INDIGENOUS RESEARCH DAY 2022

NOVEMBER 1, 2022
ALUMNI MEMORIAL HALL
MCMASTER UNIVERSITY
A message from Dr. Savage Bear, Director of the McMaster Indigenous Research Institute

tân'si,

Welcome to the first annual Indigenous Research Day at McMaster University, co-hosted by the McMaster Indigenous Research Institute, Indigenous Health Learning Lodge, Indigenous Studies Department, Indigenous Student Services, The FEAST Centre for Indigenous STBBI Research, and University Advancement.

The McMaster Indigenous Research Institute welcomes you to our campus and onto the unceded territories of the Anishnaabe and Haudenosaunee Peoples.

We have an amazing line up of presenters today, folks who are doing compelling, provocative, and important work in the field of Indigenous Studies.

Our format is organized into three sessions and within each of these sessions there are four presentations. Each presentation is 15 minutes. A 10-minute table chat follows for each session where the audience will discuss with others at their table the four presentations and come up with 1-2 questions for the panelists. With the remaining 20 minutes, the panelists will take some of these questions from the audience.

We are also looking forward to our keynote speaker, Dr. Rick Monture. Dr. Monture was the successful 2021 candidate for the ‘Indigenous Scholar in Community Fellowship’, and he’ll be sharing some of that research with us today.

Have a fantastic day, feast on the wonderful meals, enjoy the research being shared with you, and engage in these critical conversations.

ekosì,

Dr. Savage Bear
Land Acknowledgement

I want to honour the original caretakers of these lands and waters. The Mississaugas of the Credit, Six Nations of the Grand River and the Wampum Belt covenants called Dish With One Spoon and Two Row that govern these lands.

While there is one side who has not honoured the Two Row and Dish With One Spoon covenants to date, I want to commend the Six Nations and Mississaugas for doing their best to manifest the values and principles of these wampum covenants. You have stood strong against the British Crown and iterations of the Canadian Government who have sought to systemically disrupt, control, and damage our Indigenous nations and territories. Your actions have demonstrated your ongoing commitment to future generations. You have honoured the relationship with the lands, waters, animals, and plants.


Dr. Savage Bear
MIRI Visioning Survey

Enter your name to win a prize by completing our brief MIRI Visioning Survey. The info gathered helps us understand how our Institute can grow to serve the needs of our communities.

Good luck!

https://tinyurl.com/MIRIvisioning
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<th>Time</th>
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<td>8:15 – 9:15</td>
<td>Registration and Breakfast</td>
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<td>Dr. Daniel Coleman Dr. Ki’en Debicki Dr. Bonnie Freeman</td>
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### AGENDA

#### Break
2:30 – 2:45 Break

#### Session Three
2:45 – 3:00 Dr. Vanessa Watts  
Dr. Amber Dean  
“The Challenge of Reconciliation: What we can learn from the stories of the Hamilton Mountain Sanatorium and the Mohawk Institute Residential School.”

3:00 – 3:15 Dr. Robert Alexander Innes  
“Indigenous Genocide in Saskatchewan.”

3:15 – 3:30 Hannah Butterworth  
“Understanding Knowledge Synthesis and Knowledge Translation.”

3:30 – 3:45 Dr. Andrew Roddick  
“Collaborative Archaeologies, Decolonized Foodways.”

3:45 – 4:15 Table Chat and Q&A

#### Closing
4:15 – 4:25 Closing Remarks and Prize Draw – Dr. Savage Bear

4:25 – 4:30 Traditional Closing – Elder Myeengun Henry
**Session One – Presentation One:**

**Dr. Daniel Coleman**, Professor, English & Cultural Studies, Humanities

**Dr. Ki’en Debicki**, Assistant Professor, English & Cultural Studies, Humanities and Indigenous Studies Department, Social Sciences

**Dr. Bonnie Freeman**, Associate Professor, School of Social Work, and Indigenous Studies Department, Social Sciences

**Deyohaha:ge: Sharing the River, on the history and continued relevance of the Covenant Chain-Two Row Wampum tradition.**

Ki’en Debicki, Bonnie Freeman, and Daniel Coleman are completing the editing of a volume of essays by writers from the Grand River territory and region entitled Deyohaha:ge: Sharing the River, on the history and continued relevance of the Covenant Chain-Two Row Wampum tradition.

In this presentation, they will talk about the formation of Deyohaha:ge: Indigenous Knowledge Centre at Six Nations Polytechnic and the Two Row Research Partnership where they formed the relationships that have grown into this collective book project. They will discuss the chapters that composed the book (from ones that review the history and legal implications of the Covenant Chain/Two Row Wampum to ones that discuss its current relevance for education, environmental concerns, and decolonial work in the academy, to ones that describe the impact of practical community- and relationship-building experiences and events).
Dr. Ki’en Debicki (they/them)

Ki’en is an Indigiqueer, enby prof who lives, works, and plays in Anonwarone’tsherakayon:ne (Hamilton) with their kid, their mini schnauz, and their ADHD. Their research interests include trees, stories, wampum, queer Indigenous literatures, disability justice, critical race studies, revolution, and all things Haudenosaunee.

Dr. Bonnie Freeman

Bonnie Freeman is Algonquin/Mohawk from the Six Nations of the Grand River Territory. Her work and research is rooted in connections with Six Nations, the Hamilton Aboriginal Community and other Indigenous communities throughout Canada and the United States. Her research interests are extensive. Her PhD dissertation research examined the journey of Six Nations Haudenosaunee youth, as they traveled on foot through their ancestral lands promoting the message of peace and unity and understanding the transformation of identity and well-being from the connection to land and culture, and self-determination.

Her research is rooted with Indigenous communities that focus on cultural interventions in social work practice, community healing approaches, anti-oppressive practices and decolonization, and indigenous-non-indigenous relations and alliances.

Dr. Daniel Coleman

Daniel Coleman has long been fascinated by the poetic power of stories to generate a sense of place and community, critical social engagement and mindfulness, and especially wonder. Although he has committed considerable effort to learning in and from the natural world, he is still a bookish person who loves the learning that is comes through writing. He has published books on stories of migration, the making of Canadian whiteness, reading as a counter-cultural activity, and on urban nature in Hamilton. He’s grateful for the particular ferment of Indigenous, ecological, decolonial, and post-industrial thinking and writing being done in the Hamilton region these days.
Session One – Presentation Two:

Dr. Chelsea Gabel, Canada Research Chair, Indigenous Well-Being, Community-Engagement & Innovation, Associate Professor, Department of Health, Aging and Society, Indigenous Studies Department

Alexandra Nychuk, PhD. Student, Health, Aging, and Society

We Know Who We Are: Intergenerational Understandings of Métis Identity and Well-being Using Digital Storytelling

The recent increase in Indigenous initiatives has perpetuated the prevalence of race-shifting forcing critical conversations regarding the definition of Indigeneity. The Métis, as a people have borne the brunt of these attacks arguably due to their longstanding misrecognition as a ‘hybrid’ or ‘mixed’ people. It is this misrecognition that have made the Métis specifically vulnerable to co-option. Posing a risk of erasure of the Métis’ distinct experiences through the loss of identity, culture, and language, producing negative consequences on Métis health and well-being. Despite this, Métis identity, culture, and understandings of relationality continue to persist through their presence and stories.

Through the SSHRC funded research project ‘We Know Who We Are: Intergenerational Understandings of Métis identity and Well-being Using Digital Storytelling’ six digital storytelling workshops were held in the fall of 2021 to bring three generations of Métis people (youth, adults, and elders) together to promote belonging, well-being, and cultural continuity. Through these workshops, participants whose familial ties reside in the Métis homeland fostered relationships through storytelling that helped to express their personal experiences while gaining new opportunities for continued learning which strengthened their connections to culture.
This presentation highlights the themes revealed through the participant’s digital stories of connection to the Métis homeland, family, and community as integral aspects of Métis identity.

Dr. Chelsea Gabel

Dr. Gabel is Red River Métis from Rivers, Manitoba. As a Tier 2 Canada Research Chair in Indigenous Well-Being, Community-Engagement and Innovation, Dr. Gabel is leading a SSHRC funded digital storytelling intervention that pairs Métis elders, adults and youth together to document their connections to their identity and its impact on health and well-being. Dr. Gabel completed a first of its kind report that examines Indigenous healthcare in rural Manitoba. She also founded the First Nations Digital Democracy Project – the only project in the world to examine Indigenous experiences with technology and online voting. She led a report that is changing Indian Act legislation to allow for alternative voting methods. Dr. Gabel a research affiliate with the Rupertsland Centre for Métis Research housed in the Faculty of Native Studies at the University of Alberta.

Most recently, Dr. Gabel was commissioned by the Chief Science Advisor of Canada (CSA) multidisciplinary science expert panel to advise the CSA on the latest scientific developments relevant to COVID-19, specifically the use of digital vaccine passports in Canada. This invitation resulted in a major report providing current, cross-disciplinary and independent advice to the Prime Minister. For the last five years, Dr. Gabel has been an active member of the Canadian Institutes for Health Research (CIHR) Standing Committee on Ethics (SCE), a committee that provides Governing Council high-level strategic advice on the ethical, legal and socio-cultural dimensions of CIHR’s mandate. She was recently appointed as the Vice-Chair of the SCE for a three-year term.
Alexandra Nychuk

Alexandra Nychuk is a Michif PhD student and citizen of the Manitoba Métis Federation, with family ties to the Fort Ellice area, her family names are Fleury, Peppin, Tanner, and Fiddler. Alexandra was born and raised in Treaty One Territory and is a member of the Bison Local. Alexandra completed an Undergraduate degree in Athletic Training from Minot State University in 2015. She is a recent graduate from the University of Winnipeg’s Master’s in Development Practice-Indigenous Development program. Alexandra is currently pursuing a PhD in Health, Aging, and Society at McMaster University under the supervision of Dr. Chelsea Gabel. Alexandra intends for her perspective research to focus on connection between Métis identity and Inflammatory Bowel Disease using an Arts based Body Mapping Method.

Session One – Presentation Three:


**On Bread, Cheese, and "Loyalty": The Politiccs of Allegiance, Memory and the History of the Six Nations of the Grand River**

Carrie will share her M.A. research which focused on the appropriation of a continued expression of Six Nations sovereignty, and history into one of Loyalty to the British Crown.

The mythology of the Six Nations as Loyalists is one that persists in Canadian
history and cultural patrimony, as evidenced by current debates and public conversations surrounding re-enactments of the War of 1812. The mythology of the Six Nations as “Loyalists” is both counter to Haudenosaunee understandings of the alliance made with the British crown, and essential to the settler colonial project of asserting British cultural superiority, and an evolving, eventually Canadian national identity. In looking through annual reports of the local superintendent of the Six Nations, Jasper Tough Gilkison, we see a continual misunderstanding, or, re-dressing of history through the depiction of a public commemorative practice: contemporarily known as “Bread and Cheese day”. Gilkison offers annual reports of this event as evidence not of a continued relationship between sovereigns, but as Loyalty to the British crown and British cultural values; and further, as fodder for his own career advancement.

Carrie McMullin

Carrie McMullin is an urban Indigenous woman, born and raised in Hamilton, Ontario. Carrie’s maternal family is Mohawk from Six Nations of the Grand River. Carrie has studied and worked at McMaster University for ten years, in the departments of English and Cultural Studies, History, and Indigenous Studies. Carrie’s research interests are in local and Indigenous histories; nationalisms; and education.
Session One – Presentation Four:

Dr. Gita Ljubicic, Associate Professor, School of Earth, Environment and Society

Community-engaged Research for Northern Sustainability

Research in the Canadian North has a conflicted history; it has been used as a tool of both exploitation and empowerment. Despite this, undertaking research is recognized as an important means of addressing the unprecedented rate of ecological and social change experienced in the North. The StraightUpNorth (SUN) research team at McMaster is an interdisciplinary research group working to address northern community priorities, dedicated to learning from Indigenous knowledge and supporting Indigenous self-determination in research. Our cross-cultural research team is guided by northern community partners and protocols throughout all stages of a project.

Our research aims to enhance societal and ecological well-being in ways that advance our understandings of human-environment interactions, benefit community partners, and contribute to policy and decision-making. We explore how community-engaged research can contribute to northern sustainability in the broadest sense of cultural vitality, ecological health, and self-sufficiency. We have a diverse range of projects that address one or more of the following objectives:

i. Connecting community-based monitoring and land-based learning in support of climate resilience;

ii. Enhancing equity in environmental governance; and,

This presentation will include a brief overview of several current projects to highlight the work of Nunavut researchers, McMaster students, and Indigenous partners.

Dr. Gita Ljubicic

Gita Ljubicic is an Associate Professor in the School of Earth, Environment and Society at McMaster University in Hamilton, Ontario, and is a Canada Research Chair in Community-Engaged Research for Northern Sustainability. She works at the intersection of cultural and environmental geography, driven by a deep commitment to respecting and learning from Indigenous knowledge alongside science in order to address complex socio-ecological issues. Since 2001, she has worked with Inuit community members and organizations across Inuit Nunangat (Inuit homelands) in Canada on projects that aim to address community-identified priorities. Her research team (straightupnorth.ca) involves northern and southern researchers working together with a shared goal for research to benefit community partners, contribute to decision-making, improve research practice, and support Inuit self-determination in research.
Session Two – Presentation One:

**Dr. Bernice Downey**, Associate Dean, Associate Professor, Indigenous Health, Faculty of Health Sciences, and Indigenous Health Learning Lodge

**Dr. Lori Davis Hill**, Assistant Clinical Professor (Adjunct), Rehabilitation Science, Faculty of Health Sciences, and Acting Executive Director, Indigenous Health Learning Lodge

**Dr. Jennifer Walker**, Associate Professor, Department of Health Research Methods, Evidence & Impact, Faculty of Health Sciences

**Indigenous Health Research and the Academy: The Need for Indigenization and Reform**

Dr. Bernice Downey and Dr. Jennifer Walker are both key figures at the Indigenous Health Learning Lodge (IHLL) housed in the Faculty of Health Sciences. As Indigenous academics and researchers, they bring a plethora of knowledge about Indigenous health research and Indigenous research practices. Together they will be introducing the role the Indigenous Health Learning Lodge plays in advancing and supporting Indigenous health research at McMaster. They will highlight Indigenous-led health research approaches, the structural and institutional barriers many Indigenous researchers face throughout their research projects, and ways these barriers could be addressed to ethically support Indigenous health research at McMaster. Acting Executive Director of the IHLL, Lori Davis Hill, will share her perspective from community experience and as a graduate student, new to the academic world of research.
Dr. Bernice Downey

Dr. Downey is a woman of Ojibwe and Celtic heritage, a mother and a grandmother. She is a medical anthropologist and her current research interests include Indigenous Women’s Heart Health, health literacy and Indigenous Traditional knowledge and health/research system reform for Indigenous populations. She is a Heart & Stroke Foundation- CIHR (Early Career) Chair in Indigenous women’s heart and brain health. She is also the inaugural Associate Dean, Indigenous Health for the Faculty of Health Sciences and a former A/Director of the McMaster Indigenous Research Institute.

Dr. Downey has participated on multiple, national and international Indigenous research policy initiatives including:

- Two-term member of the Canadian Institute of Health Research-Institute of Aboriginal Health, Institute Advisory Board.
- Planner and participant to the International Network of Indigenous Health Knowledge Development (INIHKD).
- Chief Executive Officer of the National Aboriginal Health Organization whose mandate included a strong research-knowledge translation focus.

As part of her post-doctoral fellowship role with the Department of Graduate Studies at McMaster, Dr. Downey led the development of the innovative Indigenous Undergraduate Summer Research Scholars Program (IUSRS) and the McMaster Indigenous Research Institute (MIRI).

Dr. Lori Davis Hill

Lori Davis Hill is Oneida, Wolf Clan and member of the Six Nations of the Grand River Territory. She is currently serving as the Interim Executive Director of the Indigenous Health Learning Lodge housed in McMaster's Faculty of Health Science. Mrs. Davis Hill has been employed with the Six Nations Health Services for the past 21 years where she is now the Director. Over that time, she has
been responsible for clinical Speech-Language Pathology Services as well as Manager several allied health teams. As part of her current role, Lori is active on several internal committees at Six Nations, and external at the Regional, Provincial and Federal Levels. She currently sits on the Board of Governors for the West Haldimand General Hospital. She has led the pandemic response as Incident Command for Six Nations of the Grand River since early 2020.

Dr. Jennifer Walker

Dr. Jennifer Walker is a Haudenosaunee member of the Six Nations of the Grand River and a health services researcher. She holds a Ph.D. in Community Health Services (Epidemiology) from the University of Calgary. She is an Associate Professor at McMaster University in the Department of Health Research Methods, Evidence, & Impact. Her collaborative research program is transforming the capacity of Indigenous communities and health services organizations in Ontario and across Canada to address complex health challenges through culturally grounded evidence. Her program uniquely addresses two key areas of research priority: 1) aging and dementia in Indigenous populations, and 2) Indigenous data sovereignty.

Dr. Walker’s work focuses largely on Indigenous community-engaged health research using large health services databases through her work as a Core Scientist and Indigenous Health Lead at ICES in Ontario and through the Health Data Research Network Canada. Dr. Walker also has an active research community-engaged research program in aging and dementia. She is the co-lead of the Canadian Consortium on Neurodegeneration and Aging’s (CCNA) Team 18 – Issues in Dementia Care for Indigenous Populations and the lead for the Indigenous Cognitive Health Program. She has also led the validation of the Canadian Indigenous Cognitive Assessment tool and the implementation of the tool in Anishinabek communities of Northern Ontario.
Session Two – Presentation Two:

Laurie Sherry-Kirk, Ph.D. Candidate/Indigenous Pre-Doctoral Fellow, School of Social Work, McMaster University

Indigenous Dispute Resolution & the Ethical Space of Engagement

An ethical space of engagement argues Cree ethicist and researcher Willie Ermine (2007) occurs when Indigenous and western worldviews deliberately set out with a commitment to engage and uphold respectful relations that are rooted in mutual respect and equality. Within the context of Indigenous child welfare, this presentation methodologically outlines how I took a critical Indigenist and ceremonial approach to the exploration and analysis of people’s experiences and sense making while entering an Indigenous defined ethical space of engagement and the limitations that western child welfare policies bring to bear on people’s efforts within the Indigenous child welfare dispute resolution circle to transform the child welfare system in meaningful partnership with First Nation, Inuit, and Metis people.

Laurie Sherry-Kirk

Laurie is a member of Six Nations Grand River Territory. She holds a Chartered Mediator’s designation with the ADR Institute of Canada, and a PhD candidate in the School of Social work at McMaster University. As a national scholar she has won multiple awards including a Joseph-Armand Bombardier for her master’s research as well as a fellowship with the Canadian Social Science and Humanities Research Counsel for her doctoral study that explores the ways in which Indigenous and non-Indigenous people enter an ethical space of engagement while participating in an Indigenous trauma informed dispute resolution circle. Her research interests include, understanding how racism and inequity are re-enforced through the enactment policy, Truth and reconciliation and treaty relationships, and the reconciliatory role that Indigenous trauma informed mediation practices bring to bear in the reestablishment of trusting relations between Indigenous peoples and the rest of Canada.
Session Two – Presentation Three:

**Dr. Karen Hill**, Assistant Professor, Department of Family Medicine/Faculty Advisor, Indigenous Health Learning Lodge

**Juddah's Place: An Indigenous Evaluation. Western and traditional ways of health and healing.**

Using the Waaweyeyaa research tools we completed the "Juddah's Place: an Indigenous Evaluation". Juddah's Place was a Collaborative Primary Care Practice that included Indigenous practitioners and staff trained in both western and traditional ways of health and healing. Focus groups and individual interviews were carried out with staff, practitioners, and patients with a goal to define the model of care and to assess patient perceptions of health.

**Dr. Karen Hill**

Karenna’onwe (Gaw-law-naw-oo-way)—Dr. Karen Hill is a Mohawk physician from Six Nations of the Grand River Territory. She is a mother, grandmother, auntie and great-grandmother. She completed medical school in 2003 and Family Medicine Residency in 2005 – both at McMaster University. Her passion is to see Traditional Indigenous Knowledge return to the centre of life and primary healthcare for Indigenous people across Canada.

In 2012 Karen opened Juddah’s Place - a collaborative primary care practice in partnership with Traditional Medicine Practitioner Elva Jamieson. In 2015 she became the first recipient of the Thomas Dignan award for Indigenous Health conferred by the Royal College of Physicians and Surgeons and later that year, The College of Family Physicians Excellence Award for her work in Indigenous collaborative primary care. Also, in 2016 she was honoured by McMaster University with a Community Impact Award.

Karen continues to practice consultative medicine at Six Nations, has co-created the Indigenous Health Service at the Brantford General Hospital, and has accepted a position with the Mohawk community of Akwesasne to help develop
collaborative primary care. She has completed 4 years apprenticeship in Traditional Indigenous Medicine and continues this learning along with Mohawk language classes as lifelong commitments.

Session Two – Presentation Four:

Dr. Patricia Farrugia, Chair of Indigenous Health, Michael G. DeGroote School of Medicine

Decolonizing Indigenous Health Electives - Indigenous Health Curriculum Committee (IHCC), Undergraduate Medical Education Program

Discrimination is woven through the lives of Indigenous people - and the healthcare system is no different. The well-publicized stories of Joyce Echaquan and Brian Sinclair are not exceptional and serve to demonstrate the continued impact of colonialism on the well-being and healthcare of Indigenous people in Canada. Effective healthcare is a human right currently denied to Indigenous people like Joyce Echaquan and Brian Sinclair, and healthcare training programs have a significant responsibility in selecting and training professionals who will, at the very least, not perpetuate the cycle of violence perpetrated against indigenous people and, at best, fight to build a more socially just system.

Addressing the stereotypes and misconceptions associated with Indigenous people of Canada through education of healthcare professionals is an integral part of reconciliation.

Caring for Indigenous people in Canada is a shared responsibility of all physicians. Education and exposure to the inherent relationship between colonialism and Indigenous Health inequities is a pedagogical obligation in medical education. To address these issues, future physicians require opportunities to recognize and address their own unconscious
Clinical experiences for undergraduate medical students in local Indigenous communities promotes learner insight into cultural uneasiness while aspiring to more culturally competent care. A unique clinical elective learning opportunity was proposed by the Indigenous Health Curriculum Committee (IHCC), Undergraduate Medical Education Program, McMaster University.

Several experienced Indigenous health care practitioner members of the IHCC felt that the current designs of Indigenous Health electives perpetuate a colonial mindset and there is an acute need to decolonize Indigenous health electives. Experienced indigenous healthcare educators have noted that these electives often have a colonial tone, reinforcing knowledge hierarchies between indigenous and non-indigenous learners (or practitioners). As a result, we recognize an urgent need to engage with communities to develop a new elective experience that will serve to address colonial hierarchies rather than reinforcing them. To address the concerns of colonialistic teachings and challenges with current electives for Indigenous Health, an innovative Indigenous Health elective design was proposed by members of the IHCC. This novel design considers that non-indigenous medical students do not have the same learning needs as indigenous students, whose lived experience of racism informs both their knowledge of the struggles indigenous patients face and their engagement in learning environments.

Unlike electives in colonial hospital settings, the Indigenous Health Elective is a clinical opportunity for medical students to engage with Indigenous health care practitioners within a local Indigenous community.

To determine the feasibility of this novel design and to identify best practices decolonization in curricular education, a needs assessment is critical. The purpose of this needs assessment for this innovative elective is to determine the design, supervision format, feasibility, and student evaluation metrics. In addition, we hope to identify current barriers and challenges to the design and delivery of an Indigenous Health Elective.
Dr. Patricia Farrugia is of Anishinabe Ojibwe descent from Saugeen-Ojibway territory. She was raised in a mixed settler and Indigenous way of life. After attending medical school at McMaster University, she went on to complete her Orthopedic Surgery residency, followed by additional fellowship training in the orthopedic subspecialties of Trauma and Foot and Ankle at the University of Toronto. After returning to practice in Hamilton as a Faculty Member in the Department of Surgery, Dr. Farrugia completed her Masters in Health Research Methodology with supervisor Dr. Mohit Bhandari. Currently she is the Chair of Indigenous Health, MD program as well as the Director of the Integration Foundation. Dr. Farrugia practices in the Orthopedic and Spine divisions at the Hamilton General Hospital where promotes a practice focused on cultural humility.
Dr. Rick Monture, Associate Professor, Indigenous Studies Department

Indigenous Scholar in Community, 2021 Recipient

ęsehsgōhawa:neht (“you add branches“): Strengthening Indigenous Research

Dr. Rick Monture

Rick Monture is a member of the Mohawk nation, Turtle clan, from Six Nations of the Grand River Territory. His areas of academic interest include Haudenosaunee history and oral narrative, American and Indigenous literatures, popular music, and the epistemology of Indigenous language and culture.

Dr. Monture’s book, entitled Teionkwakhashion Tsi Niionkwariho:ten (“We Share Our Matters“): Two Centuries of Writing and Resistance at Six Nations of the Grand River (UMP 2014), explores how the Grand River Haudenosaunee have consistently drawn upon their intellectual and cultural traditions in letters, oratory, poetry, fiction, and film as a means to assert and maintain their sovereignty and land rights as promised by The Haldimand Deed of 1784.

Rick has served as the Director of the Indigenous Studies Program from 2014-2017, and as Acting Director of the McMaster Indigenous Research Institute from 2017-2018. He has been involved with several joint research initiatives between McMaster and Six Nations and currently holds a SSHRC award for a community-based project entitled “The Six Nations Struggle for Sovereignty: 1924 and Beyond,” which examines the events leading up to the federal government’s dismantling of the centuries old traditional government that presided at Grand River until October 1924.
Session Three – Presentation One:

**Dr. Amber Dean**, Professor, English & Cultural Studies, Faculty of Humanities

**Dr. Vanessa Watts**, Assistant Professor of Indigenous Studies & Sociology, Faculty of Social Sciences

**The Challenge of Reconciliation: What we can learn from the stories of the Hamilton Mountain Sanatorium and the Mohawk Institute Residential School**

In 2008, former Prime Minister Stephen Harper issued an historic apology to survivors of Canada’s Indian Residential Schools, and over a decade later, in 2019, Prime Minister Justin Trudeau also apologized for the historic mistreatment of Inuit tuberculosis (TB) patients, in particular for their forced relocation to southern sanatoria. Our current project intervenes on narrow understandings of reconciliation by turning to the stories of the Hamilton Mountain Sanatorium and the Mohawk Institute Residential School. What can these stories teach us about possibilities for a more substantive reckoning with the many promises of reconciliation? The project involves a significant amount of archival research and engagement, including the development of a lay summary of existing archival records relating to the Mohawk Institute and the Mountain Sanatorium.

**Dr. Vanessa Watts**

Vanessa Watts is Assistant Professor of Sociology and Indigenous Studies at McMaster University, where she also holds the Paul R. Macpherson Research Chair in Indigenous Studies. Her research examines Indigenist epistemological and ontological interventions on place-based, material knowledge production. Vanessa is particularly interested in Indigenous feminisms, sociology of knowledge, Indigenous governance, and other-than-human relations as forms of Indigenous ways of knowing. Dr. Watts was awarded a SSHRC
Insight Development Grant for her project that interrogates over a century of representations of Indigenous peoples in sociology and political science. It will contribute to new knowledge in the field of Indigenous studies through an inductively generated concept map of Indigenous understandings of social beings. Dr. Watts was nominated for the YWCA Woman of Distinction in Community Leadership and was awarded McMaster’s President’s Award for Outstanding Contributions to Teaching and Learning in 2022.

Dr. Amber Dean

Amber Dean is Professor of English and Cultural Studies at McMaster University. Her research focuses on public mourning, violence, and cultural memory, and contemplates what makes a life widely “grievable” in the context of contemporary, colonial Canada. She is also interested in how creative forms of cultural production (fiction, art, photography, film, performance) disrupt and reframe common-sense understandings of whose lives (and deaths) matter. Dr. Dean is the author of Remembering Vancouver’s Disappeared Women: Settler Colonialism and the Difficulty of Inheritance, and co-editor of Remembering Air India: The Art of Public Mourning, with Chandrima Chakraborty and Angela Failler. With Susanne Luhmann and Jennifer L. Johnson, she also co-edited Feminist Praxis Revisited: Critical Reflections on University-Community Engagement. Dr. Dean was named McMaster’s University Scholar in 2021, an award that supports her community- and student-engaged project on the Hamilton 2SLGBTQ+ archives.
Session Three – Presentation Two:

**Dr. Robert Alexander Innes**, Associate Professor and Chair, Indigenous Studies Department

**Indigenous Genocide in Saskatchewan**

The release of the Truth and Reconciliation Commission final report in 2015 labelled Indian residential schools a cultural genocide while the final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls in 2019 described the government policies that lead to the deaths of thousands of Indigenous Women and Girls as genocide. These findings sparked much debate about Indigenous genocide in Canada.

For many, the definition of genocide is the mass killing of people and since this did not happen in these cases, they were not genocide. The assumption is that there may have been a mass killing of Indigenous people in the United States, but not in Canada and therefore there has never been a genocide committed against Indigenous people by the Canadian government. These conversations are important. However, few have discussed the Canadian government’s starvation policy aimed at subjugating First Nations in what is now the southwestern portion of the Province of Saskatchewan as a genocide.

This presentation will discuss preliminary findings into the deaths that occurred that points to a genocidal policy that killed hundreds, if not thousands, of First Nations and Métis people.

**Dr. Robert Alexander Innes**

Robert Alexander Innes is a member of Cowessess First Nation, located in Treaty 4 territory. He is an associate professor and Chair of the Indigenous Studies Department at McMaster University. He is the author of *Elder Brother and the Law of the People: Contemporary Kinship and Cowessess First Nation* (University of Manitoba Press, 2013) and co-editor of 6 books. His current research and the focus of his talk, explores the implications of the starvation policy the federal
government imposed on Indigenous people in what is now the province of Saskatchewan in the early 1880s.

Session Three – Presentation Three:

**Hannah Butterworth**, Student, Bachelor of Health Sciences, IndigiNerds Scholar (IUSRS) 2022

**Understanding Knowledge Synthesis and Knowledge Translation**

What is knowledge synthesis, and what does that mean in the context of Indigenous health research?

Hannah will be talking about understanding knowledge synthesis and knowledge translation through research completed during her time as an IUSRS scholar (now known as IndigiNerds). Hannah Butterworth’s research involved synthesizing knowledge from podcasts and applying what she learned to a scoping review, that she is still currently working on.

**Hannah Butterworth**

Hannah Butterworth is a student in the third year of the Bachelor of Health Sciences (Honours) program at McMaster University. On her maternal side, her family is Anishaanbe from Whitefish River First Nation. Hannah grew up in Brampton, Ontario. After completing her undergraduate degree, Hannah is hoping to either pursue further education in medicine, or Indigenous health research.
Session Three – Presentation Four:

**Dr. Andrew Roddick**, Associate Professor and Department Chair, Anthropology

Collaborative Archaeologies, Decolonized Foodways

Andrew Roddick, Adrianne Xavier Lickers, Scott Martin, Tanya Hill-Montour

In this paper we discuss a recently initiated collaborative project between Six Nations of the Grand River Archaeology Department (SNGRAD) and academic researchers in Anthropology (Archaeology) and Indigenous Studies at McMaster University. We have assembled a broad, interdisciplinary team to explore ancestral Haudenosaunee foodways. We are specifically using cutting-edge biomolecular techniques to engage Indigenous communities in archaeological investigations while modelling new ways to pursue Indigenous-Settler archaeology collaborations. We are focusing in particular on ceramics from the early 1600s, a time of sociopolitical 'turbulence' in southern Ontario. The project, however, is also engaged with contemporary efforts towards Haudenosaunee food sovereignty, and increased interest in communal identity and heritage projects.

In this talk, we will introduce the efforts of our newly formed Indigenous-Settler Collaborative Archaeology Working Group (ISCAWG), and how the analytical laboratory work is being put in conversation with community concerns.

**Dr. Andrew Roddick**

Dr. Andy Roddick is Associate Professor and Chair of the Anthropology Department at McMaster University. He is also the Director of the Laboratory for Interdisciplinary Research into Archaeological Ceramics (LIRAC). Dr. Roddick has conducted archaeological fieldwork in Canada, Belize and Peru. Since 2000 he
has worked across extensively in the Lake Titicaca basin of Bolivia and Peru, and more recently has been working with Dr. Scott Martin (Sustainable Archaeology) and Dr. Adrianne Xavier (Indigenous Studies Department) on a collaborative project into foodways in Neutralia. He has gained funding from the National Science Foundation, SSHRC, Wenner-Gren, and National Geographic. He has published in a range of journals and has co-edited two books.
Niá:wen and Miigweetch for joining us for the first annual Indigenous Research Day at McMaster University!

MIRI Visioning Survey

The info gathered helps us understand how our Institute can grow to serve the needs of our communities.

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