods for community-based participatory research for health* (2nd ed., pp. 43). San Francisco, CA: Jossey-Bass.

SESSION THREE: Indigenous Theory and Methodologies

- To reflect on indigenous and decolonizing theories and methodologies
 - To question the meanings of “hyphen” and “bridge” (colonizer-indigene; academic-community; self-other)
1. Cochran PA, Marshall CA, Garcia-Downing C, Kendall E, Cook D, McCubbin L, Gover RM., “Indigenous ways of knowing: implications for participatory research and community”, *American Journal of Public Health*. 2008; 98(1): 22-7.
 2. Tuhiwai Smith, L., “Articulating an Indigenous Research Agenda”, *Decolonizing Methodologies, Research and Indigenous Peoples*; 1999; **Chapter 7:123-141**.
 3. Patel, Leigh. 2015. *Decolonizing Educational Research: From Ownership to Answerability*. Routledge **Chapter 3- Research as Relational**

SESSION FOUR: Indigenous Theory and Methodologies CONTINUED

- To reflect on indigenous and decolonizing theories and methodologies
 - To question the meanings of Knowledge Construction and Epistemology in Indigenous and mainstream higher education institutions
4. Fisher, PA, Ball, TA, “Tribal participatory research: Mechanisms of a Collaborative Model”, *American Journal of Community Psychology*, 32, 2/4, De. 2003, 207-216.
 5. Tervalon M. and Garcia J.M, (1998) “Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education”, *Journal of Health Care for the Poor and Underserved*, 9(2): 117-125.

SESSION FIVE: Overview of Historical Roots, Principles, and Current Framework of Engaged Research

Objectives:

- To present historical background, underlying assumptions & research model
 - To apply principles of CBPR and values
 - To apply principles and frameworks to contextual issues
 - To situate ourselves as reflective practitioners
 - To receive overview of CBPR conceptual model
1. Preview of Chapter 3: Israel, B., Schultz, A., Parker, E., Becker, A., Allen III, A., Guzman, R. “Critical issues in developing and following Community Based Participatory Research principles.” Wallerstein, Duran, Oetzel, Minkler (eds). “CBPR for Health: Advancing Social and Health Equity, 3rd edition,
 2. Walters, K., Stately, A., Evans-Campbell, T., Simoni, J., Duran, B., Schultz, K., Stanley, E., Charles, C., Guerrero, D. “Indigenist Collaborative Research Efforts in Native American Communities”, *The Field Survival Guide*, Stiffman, AR (ed)., Oxford University Press, 2009: 146-173.

3. Reyes Cruz, M. "What if I just cite Graciela? Working toward decolonizing knowledge through critical ethnography" *Qualitative Inquiry*, 2008: 14(4): 651-658.
4. Roe KM, Minkler M, Saunders FF. "Combining research, advocacy & education: The methods of the Grandparent Caregiving Study". *Health Education Quarterly*. 1995; 22(4): 458-475.

SESSION SIX: Partnerships and Dialogue

Objectives:

- To identify role of culture, cultural humility, race, class, gender, power in research partnership
- To practice Freirian dialogue as a strategy for effective partnerships
- To reflect on Insider/Outsider dynamics of researcher

1. Text, Chapter 5: Chavez, V., Duran, B., Baker, Q., Avila, M., Wallerstein, N., "The Dance of Race and Privilege in Community Based Participatory Research."
2. Allen, B., Orbe, M., Refugia Olivas, M. (1999) "The Complexity of Our Tears: Dis/enchantment and (in) Difference in the Academy." *Communication Theory* 9(4): (402-429)
3. Shor, I. and Freire, P., "What are the Fears and Risks of Transformation?" and "What is the Dialogical Method of Teaching?" A Pedagogy for Liberation, Bergin and Garvey, Massachusetts, 1987. Chapter 2, pg. 53-67 and Chapter 4, pg. 97-119.
4. Muhammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L. Duran, B. Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes, Critical Sociology.

SESSION SEVEN: Intervention Process and Outcomes

Objectives:

- To hear Indigenous perspectives on working with the University
 - To identify intervention issues, challenges and opportunities as applied to a case study
 - To reflect on how to integrate culturally supported and empirically supported evidence/theories
1. Rhodes, S., Hergenrather, K., Wilkin, A., Jolly, C., (2007). Visions and Voices; Indigent Persons Living with HIV in the Southern United States Use Photovoice to Create Knowledge, Develop Partnerships and Take Action, Health Promotion Practice, Apr;9(2):159-69.
 2. Kaplan, S., Ruddock, C., Golub, M., Davis, J Stirring up the Mud: Using a Community-Based Participatory Approach to Address Health Disparities through a Faith-Based Initiative, Journal of Health Care for the Poor and Underserved, 20 (4), November 2009: 1111-1123.
 3. Bermudez P., M., Castro, F.G., Marsiglia, FF., Harthun, M.L., Valdez, H. (2011) Using CBPR to Create a Culturally-Grounded Intervention for Parents and Youth to Prevent Risky Behaviors, Prevention Science 12: 34-47.

SESSION EIGHT: Models and Measures of Effective Indigenous Research Engagement

Objectives:

- To identify research methods of rigor and validity related Indigenous Research
 - To compare traditional individual views of ethics with community benefit approach
 - To identify indicators, measures and metrics of effective research
1. Text, Chapter 21, Wallerstein, N., Oetzel, J., Duran, B., Tafoya, G., Belone, B., Rae, R., “What Predicts Outcomes in Community Based Participatory Research?”
 2. Toolkit of CBPR Measures/Metrics/Emerging Practices
 3. Trickett, E., CBPR As Worldview or Instrumental Strategy: Is it Lost in Translation(al) Research, American Journal of Public Health, 2011, 101(8): 1353

xv. STUDENTS WITH DISABILITES

Instructor

Dean of Academics

Date

Date