

The assignment is called “**One Step**” as it is intended to be one small but tangible step in on an ongoing process of self-reflection, learning, and action towards decolonizing science and conservation. As articulated by Linda Tuhiwai Smith<sup>1</sup>, researchers that are working within Indigenous contexts should be asking themselves questions such as: “*Whose research is it? Who owns it? Whose interests does it serve? Who will benefit from it? .. How will its results be disseminated?*”. These questions are part of a process by which researchers can consider how to broaden their gaze from their own narrow research focus and (potentially self-serving) objectives to understand the broader context, process, and implications of their research journey<sup>1</sup>.

#### Read:

Wong, Carmen, et al. "Towards reconciliation: 10 Calls to Action to natural scientists working in Canada." *Facets* 5.1 (2020): 769-783.

Tuck, Eve. "Commentary: Decolonizing methodologies 15 years later." *AlterNative: An International Journal of Indigenous Peoples* 9.4 (2013): 365-372.

(Read as a resource as needed) Holmes, Andrew Gary Darwin. "Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide." *Shanlax International Journal of Education* 8.4 (2020): 1-10.

Based on an area relevant to your field of study or home, please prepare a positionality statement (#1), as well as 3 of the additional options (or 2 if one of them is option #6). Prepare a well-written document (1.5 line spacing, well-written, complete sentences, good flow, topic sentences) that synthesizes and showcases your learning for each of these option you select. Visuals welcome.

#### All do:

1. **Positionality self-reflection.** Write a paragraph on your world view and relationships to the places in which you live and work and how these might influence your research questions, methods, and results. A good background read on this is Homes 2020.

#### Options (choose 3 of the following options, or #6 and one other):

2. **Language.** Identify and define at least 5 Indigenous place names or key phrases. Learn how to pronounce them via online resources.
3. **Broad Policy.** Read and synthesize a key policy on Indigenous Rights that you haven't read before, such as the provincial DRIPA, the Canadian Constitution, or UNDRIP. In the synthesis write-up, identify and unpack several key words and phrases. <1 page.
4. **Local Policy Context.** Research and summarize contemporary court cases and/or political topics as relevant to a First Nation or other Indigenous organization that works in your landscape. Write a summary that includes up to 5 references (news releases OK). <1 page.
5. **Governance Structure.** Through web research, examine the governance structure of a First Nation or other Indigenous organization that works in your field of study or home. How does decision-making happen? Who holds key portfolios on lands/waters/environment? How are elected vs. hereditary systems incorporated? Write a 0.5 page synthesis paragraph plus, if possible, a diagram that you create of the governance system. [Note: this information may not be publicly available, so do a bit of research before committing to this one].
6. **Decolonizing Methodologies.** In light of Tuck 2013 (and if you are ambitious, also read Smith 1999/2012<sup>1</sup>), examine your own research plan and outline key steps to decolonize your research process. ~2 pages.

**Turn in written component of project before class on January 29, 2024 via Canvas. Be prepared to discuss your learnings in small groups in class on that day.**

<sup>1</sup>Smith, Linda Tuhiwai. *Decolonizing research: Indigenous storywork as methodology*. Bloomsbury Publishing, 2012.

Students are encouraged to take focal classes on this topic (e.g., REM 607 Atleo) and continue their readings and work on this topic.