The State of Indigenous Research in Canada: *A Review of Canadian University Graduate and Post-Graduate Theses 2010-2015*

By

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ABSTRACT

There is currently a lot of academic work being conducted in the area of Indigenous studies by Canadian scholars. In particular, attention has been given to the paradigm shift in Indigenous studies where the participatory focus is on benefiting Indigenous communities, versus mere academic exercise. Amongst all of the attention given to the paradigm shift in Indigenous methodology, it can be difficult to get an understanding of what themes of research have been under-explored and how a researcher could best support the research field. This thesis sets out to identify priority areas of Indigenous research, research themes that are under-researched, and the state of Indigenous research conducted by the academic community in Canadian Universities. This qualitative study examines a representative sample of graduate and post-graduate theses on Indigenous studies between the periods of 2010 to 2015 and qualifies them according to the 25 themes identified as priority, by the Social Sciences and Humanities Research Council (SSHRC). The results from this research show that the categories ranked as top priority are Indigenous justice, urban issues, Indigenous identities, Indigenous languages and traditions, economies and labour studies, governance and sovereignty, Indigenous humanities and culture and lands and environment. This study shows when comparing sampled theses to priority themes, with the exception of research pertaining to land, and Indigenous humanities, ongoing research in these categories is still required. It is determined that the acknowledgement of the paradigm shift in Indigenous research has been successful in the production of Indigenous study themes that are in line with the determined priorities and methodologies.

KEYWORDS : Community-based participatory research, Indigenous research priorities, Indigenous research paradigm shift

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1. Introduction

As a student participating in Indigenous studies, I have often heard professor's anecdotal remarks concerning the overabundance of papers in certain areas of Indigenous research while there is lack of quality research or data in others. The substantiation of these claims could provide a better understanding of areas requiring research in Indigenous studies so that researchers might better contribute to the collective knowledge pertaining to said issues. This has led to a series of questions: *What is the status of current research on Indigenous studies in Canada?* How does one define a priority research area or a research deficiency?   Is there documented general consensus in any institution that substantiates these claims? If such a consensus and priority themes of Indigenous studies exist, can we determine if there is a hierarchy within the themes? Finally, through the gathering and analysis of a representative sample of graduate and post-graduate theses produced in Canadian Universities, can it be determined if the priority research themes are being addressed, and to what degree? To say it another way; *can we substantiate that there are particular areas of study that can be identified as requiring further research?*

Most researchers interested in Indigenous studies are aware of the terms "participatory research" or "community-based research."[1]   Any researchers associated with Canadian

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[1]   The Canada Research network defines Community-based research as follows: "At its core community-based research is collaborative, concerned with equity, involves community and university scholars as equal partners, and combines knowledge with action usually to achieve social change. The intent in CBR is to transform research from a relationship where researchers *act upon* a community to answer a research question to one where researchers *work side by side* with community members." For information on membership, and organization refer to http://www.communityresearchcanada.ca/who_are_we#whatis

Universities conducting research on or with people as individuals or groups is made aware of the ethics policies concerning such research. Put together, most researchers interested in Indigenous research in Canada are acutely aware that it is within a fairly recent time line that a paradigm shift has occurred in Indigenous research. This also highlights another important question; *is the actual research currently conducted in Canada following this paradigm shift?*

The term "Paradigm Shift" was termed by an American physicist named Thomas Kuhn, as "a fundamental change in the basic concepts and experimental practices of a scientific discipline.[2]" In describing a paradigm shift in Indigenous research, Indigenous researchers mean a shift to adopt Indigenous world views and knowledge into the research methodology. Leanne Simpson has outlined seven principles of Indigenous world views. First, knowledge is dependent upon connections, even those between living and non-living things, in this way, it is cyclical and holistic, second, there is not one truth, but many, and one's truth is shaped by ones experiences. Third, everything is alive. Fourth, all things are equal. Fifth, the land is sacred. Sixth, the relationship between people and the spiritual world is important. Seventh, human beings are least important in the world.[3]

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[2]   Kuhn, Thomas. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press 2012 (50th limited edition)

[3]   Simpson, Leanne. Anishinaabe ways of knowing. In J. Oakes, R. Riew, S. Koolage, L. Simpson, & N. Schuster (Eds.), *Aboriginal health, identity and resources* . Winnipeg: Native Studies Press. 2000 pp. 165-185.

Before this shift, the majority of the research up to the end of the 20th century was anthropological and conducted within a colonial framework. The primary issue here is the lack of agency Indigenous peoples had over studies concerning them. The experience of Indigenous people with researchers in the past has resulted in mistrust and, in many cases, suspicion. The type of research was mainly quantitative, or statistical in nature will little or no meaningful involvement of the local people. Control of the research, planning, processes and results have always been in the hands of the researchers who were mainly non-Indigenous people with little or no knowledge of Indigenous people and their ways of living the good life. Deloria Vine used humor to diffuse his critique on this point; however, he highlighted the important issues of agency and "otherness" when those who do not understand or respect Indigenous knowledge systems or culture conduct research.

> Every summer when school is out a veritable stream of immigrants heads into Indian country…"They" are the anthropologists…the origin of the anthropologist is a mystery hidden in the historical mists. Indians are certain that all societies of the Near East had anthropologists at one time because all those societies are now defunct…while their historical precedent is uncertain, anthropologists can readily be identified on the reservations. Go into any crowd of people. Pick out a tall gaunt white man wearing Bermuda shorts, a World War II Army Air Force flying jacket, An Australian bush hat, tennis shoes, and packing a large knapsack incorrectly strapped on his back. He will invariably have a thin sexy wife with stringy hair, and IQ of 191, and a vocabulary in which even the prepositions have eleven syllables.[4]

The process of quantitative research is foreign to Indigenous people because of its inflexibility and its rules. Statistical studies have shown over and over again that Indigenous people live in deplorable conditions, which include a lack of quality housing adequate to their family size, lack of adequate infrastructures in the communities, irrelevant education

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[4] Deloria, Vine, Jr. *Custer died for Your Sins*, New York, NY: Avon Books. 1970 Pp. 84

systems, underfunding and representation in university studies, over representation in the justice system, residential school syndrome, oppression etc.[5] Yet, very little work had been done on why issues had arisen and how these problems could be dealt with.

With the paradigm shift came a shift toward qualitative as well as quantitative research, moving into a postcolonial movement where participatory engagement and Indigenous researchers are actively contributing to the dialogue concerning what research needs to be done in the field of Indigenous studies. In Canada, one such call for acknowledgement of this paradigm shift was made by the Saskatchewan Indian Federated College, who in an unsolicited brief to the Social Sciences and Humanities Research Council (SSHRC), outlined a number of characteristics describing this new research paradigm, based on the findings of the Royal Commission on Aboriginal Peoples (RCAP) 1996 report. The research would ensure that Aboriginal communities benefit from research findings, it would move away from what was characterized in the RCAP dialogue as a persistent "epidemiological emphasis on the negative" in Aboriginal research, the methodology would place research on Indigenous people primarily in the care and custody of Indigenous people, it would support working to build up a substantial cadre of Aboriginal scholars to take on this research, and, it would respect Indigenous knowledge traditions and the knowledge held by Indigenous Elders.[6]

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[5]   Palmater, Pamela. *Indigenous Nationhood: Empowering Grassroots Citzens.* Halifax, NS: Fernwood Publishing, 2015. Pp. 104

[6]   McNaughton, Craig and Rock, Daryl. Opportunities for Aboriginal Research: Results SSHRC's Dialogue on Research and Aboriginal Peoples. SSHRC. 2003. Pp. 5

This call for acknowledgement began a dialogue between SSHRC and many Indigenous institutions, including the Canadian Indigenous and Native Studies association. Dialogues continued and developed into round tables and online discussions. In total, over 500 individuals were consulted, resulting in SSHRC's acknowledgement the emergence and need of this research shift. In response SSHRC prioritized Indigenous research and developed an Indigenous research strategy and programming. One such result, was the production of the dialogue report *Opportunities for Aboriginal Research.* Contained within the report are 25 Indigenous research themes that were deemed by participants as priority areas of research. Amongst the key findings of the report is the call for the skills necessary for research based on principles that reflect a respect for and an awareness of the existing belief systems in First Nation communities. Many historical Indigenous research studies failed to support positive changes in Indigenous communities. It was also noted that Indigenous peoples continue to comprise distinct societies in North America. In the research field, Indigenous peoples are beginning to demand that research carried out among their people reflects their cultures, beliefs, and, values.[7]

The dialogue within SSHRC's *Research and Aboriginal Peoples* reflects a clear shift away from the ways in which research has been understood and organized in relation to Aboriginal peoples.

[7]   ibid.

Once understood more as intriguing or pertinent research objects, Aboriginal peoples are increasingly seen as researchers and research partners conducting research within Aboriginal knowledge traditions, using Aboriginal methodologies as well as methodologies drawn from interaction with non-Aboriginal intellectual traditions. At the same time, non-Aboriginal researchers are seen less as the conventional "external experts" and increasingly as equal partners involved in developing new understandings of Aboriginal knowledge and ensuring that research and research training directly benefit Aboriginal nations and communities. In this context Aboriginal research is more a *method* of study than an *area* of study. In its emerging conception, "Aboriginal research" is research that derives its dynamic from traditions of thought and experience developed among and in partnership with Aboriginal nations in Canada and other parts of the world.[8]

This thesis is broken into the following sections, a literature review concerning calls for research and support of the recommendations made in the SSHRC report *Opportunities in Aboriginal Research*, the methodology of the data collection and analysis, the results of the data, and conclusions and recommendations.

2. Literature Review
Literature calling for Change to Indigenous Research Methodologies

Linda Tuhiwai Smith writes , "research," "is probably one of the dirtiest words in the Indigenous world's vocabulary."[9] Research has historically been performed on Indigenous, treating them as objects and rarely with, or for the benefit of, Indigenous peoples. In this way, research symbolizes one of the foundational avenues for colonialism to objectify and study Indigenous people. Up until the early 2000s, we find many examples of "poor" research in Indigenous communities, leading to misinformation, consultation fatigue, skepticism,

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[8]   ibid. pp. 4

[9]   Tuhiwai Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoplles.* Dunedin: University of Otago Press. 2012. Pp. 1

deteriorated Indigenous and Indigenous relationships, and the loss of traditional knowledge in First Nation communities. The first critique of such research examined here is the commentary by Deloria Vine in *Research, Redskins and Reality*. The author warns the audience of the harm that non-scholars can do by presenting their work as authoritative to the general audience, as well as harm to the research subjects. In particular, the author provides the example of Ruth Beebe Hill and her book *Hanta Yo.*

In *Hanta Yo*, Ruth Beebee makes many claims, from writing it in the original, pre-missionary dialect of the Sioux, to the Sioux culture being one of extreme individualism and exotic sexual practices.   Vine points out several negative consequences of the book's publishing. First, the content was inaccurate and spreads general misinformation about the Sioux culture to non-Native readers, compounded by having a young captured audience, as it was purchased and widely distributed across the country for school libraries.[10] Second, it was marketed as highly authoritative. "The book was advertised as a new and corrected version of culture that undid the wrongs done by scholars."[11] Finally, the author did not seek consent of the research subjects and when the Rosebud Sioux Medicine Men's Association complained, "The author promptly accused the Sioux of both not knowing their own culture and of being insanely jealous of her success.[12]   All of this lends to the author making the point *that*

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[10]   Deloria, Vine, Jr. "Commentary: Research, Redskins, and Reality." In The First Ones: Readings in Indian/Native Studies edited by David R. Miller, Carl Beal, James Dempsey and R Wesley Heber. Piapot Reserve #75, Saskatchewan: Saskatchewan Indian Federated College Press, 1992. Pp. 15

[11]   Ibid.

[12]   Vine, *Research, Redskins, and Reality.* pg 16

misinformation such as this will have a long-lasting effect as it remains available to future

generations to read and misinterpret as correct.

A second example of negative consequences of poor research in Indigenous

communities is again provided by Deloria Vine in *Custer Died for your Sins.* In chapter four, the

author provides an example titled *Between Two Worlds, or, Poverty Equals Adapting to White*

Man's Expectations.

> "Along the Missouri River the Sioux used to live in comparative peace and harmony.
> Although the allotments were small, families were able to achieve a fair standard of
> living through a combination of gardening and livestock raising and supplemental work.
> Little cash income was required because the basic necessities of food, shelter, and
> community life were provided."[13]

The example continues with how anthropologists came and "were horrified" that their

own Eurocentric perceptions of how Indigenous peoples were supposed to be living were not

being carried out. One might infer that this is the result of the Sioux believing in the superior

cultural knowledge of the anthropologist, adapted to their expectations.

> Today the summers are taken up with one great orgy of dancing and celebrating as each
> small community of Indians sponsors a weekend pow-wow for the people in the
> corresponding communities. Gone are the little gardens which used to provide fresh
> vegetables in the summer and canned goods in the winter....While the poverty
> programs have done much to counteract the situation, few Indians recognize that the
> condition was artificial from start to finish. The people were innocently led astray and
> even the anthropologists did not realize what had happened.[14]

[13]   Vine. *Custer Died for Our Sins.* pp. 91

[14]   ibid

Despite the above examples of negative consequences of social research, there has been good work done to understand and provide alternative research methods and systems that can increase control that Indigenous people have over research in their communities, including the type, scope, and outcomes, using qualitative discourse methodologies to complement quantitative research. Berg notes that quantitative research was generally the mainstay of past studies. He compares quantitative research as involving statistics and numbers, whereas qualitative research is seen as seeking meaning and concepts, citing "it is more innovative, flexible and natural."[15] "Qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are most interested in how humans arrange themselves an their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth."[16]

Roger Spielmann has clearly identified some of the major shortcomings in traditional social research that leads to negative consequences, as found in Webster and Nabigon's review of the community study at North slope Barrow in Alaska: The failure to obtain informed consent, the failure to understand the traditional values of the host culture, the failure to provide the opportunity for Native involvement throughout the research process, and, the failure to establish a collaborative relationship with members of the host culture."[17]

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[15]   Berg, B.L "Introduction." *Qualitative Research Methods.* Toronto: Ally and Bacon. 2008. pg. 6.

[16]   ibid.

[17]   Spielmann, Roger. (1992). "They're Always Laughing At Me!": Value Conflicts in Native White Collaborative Research. Paper presented at INORD Conference, Laurentian University, Sudbury, Ontario. 1992. pp. 3

Deloria Vine has some specific ideas from his experience with social research. A foremost belief he holds is that researches get all of the benefits and this needs to change. Three recommendations he makes are as follows: First, *stop objectification*; citing the case of Robert Jourdain, who simply removed all the anthropologists from his reserve, said "Why should we continue to be the private zoos for anthropologists?"[18] Second, *develop consultation protocols*; specifically, by clarifying respective roles where Anthropologist would need to make a monetary contribution equal to the amount they intend to spend on the research.[19] Finally, *fight invisibility*; "The massive volume of useless knowledge produced by anthropologists attempting to capture real Indians in a network of theories has contributed substantially to the invisibility of Indian people today." [20]

Literature Supporting Key Indigenous Research Themes

There are various Canadian Indigenous researchers, writers and academics who have brought focus to areas where ongoing Indigenous research is required. All of these areas are encompassed within the 25 themes noted SSHRC as key research areas. The following is a brief review of literature from these areas.

[18]   Vine. *Custer died for Your Sins,* pp. 99

[19]   Ibid.

[20]   ibid. pp. 86

Contained within the SSHRC report were sub-themes attributed to each theme that provides specific areas of interest or concern where research could be addressed. The largest group of sub-themes identified per category was under the theme of "Aboriginal Justice Systems." Areas of research interest include restorative justice; their use, effectiveness, and funding. The large disproportion of Indigenous offenders within the system is also an issue of research interest. Palmater has acted as a major critic of conservative justice policies, noting the findings of The Report of the Manitoba Justice Inquiry in 1999, listing two primary reasons why Indigenous peoples are over represented in the criminal justice system. "Indigenous peoples are more likely to be confronted by the justice system, not because they are culturally predisposed to criminal activity, but because of the long history of "discrimination and social inequality that has impoverished Aboriginal people and consigned them to the margins of. …society."[21] Other sub-themes touch on reintegration, themes such as the role of culture in reintegration and other variables of successful integration and community preparedness for integration. Coulthard extends judicial representation to gender justice, calling on men specifically. "The demand (of Indigenous feminists) rather, is that society, including Indigenous society and particularly Indigenous men, stop *collectively conducting* ourselves in a manner that denigrates, degrades, and devalues the lives and worth of Indigenous women in such a way that epidemic levels of violence are the norm in too many of their lives." [22]

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[21]   Palmater, Pamela. Pp. 101

[22]   Coulthard, Glen, Sean. *Red Skin White Masks: Rejecting The Colonial Politics of Recognition.* Minneapolis: University of Minnesota Press. 2012. Pp. 178

The second highest amount of sub-themes was attributed to the category "urban Issues." Of note, there was commentary from both Indigenous and non-Indigenous peoples citing the lack of contemporary knowledge and research in this area. This has been an ongoing criticism of scholar Evelyn Peters, who has written many articles and collaborated on many books on the subject of urban Indigenous geography. She notes a lack of research but is cautious of consultation fatigue, noting, "While research into demographic characteristics is seriously needed, it is also important to avoid additional surveys of a population which has already been "studied to death." Specifically, a need for data on spatial distribution, mobility patterns and sub-population information.[23] Within the sub-themes, research questions can be grouped by socio economic indicators such as the state of existing health and social service systems, identity; such as ethnic mobility[24], churn[25], and the state of social capital in Indigenous urban communities, and governance systems. Coulthard specifically examines issues of dispossession and Indigenous sovereignty in Canadian cities. "All of this is to say that the efficacy of Indigenous resurgence hinges on its ability to address the interrelated systems of dispossession that shape Indigenous people's experiences in *both* urban and land-based settings."[26] The diversity of Indigenous sub populations and various forms of government and

[23]   Peters, Evelyn J. Self-Government for Aboriginal People and Urban areas: A literature review and suggestions for research. Department of Geography, Queen's University. Pp. 65

[24]   "Ethnic Mobility" defined as "an increasing number of people in urban centres identifying as Aboriginal people in the Canadian census." Silver, Jim. et all. *In Their Own Voices: Building Urban Aboriginal Communities.* Halifax, NS: Fernwood Publishing, 2006. Pp. 15

[25]   "Churn" defined as "the unique mobility patterns of Indigenous peoples in urban centres." Heritz, Joanne. *Urban Aboriginal Peoples in Canada: Beyond Statistics.* PhD Thesis, McMaster University, Montreal: Canadian Political Science Association, 2010. Pp. 2

[26]   Coulthard, Pp. 176

self identity, make urban Indigenous issues of particular importance as more than half of the current Indigenous population live in urban areas.[27]

The third highest number of sub-themes was attributed to the category of "identity." Here much of the literature is associated with themes of cultural preservation and renewal, identity formation processes, similarities and differences between Indigenous and non-Indigenous concerning citizenship, and changing Métis identities. Specifically "cultural capital" or community building as a holistic approach in narrowing socio economic disparities between Indigenous and non-Indigenous.[28] Other main streams of research interest include indigenous health. Concerning Métis health, it has been noted that "an in-depth examination of trends in Métis-related health/well-being research has not been undertaken."[29] Willows recommends more research concerning traditional foods also needs to be done specifically, the quality of traditional food sources, food security, and Indigenous body image and food intake.[30]

In summary, the literature review provides illustrations of many key issues. Regrettably, it appears that baseline statistical data has been over-collected, and perhaps over

[27]   Indigenous and Northern Affairs Canada. *Urban Aboriginal Peoples*. Accessed from https://www.aadnc-aandc.gc.ca/eng/1100100014265/1369225120949 January 27, 2016.

[28]   For a overview of cultural capital, this essay refers to the RCAP round table on urban issues, 1992, Silver et all, and Cooke, Martin, and Gus Hill. "How do you build a community? Developing community capacity and social capital in an urban Aboriginal setting." *Pimatisiwin: A journal of Aboriginal and Indigenous Community Health* 11, no. 3 (2013): 421-432.

[29]   McGuire, Conor., Kumar, Mohan B and Wesche, Sonia. Trends in Metis-related Health Research (1980-2009): Identification of Research Gaps. Can J Public Health 2012; 103(1): pp. 23

[30]   Willows, Noreen D. Determinants of Health Eating in Aboriginal Peoples in Canada: the Current State of Knowledge and Research Gaps. Canadian Journal of Public Health, Volume 96, Supplement 3 2005. Pp. S34-35

used in quantitative analysis of socio economic Indigenous issues.[31] Moreover, there appears

to be a lack of data concerning various issues concerning urban Indigenous people.

3. Methodology

Generally speaking, there is no evidence that any researcher has assessed the state of

Indigenous study in Canada aside from the SSHRC report. As such, this analysis will use the

SSHRC's recommendations as a guide for desired areas of Indigenous research.

Determining Data Source

Research into repositories of academic papers quickly leads one to the Canada Thesis

Portal, a section of Library and Archives Canada. This Federal institution reports to Parliament

through the Ministry of Canadian Heritage. The theses portal was launched in 1965 and is

a collaborative program between Library and Archives Canada (LAC) and nearly 70 universities

accredited by *Universities Canada.* It strives to acquire and preserve theses and dissertations

from participating universities and provide free access to Canadian electronic theses and

dissertations in the collection[32] After accessing the site and comparing the results of the

database query compared to the use of search data aggregators such as Quora, Metacrawler,

or data bases such as *ProQuest Dissertations and Thesis,* it was concluded that the Thesis

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[31]   Peters, Evelyn J. pp. 65

[32]   Library and Archives Canada. *Welcome to the Thesis Canada Portal.* http://www.bac-lac.gc.ca/eng/services/theses/Pages/theses-canada.aspx. Accessed September 10, 2015.

Canada Portal is the most comprehensive site for graduate and post graduate academic works of Canadian Universities.

Once the data source was selected a representative sample from the thesis database was obtained using the "advanced search engine" within the database. The goal is to gather a complete sample of graduate and doctoral theses concerning *Indigenous topics* in research for a period from 2010 to the present. This 5-year window is suggested to represent "current" works. The baseline comparison of "what should be researched" comes from a paper prepared by the Social Science and Humanities Research Council (SSHRC) in 2002. It is proposed that the recommendations for research topics reflect the awareness of the paradigm shift and can be gauged against actual research to see if the shift is being reflected in the academic research field.

Determining Criteria for Data Sample

Three main queries were tested using the Theses Canada Advanced search engine. Each search uses the same index variables and date parameters, but each query uses a different keyword. The first 10 results were then analyzed to see if they fit the criteria, in that they pertained to some field of indigenous research.

<u>Query 1: Keyword "Native"</u>

The following index variables of "Abstract Keyword, Title Keyword, and Any Keyword" in conjunction with the Boolean "or" were used with the specific Keyword "Native", along with the optional limiter of of years as 201#, the wildcard setting the parameter between 2010 to present (present meaning, submitted and loaded to Library and Archives Canada between Nov 2015 and January 2016.) The results yielded 1,408 amicus records.

Figure 1: Amicus search using keyword "Native" http://amicus.collectionscanada.gc.ca/thesescanada-bin/Main/AdvSearch?coll=18&l=0&v=1

The second query was a repeat of the first, however, this time the specific query "Aboriginal"

was used. The results yielded 968 amicus records.

Query 3: Keyword "Indigenous"

Again, the third query was a repeat of the first, however, this time the specific query

"Indigenous" was used. The results yielded 1200 records.

At this point a sample of records from each of the three queries needed to be

compared against the general criteria of Indigenous studies, meaning the topic had to involve

the study or inclusion of an Indigenous group of peoples. The first 10 amicus records from

each query were assessed to see if they met the criteria and given a pass/fail evaluation. The

data is presented in table format below.

Keyword: "Native"		Keyword: "Indigenous"		Keyword: "Aboriginal"	
AMICUS No.	Criteria Match	AMICUS No.	Criteria Match	AMICUS No.	Criteria Match
38776837	N	38968645	Y	38967685	Y
38970793	N	39139717	N	38968417	Y
38980465	N	39199441	Y	38981029	Y
39136429	Y	39252781	Y	39135757	Y
39137557	N	39253213	N	39198925	Y
39139345	N	39255289	Y	39199441	Y
39176161	N	39258157	N	39152781	Y
39199441	Y	39265405	N	39253045	Y
39252457	N	39266989	N	39293245	Y
39254113	N	39266065	Y	39266065	Y
MATCH %	20%	MATCH %	50%	MATCH %	100%

Table 1: Comparison of Criteria Match for Keywords "Native", "Indigenous", and "Aboriginal"

The findings are summarized as follows. The term "Native" had a very low match rate-

often theses were about biology or ecology and referring to "native" or plants and species; the

term "Indigenous" had a 50% match rate. Looking at the abstracts, the word "Indigenous" was often used synonymously with "endemic" and topics were, again, often biological or ecological in nature; finally the term "Aboriginal" has 100% success rate and furthermore, seems to include theses included in the "native" and "Indigenous" as well. As shown in the figure below records across index columns of the same colour indicate that the keyword "Aboriginal" treats keywords of "Native" and "Indigenous" redundantly.

Keyword: "Native"		Keyword: "Indigenous"		Keyword: "Aboriginal"	
AMICUS No.	Criteria Match	AMICUS No.	Criteria Match	AMICUS No.	Criteria Match
38776837	N	38968645	Y	38967685	Y
38970793	N	39139717	N	38968417	Y
38980465	N	39199441	Y	38981029	Y
39136429	Y	39252781	Y	39135757	Y
39137557	N	39253213	N	39198925	Y
39139345	N	39255289	Y	39199441	Y
39176161	N	39258157	N	39152781	Y
39199441	Y	39265405	N	39253045	Y
39252457	N	39266989	N	39293245	Y
39254113	N	39266065	Y	39266065	Y
MATCH %	20%	MATCH %	50%	MATCH %	100%

Table 2: Overlap of keywords "Native" and "Indigenous" in "Aboriginal" search criteria

Final Query Criteria

After discussing the search engine with staff from the Canada Thesis Portal it was determined that in selecting "all" versus "electronic" thesis might produce duplicate records, as policies in the early 2000s encouraged educational institutions to move away from microfilm and submit thesis electronically. This also means that some thesis produced prior to 2010 may have been reformatted in digital form and submitted to Thesis portal Canada for the first time within the search criteria timeframe. This would mean that the query same could potentially

contain records that were actually older than the 5 year search criteria. This issue was addressed in two ways.

Figure 2: Search Criteria Keyword "Aboriginal" and Thesis type "Electronic Thesis"

1) Now that the appropriate search keyword was determined to be "Aboriginal" a final search was conducted selecting "electronic thesis." The new final result produced 846 amicus records.

2) Any amicus record that had an origin of Library and archives Canada was opened to verify the original publication date and institution of origin.

Data Collection Methods

Determining type of data sample

This methodology considers the Canada thesis portal as the main repository of Canadian research theses. However, it may not be absolutely exhaustive as it is up to individual scholars or institutions to submit them to Library and Archives Canada. However, for the purposes of this study, it is considered that the theses portal as the "known universe," as research data must be accessible to the greater public for it to impact the greater academic community and contribute to the greater collective knowledge. Therefore this study considers the 846 amicus records, or graduate and doctoral thesis as "the known universe" of Canadian theses pertaining to Indigenous studies for the period of 2010 and 2015. A sample of 10% was determined to be representative to determine the type and focus of indigenous studies topics. Therefore the sample dataset contains 85 theses.

Data Collection: Author, Amicus Record and Title, Date of Publication, & Publishing Institution

Various attempts were made by the author and Laurentian library research staff to work with Canada thesis portal to export the 846 amicus records into excel or a similar spreadsheet format. Although it seemed simple and promising in the beginning, little progress was made, requiring the data be manually imported. Due to the structure of the website, this meant that a maximum of 10 records containing the author, amicus record, title, date of publication and publishing institution could be selected at one time and emailed in a non-delineated text format. These records would then be consolidated into a single text document and manually entered into excel.

Data Collection: Verification of Data and Publication, & Thesis Abstract

As noted above in the section "Final Query Criteria," It was found that the exported records often did not provide a date of publication or publishing institution. As shown below the record would default to "Ottawa: Library and Archives Canada" It was therefore necessary to open the record and verify the data.

Figure 5: Verification of Origin and Date of Thesis Publication

Noting figure 5 represents a single opened amicus record. By opening the record, metadata is visible which distinguishes "publisher" from "notes". The "publisher" is documented as "Library and Archives Canada, 2013", however, the notes reveal and confirm that the thesis was produced from the University of Alberta and produced in 2013. Therefore the origin and date of the thesis publication are confirmed as falling within the sample criteria.

This method was also used to access each thesis abstract in reference to its corresponding amicus record number.

Categorizing of Data

As noted in the literature review, in response to academic and Indigenous institutions expressing the need to prioritize and shift the focus of Indigenous research in Canada, SSHRC prioritized Indigenous research and developed an Indigenous research strategy and programming. One such result, was the production of the dialogue report *Opportunities for Aboriginal Research.* Contained within the report are 25 Indigenous research themes that were deemed by participants as priority areas of research and listed in the table below:

#	Research Category
1	Aboriginal Research Paradigm- Decolonizing Research
2	Applied research that is solution focused
3	Indigenous Justice Systems/corrections and Justice
4	Indigenous Knowledge
5	Indigenous Knowledge systems as the basis of investigation
6	Indigenous Language/ Language and traditions
7	Indigenous Methodologies/ methodologies and ethics
8	Indigenous/Non-Indigenous relations
9	Indigenous research infrastructure
10	Indigenous rights
11	Archaeology
12	Economies (and labour force)
13	Education and Capacity building
14	Ethics
15	Governance and Sovereignty/Governance and Community Capacity
16	Health and Social dimensions/ Issues
17	Heritage and Culture
18	History
19	Identities
20	Indigenous humanities and fine arts/ Fine arts and Culture
21	International level research and analysis
22	Lands and Environment/ Lands and Resources
23	Socio-Economic Conditions
24	Women and gender issues
25	Urban Issues

Table 3: SSHRC Indigenous Research Categories

Each thesis within the representative sample was qualitatively assessed by using the

thesis abstract, or when greater clarification was needed, by reviewing the thesis document.

Each thesis was then assigned to the theme of best fit, or in certain cases, to the designation of

"other" when no appropriate theme was found to match the scope of the thesis.

4. Results

Geography: Distribution by Province and Academic Institution
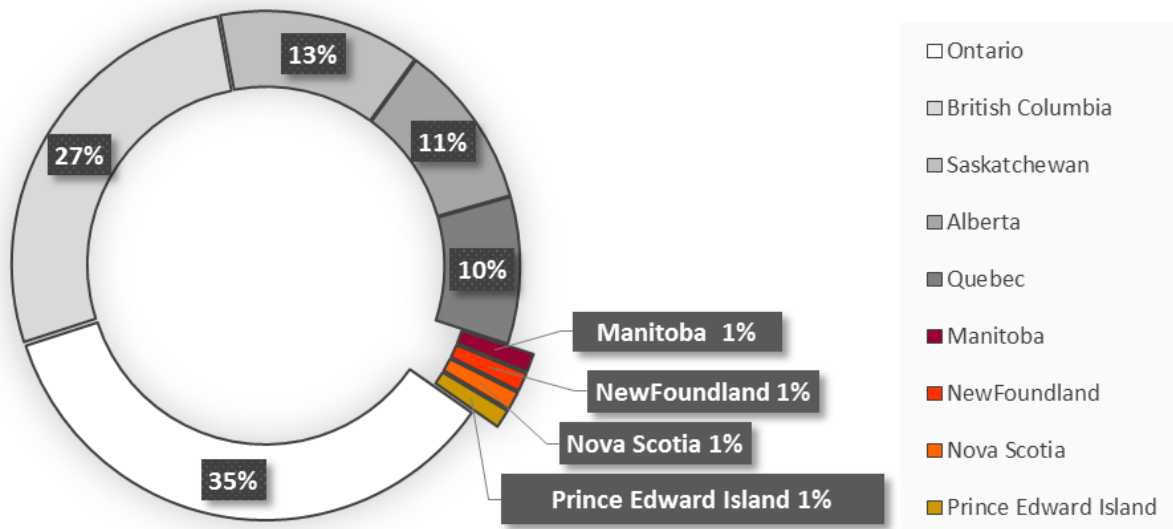
Figure 3: Number of Thesis by Province shown as a percentage

The highest percentage of theses by province was Ontario, with the University of Toronto being most noteworthy, followed by British Columbia, with the University of British Columbia being more noteworthy. None of the Territories are formally represented, as they do not have accredited Universities, however, three theses or 3.5% of the sample was specifically focused on Indigenous research within the Territories (see figure 4).

Province	Academic Institution	Number of Theses
Alberta	University of Alberta	9
British Columbia	University of British Columbia	13
	University of Victoria	9
	University of Northern British Columbia	1
Manitoba	University of Manitoba	1
Newfoundland	Memorial University of Newfoundland	1
Nova Scotia	Dalhousie University	1
Ontario	University of Toronto	15
	Queens University	4
	University of Ottawa	3
	University of Waterloo	2
	University of Guelph	2
	Brock University	1
	Laurentian University	1
	Carleton University	1
	Trent University	1
Prince Edward Island	University of P.E.I	1
Quebec	University of Montreal	3
	McGill University	3
	Concordia University	1
	University of Sherbrook	1
Saskatchewan	University of Saskatchewan	6
	University of Regina	5
Grand Total		**85**

Table 4: Distribution of Thesis by Academic Institution.

Geography: Production of Indigenous Research Theses by Region

The majority of theses are produced in western academic institutions, followed by the central region of Ontario and Quebec, followed by the East or Maritime Provinces. To account for the large population disparities between the regions, the student populations were calculated using enrollment data provided by each university contained within the representative sample and then, the number of theses per 10 thousand students was calculated. Again, it is shown that based on Institutional enrollment the Western Provinces are producing the most theses pertaining to Indigenous issues.

Region	Province	Prov. Thesis	Reg. Thesis	Total Prov. Pop.	Total Region Pop.
West	British Columbia	23		85,051	
	Alberta	9		39,312	
	Saskatchewan	11		33,224	
	Manitoba	1	44	28,804	186,391
Central	Ontario	30		255,068	
	Quebec	8	38	170,187	425,255
East	Newfoundland	1		18,678	
	Nova Scotia	1		19,831	
	Prince Edward Island	1	3	3,787	42,296
	Total Theses		85	Total Student Population	653,942

Table 5: Indigenous Research Thesis Produced by Region in Canada

Region	# Sample Theses	Sample Student Population	# Theses per 10,000 students
West	44	186,391	2.36
Central	38	425,255	0.89
East	3	42,296	0.71

Table 6: Number of Theses per 10,000 students by Region in Canada

Geography: Proximity of Research Institution and Area of Study

Category	Percentage	# Theses
Locally Produced Theses	66%	56
Non-locally Produced Theses	34%	29

Table 7: Breakdown of theses as local or non-locally produced

Considering the "paradigm shift" in Indigenous research advocates for more community engagement and participation, as well as the training and support of more Indigenous researchers, it was of interest to see the dispersal of theses geographically. The categories of "local" and "non-local" were established and refer to whether a thesis' geographic subject area fell within the province of the academic institution. It was determined that two-thirds, or 66 per cent of the theses were local. Of the theses that were not local, categories included a broader scope of investigation such as North America or an International issue. As noted above, 3.5% of the theses were directed at Territorial specific research. There was no clear indication a particular trend or pattern pertaining to the 7 theses that were non-local and

focused on other Provinces. Possibilities could include researcher's home province, interest or

other affiliations.
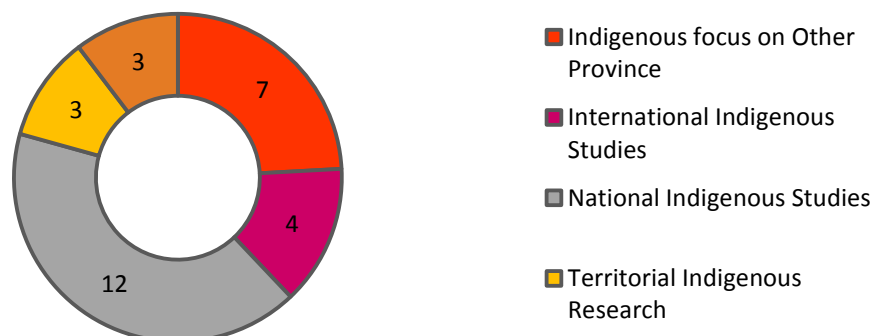
Figure 4: Breakdown of Non-local theses

Theses by Category

Category	Count	% Sample
Health and Social dimensions/ Issues	15	18%
Lands and Environment/ Lands and Resources	11	13%
Education and Capacity building	8	9%
History	5	6%
Indigenous humanities and fine arts/ Fine arts and Culture	5	6%
Women and gender issues	5	6%
Indigenous Knowledge systems as the basis of investigation	4	5%
Urban Issues	4	5%
Indigenous Justice Systems/corrections and Justice	3	4%
Indigenous Knowledge	3	4%
Indigenous Methodologies/ methodologies and ethics	3	4%
Identities	3	4%
International level research and analysis	3	4%
Indigenous Research Paradigm- Decolonizing Research	2	2%
Indigenous rights	1	1%
Indigenous/Non-Indigenous relations	1	1%
Governance and Sovereignty/Governance and Community Capacity	1	1%
Socio-Economic Conditions	1	1%
Other	7	8%
Grand Total	**85**	**100%**

Table 5: Thesis by SSHRC Category

The data sample revealed that the top three categories of Indigenous study were health, lands and environment, and education and capacity building. The lowest numbers of theses produced were in the categories of Indigenous rights, Indigenous and non-Indigenous relations, governance/sovereignty/capacity, and, socio economic conditions.

"Other Categories"

There was a small number of theses that could not be assigned into any of the 25 SSHRC categories. For example, the first thesis in the table below, *"Engaging First Nations Youth through Reciprocal Intercommunity Exchange"* does pertain to education, or category 13, however the thesis is about how cultural exchanges between First Nations schools; how these exchanges supported connections with place and identity and "reciprocal sharing of culture." This is a theme that is not captured under the sub-themes of category 19: identities either. A second example, the thesis *"Stone bodies in the City: un-mapping Monuments, Memory and belonging in Ottawa."* Concerns the absence of women and Aboriginality in the built environment, and how monuments can articulate imperial and colonial nostalgia. It touches on the categories of urban issues and Indigenous Humanities, but again, there is no clear fit that can be found in any of the category sub-themes.

In overall terms, these 7 theses represent an outlier margin 8%. They can be considered outliers in the sense that they fall outside the defined categories of the SSHRC report. Qualitatively, it can be questioned if, as an outlier, these theses fall outside of the paradigm shift, meaning that these do not provide value to the communities in which the studies are conducted, support indigenous researchers or participatory research, or value

Indigenous knowledge. These should not be necessarily interpreted as outside the paradigm

shift in that, the SSHRC working group and consultations were conceived almost 15 years ago

and perhaps these theses are a testament to the evolution and ongoing paradigm shift in

Indigenous research.

Nevertheless, of the sample of 85 thesis reviewed, only 7 or 8% could not be easily

categorized under the categories and sub-themes provided in the SSHRC report on Indigenous

research. In other words approximately 92% of the sampled thesis do fit in with the SSRHC

recommendations of Indigenous research.

Amicus No:	Title:	Year	Province	Institution	Category
39266065	Engaging First Nations Youth through Reciprocal Intercommunity Exchange	2011	Ontario	Queens University	Other
41417319	An Exploration of the Relationship between Poverty and Child Neglect in Canadian Child Welfare	2012	Ontario	University of Toronto	Other
41766753	Stone Bodies in the City: un-mapping Monuments, Memory and belonging in Ottawa	2012	Alberta	University of Alberta	Other
42513028	The counselling relationship: effective and ineffective ways of working with aboriginal clients	2013	British Columbia	University of British Columbia	Other
42601504	Canadian Aboriginal voice: retooling Hirschman's concepts of voice and exit	2014	British Columbia	University of British Columbia	Other
42347572	Group Integration	2014	Ontario	Queens University	Other
43923811	Parasocial and Parasocial vicarious contact effects on Euro Canadians'' views of Aboriginal Peoples	2015	Ontario	Laurentian University	Other

Table 6: Outlier Theses Categorized as "Other"

Thesis by Category Weight & Priority

The data substantiates that the majority of current research falls into the scope of the paradigm shift in Indigenous research. It is possible now to further investigate research priorities by assigning values within the 25 SSHRC recommendations, based on the number of subthemes defined in each category. The logic of this assumption is based on the idea that the number of sub-themes identified during the SSHRC consultations on priority Indigenous research directly corresponds with the weight that can be assigned to a category. The consultation feedback denotes that not only is a category of Indigenous research important, but the number of subthemes identified denotes how big the actual knowledge gap, or need for research is in a particular category.

A key assumption in this analysis with regards to weighting themes was that all of the SSHRC sub-themes were of equal value. This of course can be debated as many would consider various sub-themes more crucial than others. For example, decolonizing research might be viewed as the most important component of Indigenous research, but equal weighting is not appropriate. Further research might build on this issue and survey scholars or communities to rank issues.

Based on the assumption that each sub-theme has equal influence, (meaning no theme is more important than another) the categories ranked as top priority are aboriginal justice, urban issues, identities, language and traditions, economies and labour force, governance and sovereignty, Indigenous humanities and culture and lands and environment.

Category	Number of Sub-themes	Category Weight
Indigenous Justice Systems/corrections and Justice	19	11.8%
Urban Issues	16	9.9%
Identities	14	8.7%
Indigenous Language/ Language and traditions	9	5.6%
Economies (and labour force)	8	5.0%
Governance and Sovereignty/Governance and Community Capacity	8	5.0%
Indigenous humanities and fine arts/ Fine arts and Culture	8	5.0%
Lands and Environment/ Lands and Resources	8	5.0%
History	7	4.3%
Education and Capacity building	7	4.3%
Health and Social dimensions/ Issues	7	4.3%
Indigenous Methodologies/ methodologies and ethics	6	3.7%
Indigenous Knowledge systems as the basis of investigation	6	3.7%
Indigenous/Non-Indigenous relations	5	3.1%
Indigenous Knowledge	5	3.1%
International level research and analysis	5	3.1%
Women and gender issues	3	1.9%
Indigenous research infrastructure	2	1.2%
Heritage and Culture	2	1.2%
Indigenous rights	2	1.2%
Socio-Economic Conditions	2	1.2%
Archeology	1	0.6%
Ethics	1	0.6%
Indigenous Research Paradigm- Decolonizing Research	1	0.6%
Applied research that is solution focused	1	0.6%
Grand Total	153	100%

Table 7: Categories Ranked by Weight & Priority

The fact that "anthropology" did not make the category list is a testament to this logic. Archeology, a close cousin, does; however, there is only one sub-theme, calling on a focus to study regions of North, and Dene areas in particular. With respect to Indigenous justice systems and corrections and justice as a category, it is shown that there are 19 sub-themes associated with the category, or approximately 12% of all of the 153 sub-themes. This gives this category the highest weight of the 25 categories, suggesting that it has the biggest

research gap. This correlates with the issues of over representation of Indigenous people in Canada's justice system.

Identified Research Gaps

"Research gaps", for the purpose of this thesis are defined as "themes of Indigenous research identified as requiring further research." The need for further research was determined by comparing the category weight to the percentage of sampled thesis in each category. Those with a negative percentage indicate that the amount of research directed to a particular category is less that the importance to the priority placed on the category by the SSHRC report. Another way of putting it, a research gap has been identified and more work can be done in the area to rectify it. Categories with identified research gaps included Indigenous justice, indigenous language and traditions, economics and labor, urban issues, identity, and, governance/sovereignty/capacity.

Category	Number of Sub-themes	% Total Sub-themes	% Theses in Category	Difference
Indigenous Justice Systems/corrections and Justice	19	11.8%	5.0%	**-6.8%**
Indigenous Language/ Language and traditions	9	5.6%	0.0%	**-5.6%**
Economies (and labour force)	8	5.0%	0.0%	**-5.0%**
Urban Issues	16	9.9%	5.0%	**-4.9%**
Identities	14	8.7%	4.0%	**-4.7%**
Governance and Sovereignty/Governance and Community Capacity	8	5.0%	1.0%	**-4.0%**
Indigenous/Non-Indigenous relations	5	3.1%	1.0%	-2.1%
Indigenous research infrastructure	2	1.2%	0.0%	-1.2%
Heritage and Culture	2	1.2%	0.0%	-1.2%
Archeology	1	0.6%	0.0%	-0.6%
Ethics	1	0.6%	0.0%	-0.6%
Indigenous rights	2	1.2%	1.0%	-0.2%
Socio-Economic Conditions	2	1.2%	1.0%	-0.2%
Indigenous Methodologies/ methodologies and ethics	6	3.7%	4.0%	0.3%
Indigenous Knowledge	5	3.1%	4.0%	0.9%
International level research and analysis	5	3.1%	4.0%	0.9%
Indigenous humanities and fine arts/ Fine arts and Culture	8	5.0%	6.0%	1.0%
Indigenous Knowledge systems as the basis of investigation	6	3.7%	5.0%	1.3%
Indigenous Research Paradigm- Decolonizing Research	1	0.6%	2.0%	1.4%
History	7	4.3%	6.0%	1.7%
Applied research that is solution focused	1	0.6%	4.0%	3.4%
Women and gender issues	3	1.9%	6.0%	4.1%
Education and Capacity building	7	4.3%	9.0%	4.7%
Lands and Environment/ Lands and Resources	8	5.0%	13.0%	8.0%
Health and Social dimensions/ Issues	7	4.3%	18.0%	13.7%
Grand Total	153	100%	100.0%	

Table 8: Identified areas where research is required.

5.   Conclusions

The development of this thesis project was driven by my own curiosity about the status

of academic Indigenous research being conducted in Canada. As a student participating in

Indigenous studies, I have often heard professor's anecdotal remarks concerning the

overabundance of papers in certain areas of Indigenous research while there is lack of quality

research or data in others. As someone who is interested in pursuing the Masters of

Indigenous Relations with Laurentian University, I wanted to substantiate these claims. I believe that I, as well as other students, will benefit in a better understanding of areas requiring research in Indigenous studies so that we might better contribute to the collective knowledge pertaining to said issues.

Summary of Findings

From the evidence provided, a broad representation of Indigenous research areas across the 25 themes identified as priority by SSHRC has been catalogued within the sample taken from Canadian academic institutions between the periods of 2010- 2015. The top three most "popular" themes to which theses where categorized during the five year period where 1) health and social dimensions, 2) lands and environment, and 3) education and capacity building. These three categories represented 40 per cent of the total sample at 18, 13, and 9 per cent respectively.

In general, theses in Indigenous studies were well represented across the country. The notable exceptions where the Territories, which, do not have universities, and New Brunswick. Performing a separate query using the Canada Thesis Portal confirms two theses meeting the criteria for the sample were produced in NB in 2010 through the University of New Brunswick, however, these theses were not selected in the representative sample. When looking at the number of theses produced by region based on the number of students enrolled in the academic Institutions within the representative sample, it is clear the Western Provinces are the greatest producers of theses pertaining to Indigenous studies. In fact, the west produces

almost three times more theses than the central and Eastern regions. These finding could

represent an opportunity for central and eastern regional academic institutions to encourage

studies on the local Indigenous sub-populations in their respective areas.

Areas of further research can be identified using a comparison of the number of theses

in a category compared to the weight attributed to the category based on the number of sub-

themes identifies within the category. Indigenous Justice, Indigenous Language and traditions,

Economics and Labor, Urban Issues, Identity, and, Governance/Sovereignty/Capacity. Noting

that the majority of Indigenous research is currently happening in the West and is for the most

part local to the area, there are opportunities for research in the central and eastern regions.

Study Limitations and Future Recommendations

This study was limited to a small sample of 85 theses and a larger sample, or perhaps

an assessment of the entire sample within the time frame may serve to provide additional

insight to the state of current Indigenous studies in Canada. The review was also limited to

English theses produced by Canadian Universities. This could in fact have an impact on the

types of research being undertaken, especially on the topic of Métis streams of study. It should

be noted that the representative sample was calculated based on the "known world" of English

theses between 2010- 2015, so other studies are possibly occurring outside of this literary

search. A sample that also includes French theses would prove valuable to confirm if there are

any significant differences between French and English scholars concerning Indigenous studies.

There were other related aspects that could be assessed. For example, knowing the number of Indigenous researchers producing theses in comparison to non-Indigenous researchers focused on Indigenous issues would be illuminating. However, there is no easy way to classify how researchers of a sample self-identify. A study, including a methodology of contacting the sample and asking them to participate in self-identify is theoretically possible.

Further, the qualitative classification of theses into themes is subjective and a product of interpretation; and this applies to both SSHRC and the analysis contained herein. This being said, it is important to acknowledge two things. First, the themes identified by the SSHRC report are very broad, and this may contribute to some themes having fewer identified sub-themes. This will directly affect the weight of priority given to a particular theme. Second, the development of the documentation in the report supporting the paradigm shift is transient. There is also subjectivity in how the 85 theses in this analysis were categorized. Nevertheless, this paper provides a framework that could be followed with a more substantial sample of present (and future) Indigenous research. Understanding the make-up of graduate and post-graduate theses provides an indication of *where future research is headed*.

Appendix A: Sub-themes of SSHRC Categories

(Legend: Blue represents research themes put forth by Indigenous organizations.)

Main Theme		Sub-theme
1		Aboriginal Research Paradigm- Decolonizing Research
2		Applied Research that is Solution Focused
3		Indigenous Justice Systems/corrections and Justice
	3.1	Indigenous justice systems including traditional systems of dispute resolution
	3.2	needs/programs with respect to corrections
	3.3	Are Indigenous needs being met with programs?
	3.4	Which programs are most effective for Indigenous offenders-how can they be improved?
	3.5	To what extent do the needs of FN, Métis and Inuit offenders differ?
	3.6	How should these needs be addressed by programs, operations, etc.?
	3.7	How effective are the current assessment instruments for Indigenous offenders?
	3.8	What processes can be put in place to make healing lodges more effective?
	3.9	What needs to be put in place to make the interface between institution and community more effective? Are certain types of healing lodges better for certain types of offenders?
	3.1.0	What contributes to successful integration?
	3.1.1	How can Indigenous communities be better prepared to work with Indigenous offenders upon release?
	3.1.2	To what extent does Indigenous culture influence reintegration?
	3.1.3	What influences do Elders have on integration?
	3.1.4	What are the reasons for fewer applications for parole and high failure rates among Indigenous offenders?
	3.1.5	How can we best accommodate Inuit offenders, given their small numbers and varied needs?
	3.1.6	How do we address the extreme over-representation of Indigenous women offenders?
	3.1.7	How do the needs of Indigenous women differ from Indigenous men? How can these needs best be met?
	3.1.8	What is the effect of FAS/FAE on Indigenous offenders?
	3.1.9	What are the health issues facing Indigenous offenders and how we best deal with these issues?

Table 4: Descriptions of SSHRC Sub-theme of Category 3 : "Indigenous Justice Systems & Corrections and Justice

Main Theme		Sub-theme
4		Indigenous Knowledge
	4.1	Oral History
	4.2	Community Histories involving elders, language experts and community members
	4.3	language structure and oral culture
	4.4	Recording and contextual documentation of oral history, travel narratives, songs, dance cosmology, material culture studies (including both knowledge repatriation and educational demonstration projects
	4.5	Indigenous philosophies, ethics cosmologies, ethno-sciences, arts and literature, social thought, etc.

Table 5: Description of SSHRC Sub-themes of Category 4: "Indigenous Knowledge"

Main Theme		Sub-theme
5		Indigenous Knowledge systems as the basis of investigation
	5.1	Political and civil society involvement
	5.2	Adoption and creation of parallel justice, education and legal systems
	5.3	Youth
	5.4	Protecting indigenous heritage
	5.5	Justice
	5.6	TEK (traditional ecological knowledge) with contemporary science and the implementation into Indigenous resource management

Table 6: Description of SSHRC Sub-themes of Category 5: "Indigenous Knowledge Systems as the Basis of Investigation

Main Theme		Sub-theme
6		Indigenous Language/ Language and traditions
	6.1	building comprehensive dictionaries and grammars, research on how to effectively learn and teach Indigenous Languages
	6.2	Identifying the most effective strategies of transmitting the language, documenting languages, preparing materials that will ensure inter-generational learning and survival.
	6.3	The preservation and development of Indigenous languages
	6.4	To what extent has loss or erosion of Indigenous languages affected Indigenous cultural expression?
	6.5	Smaller dialects of Inuktitut which are threatened by both English and more powerful dialects of Inuktitut language
	6.6	Training of language specialists in Indigenous communities
	6.7	Socio-linguistic research to understand the role of the Indigenous languages and English and French in their communities
	6.8	Documentation of language structures (all aspects of grammar) and oral culture
	6.9	the development of a strong, practical and theoretical basis for Indigenous language training, and linguistic research and training

Table 7: Description of SSHRC Sub-themes of Category 6: "Indigenous Language" & "Language and Traditions"

Main Theme		Sub-theme
7		Indigenous Methodologies/ methodologies and ethics
	7.1	methodologies developed from Indigenous languages
	7.2	development of indigenous research methodologies by indigenous scholars and researchers
	7.3	How might "experience" as a category of knowledge inform the development of new methodologies and research categories within the institution?
	7.4	Participatory action research, adequate and appropriate dissemination of research results, training of Inuit researchers
	7.5	Why not more qualitative research?
	7.6	The importance of high quality data that will stand up in court and in claims processes.

Table 8: Description of SSHRC Sub-themes of Category 7: "Indigenous Methodologies" and "Methodologies and Ethics"

Main Theme		Sub-theme
8		Indigenous/Non-Indigenous relations
	8.1	Why negotiations with government, industry and other groups are so often adversarial?
	8.2	Why research is not a key factor for successful negotiations and litigation?
	8.3	Studies of Indigenous/non-Indigenous relationships from various perspectives e.g. representations of Indigenous peoples in high school history and social studies textbooks, and understandings of Indigenous identity and "Indigenousity"
	8.4	The Future of first nations in Canada?
	8.5	In what ways does racism continue to impede the participation of Indigenous peoples in Canadian Society?

Table 9: Description of SSHRC Sub-themes of Category 8: "Indigenous & Non-Indigenous Relations"

Main Theme		Sub-theme
9		Indigenous research infrastructure
	9.1	Indigenous research chairs
	9.2	Build strong relationships with SSHRC (Various)

Table 10: Description of SSHRC Sub-themes of Category 9: "Indigenous research Infrastructure

Main Theme		Sub-theme
10		Indigenous rights
	10.1	Recognition and acknowledgement of constitutional and Indigenous rights; educating government institutions, organizations and the general population about constitutional Indigenous rights…
	10.2	Research on the impact of implementation of Indigenous Peoples' inherent rights and relationship of cultural continuity to self-government and combined impact on Indigenous health.

Table 11: Description of SSHRC Sub-themes of Category 10: "Indigenous Rights"

Main Theme		Sub-theme
11		Archeology
	11.1	Archaeological research in the North, particularly in Dene areas

Table 12: Description of SSHRC Sub-themes of Category 11: "Archeology"

Main Theme		Sub-theme
12		Economies and labor force
	12.1	How can economic self-sufficiency on reserves be increased?
	12.2	How can economic self-sufficiency be promoted?
	12.3	Understanding and reconciliation of the "adjacency" issue within/between FA communities as well btw FA and non FA communities respecting access to, use and sharing of natural resources
	12.4	Barriers to education, job market and management/administration that (particularly women) Indigenous individuals encounter, solutions
	12.5	Tokenism and low requirements for positions/jobs requiring Indigenous people- impacting growth and development of potential leaders
	12.6	Tools for entrepreneurial success
	12.7	Wealth generation and the traditional economy in Nunavut
	12.8	What are the barriers to employment and employability, including structural barriers such as discrimination, racism, colonization, etc.?

Table 13: Description of SSHRC Sub-themes of Category 12: "Economies and Labour Force"

Main Theme		Sub-theme
13		Education and Capacity building
	13.1	higher representation of social vs academic grade 12 in Indigenous communities
	13.2	How might new research on Indigenous themes enable future educational opportunities for Indigenous peoples as an important objective?
	13.3	role of research in recruiting and upgrading programs for Indigenous students, engaging Indigenous undergrad and graduate students in these processes
	13.4	Native literacy
	13.5	Working with teachers to understand what is needed from a cultural literacy perspective- what do they need to know to enter or return to communities
	13.7	Creative approaches that combine education, traditional knowledge and employment skills, e.g. GIS project with youth in the NWT to map traditional territories, record oral traditions and history while teaching computer skills

Table 14: Description of SSHRC Sub-themes of Category 13: "Education and Capacity Building"

Main Theme		Sub-theme
14		Ethics
	14.1	A critical examination of ethics for different forms of professional practice with FN communities

Table 15: Description of SSHRC Sub-themes of Category 14: "Ethics"

Main Theme		Subtheme
15		Governance and Sovereignty/Governance and Community Capacity
	15.1	How do Indigenous community capacity needs differ by sector, region, setting, etc.?
	15.2	Indigenous governance models, including the role of indigenous knowledge in the development of Indigenous governance models
	15.3	The potential contribution of Indigenous knowledge to various facets of policy analysis and development
	15.4	The nature of the relationship btw self-government implementation and economic and social outcomes
	15.5	Do current federal capacity development initiatives adequately reflect the current state of Indigenous community capacity?
	15.6	Is there a salient public policy argument in favor of accelerating the implementation of Indigenous self-government?
	15.7	How do Indigenous peoples see it?
	15.1.0	Processes of change: There are lots of ideas out there about what changes should be made, but little work on the most effective ways to get there.

Table 16: Description of SSHRC Subthemes of Category 15: "Governance and Sovereignty" and "Governance and Community Capacity

Main Theme		Sub-theme
16		Health and Social dimensions/ Issues
	16.1	How can health be improved, using a population health frameworks that gets beyond the current colonizing approaches?
	16.2	Issues pertaining to disabilities and families of children with disabilities, including FAS and FAE
	16.3	Suicide (epidemic in some communities)
	16.4	Base-line data on Indigenous peoples health
	16.5	Mental health issues, using the conceptual framework of post-traumatic stress disorder, rather than frameworks that focus on individual psychological weakness
	16.6	Health and housing, studied in multidisciplinary teams
	16.7	Clarify SSHRC's funding role in health and social justice research.

Table 17: Description of SSHRC Sub-themes of Category 16: "Health and Social Dimensions" and "Health Issues"

Main Theme		Sub-theme
17	Heritage and Culture	
	17.1	What opportunities and challenges are emerging in Indigenous cultural communities as a result of new communication technologies?
	17.2	How are Eurocentric notions of intellectual property a threat to the sustainability of Indigenous cultural expression and Traditional knowledge? Do alternative concepts of intellectual property exist and can they be applied?

Table 18: Description of SSHRC Sub-themes of Category 17: "Heritage and Culture"

Main Theme		Sub-theme
18	History	
	18.1	History of indigenous politics
	18.2	What historical/political/sociological role have FN people played in the development of this country?
	18.3	Development of curriculum and curriculum materials that communicate history inclusive of Indigenous peoples and that re-interprets historical events inclusive of an Indigenous perspective
	18.4	Research into the impact of colonization on Indigenous Peoples' cultures and histories and relationship therein to contemporary socio-political economic conditions of today
	18.5	Indigenous history from and indigenous perspective
	18.6	Research into the relationship btw the public administration in Canada (the history thereof) and the impacts upon and implications for Indigenous people
	18.7	Cultural heritage and education

Table 19: Description of SSHRC Sub-themes of Category 18: "History"

Main Theme	Sub-theme
19 Identities	
19.1	Who is **Métis**?
19.2	What future is envisioned by research on Indigenous themes, and how might this research provide a better understanding of the relationship between the individual and society, Aboriginal/indigenous rights versus community rights, the formation of constitution of Indigenous subjectivities in relation to nation-state ideologies of difference?
19.3	How can cultural identity and integrity best be preserved? How is this done while at the same time, maintaining (of necessity) social discourse with the colonizing culture?
19.4	What changes (if any) in identities of Indigenous people have occurred as a result of the greater numbers of Indigenous people living and working in Urban areas?
19.5	In what ways are the identities of urban Indigenous youth changing?
19.6	What is the process by which Indigenous individuals form and maintain their identity?
19.7	Are there gender differences in the identities of Indigenous people?
19.8	What are the similarities between Indigenous and Non-Indigenous identities and concepts of Citizenship? How can these be used to nurture the relationship between these communities?
19.9	How is the identity of **Métis** and the concept of **Métis**sage being constructed and understood, given the changing demographics and political organization within **Métis** communities?
19.1.1	How can policies, programs and services be developed (or modified) in order to respond to the needs of diversified urban Indigenous populations-both women and men? How can this process move forward particularly in western Canada cities, where Indigenous peoples are in increasing youthful presence?
19.1.2	What significant socio-economic and cultural differences exist between the populations who reports on Indigenous origins, those who self-identify as Indigenous and those who report both origins and identity? What are the implications of these differences of the development of policies, program and services for these distinct populations?
19.1.3	What are the factors which promote or stem the sense of community and nation belonging among Indigenous people
19.1.4	What approaches can be used to identify and sustain Indigenous heritage, both tangible and intangible? In what contexts do Non-Indigenous interests remain commemoration and promotion of values?

Table 20: Description of SSHRC Sub-themes of Category 19: "Identities"

Main Theme		Sub-theme
20		Indigenous humanities and fine arts/ Fine arts and Culture
	20.1	The development of literary studies by supporting archival research that seeks to disseminate texts by Indigenous authors, especially texts written during the 18/19th centuries in the form of diaries, letters, speeches and autobiographies
	20.2	The development of the literary/critical field of Indigenous writing
	20.3	Representation of FN peoples in Canadian television, film and radio by the dominant culture
	20.4	Importance in relation to cultural revitalization
	20.5	Research is needed that explores the intersection of the arts, identity, creativity and healing.
	20.6	How can the gap between Indigenous artists and mainstream audiences be addressed? In particular, northern artists and southern audiences. Comparison of Indigenous and visible minority artists
	20.7	To what extent is cultural appropriation a problem for Indigenous people?
	20.8	What contemporary forms of cultural express are Indigenous people using to express themselves? Are there access barriers to these forms of expression? If so, what are they? What is the nature and extent of Indigenous participation and representation in cultural Industries?

Table 21: Description of SSHRC Sub-themes of Category 20: "Indigenous Humanities and Fine Arts" and "Fine Arts and Culture"

Main Theme		Sub-theme
21		International level research and analysis
	21.1	Transcultural identities and inter-cultural relations among Indigenous peoples, e.g. dialogues among Indigenous peoples and Indigenous Peoples around the globe
	21.2	International human rights instruments, conventions, and action plans
	21.3	Bio-piracy and intellectual property rights
	21.4	Traditional ecological knowledge (TEK) and how it relates to issues such as biodiversity and climate change
	21.5	International property rights

Table 22: Description of SSHRC Sub-themes of Category 21: "International Level Research and Analysis"

Main Theme	Sub-theme
22	Lands and Environment/ Lands and Resources
22.1	Research related to resolving land disputes and claims
22.2	Indigenous use, knowledge and relationships with lands traditionally inhabited including travel routes and place names, and the stories, significance and history related to these places.
22.3	Severe and immediate environmental issues within traditional territories, sustaining health environments and communities.
22.4	Resource sharing: What has worked over time?
22.5	Status of reserve lands access rights expropriation
22.6	Understanding traditional ways of land and natural resources stewardship
22.7	Traditional fisheries
22.9	Traditional land use documentation focusing on understanding principles of ethno-geography and defining cultural landscapes in the North

Table 23: Description of SSHRC Sub-themes of Category 22: "Land and Environment" and "Land and Resources"

Main Theme	Sub-theme
23	Socio-Economic Conditions
23.1	How can post colonial patterns and programs improve social and economic conditions of Indigenous peoples?
23.2	Root causes of social problems suffered by Indigenous people

Table 24: Description of SSHRC Sub-themes of Category 23: "Socio-Economic Conditions"

Main Theme	Sub-theme
24	Women and gender issues
24.1	Include gender analysis in research
24.2	Research funding is needed to support issues of importance to Indigenous women; identity, health and healing issues, education, mid-wifery and birthing, nursing, traditional values and forms of child-rearing, resistance and leadership, and the restoration of balance between men and women in our societies
24.3	What are the barriers to Indigenous women participating in and shaping policies and practices in their communities and among their people? How are these being overcome?

Table 25: Description of SSHRC Sub-themes of Category 25: "Women and Gender Issues"

Main Theme		Sub-theme
25	Urban Issues	
	25.1	There is very little contemporary scholarship in this area
	25.2	Indigenous identity in the urban environment and the personal and social implications thereof.
	25.3	Urban identities, political voice and realities of economic integration
	25.4	What is the state of social capital within Indigenous urban communities (e.g. what kinds of social networks, associations, sport teams, etc. exist?
	25.5	What are the levels of trust and cooperative behavior both within urban Indigenous communities and between urban non-Indigenous and Indigenous communities?
	25.6	What are the voting and civic participation rates within urban Indigenous communities?
	25.7	Lack of research on Indigenous peoples in urban areas
	25.8	What roles do legislative status and political jurisdiction play in shaping urban Indigenous health and access to health and social services?
	25.9	Given the increasing urbanization of Indigenous peoples and their diversity, how can the existing health and social services system cope with increasing demand and address adequately differences between and across groups? What would an urban Indigenous health and social services system look like? What are the health and social priorities for urban Indigenous populations? Do these priorities differ between geographical locations, political jurisdictions, legislative status, and tribal origins and between men and women?
	25.1.1	What is the framework of Indigenous self-determination within urban settings? What are the possibilities of urban Indigenous self-determination?
	25.1.2	What are the pathways between individual, community and area level inequalities and health/social conditions? How do individual and community-level characteristics, social and cultural heterogeneities, and structural factors shape the social conditions of urban Indigenous populations?
	25.1.3	Where are the main challenges to accessing the health and social service system within urban areas?
	25.1.4	What about non-reserve, non-status or urban indigenous populations?
	25.1.5	Without specific funding envelopes for urban research, researchers will continue to be reserve-focused...this research would help inform the public about "culture in the city" and so contest notions of "assimilation" that associate "culture loss" and urbanization in the public mind.
	25.1.6	Research which establishes the ongoing relationship between reserve and city populations.

Table 26: Description of SSHRC Sub-themes of Category 25: "Urban Issues"