



WELCOME.

Learn More Series: Conducting Research with Tribal Communities

November 20, 2024


This session is being recorded.
CART/Closed captioning is
available. StreamText link is
available here:



LAND ACKNOWLEDGEMENT

Boston University is located on the traditional and ancestral land of the Massachusetts, Wampanoag, and Pawtucket people. The original inhabitants of this land were forcibly removed through legislation, treaties, and violence. We pay respect to these tribes—past and present—and honor the land itself which remains sacred. We bear in mind the ongoing community struggles for self-determination and of colonial academic practices as we live and learn on these territories.

July 6, 2024




Indigenous Curricular and Cultural Exchange Gaps in Higher Education

Researchers

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Advisors

Parren Fountain
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SUMMARY

This research project examines the gaps in Indigenous curriculum, activities, spaces, and community at Boston University.

Indigenous people protect 80% of global biodiversity despite representing only 6% of the population. Integrating Indigenous knowledge into higher education is crucial for sustainable land management and addressing environmental crises.

BU offers some courses and events related to Native American and Indigenous Studies, but initiatives are fragmented without a comprehensive program. Compared to peer institutions like Harvard, NYU, and Tufts, BU lags in Indigenous curriculum integration, dedicated programs, and student support structures.

Wade Campbell, PhD

Conducting Research with Tribal Communities

A Diné (Navajo) Example

Wade Campbell, PhD
Boston University





- ca. 400K Navajos
 - Roughly ½ live on Navajo
- 27,000 sq miles (?)
- 1950s Navajo Land Claim
(*Indian Claims Commission*)
 - *Aboriginal Use Area* vs. Reservation

Cultural Resources Protection on the Navajo Nation

- **1950s:** Navajo Land Claim
- **1950s-1988:** NPS, BIA, and NNCRMP (1977)
- **1988: Navajo Nation Cultural Resources Protection Act (CMY-19-88)**
 - Established the Historic Preservation Department
 - Emphasis on NHPA-Section 106
 - Established the Navajo Nation Archaeology Department
 - Navajo Nation took over BIA's Archaeological Services by a P.L. 93-638 contract
 - Founded "Training Program" with NAU (Flagstaff) to train *Diné* archaeologists → ¾ current *Diné* archaeology PhDs came through this program
- **1997:** HPD designated a Tribal Historic Preservation Office
- **2016:** HPD and NNAD became the Heritage and Historic Preservation Department (NNHHPD)



Navajo Nation Heritage & Historic
Preservation Department

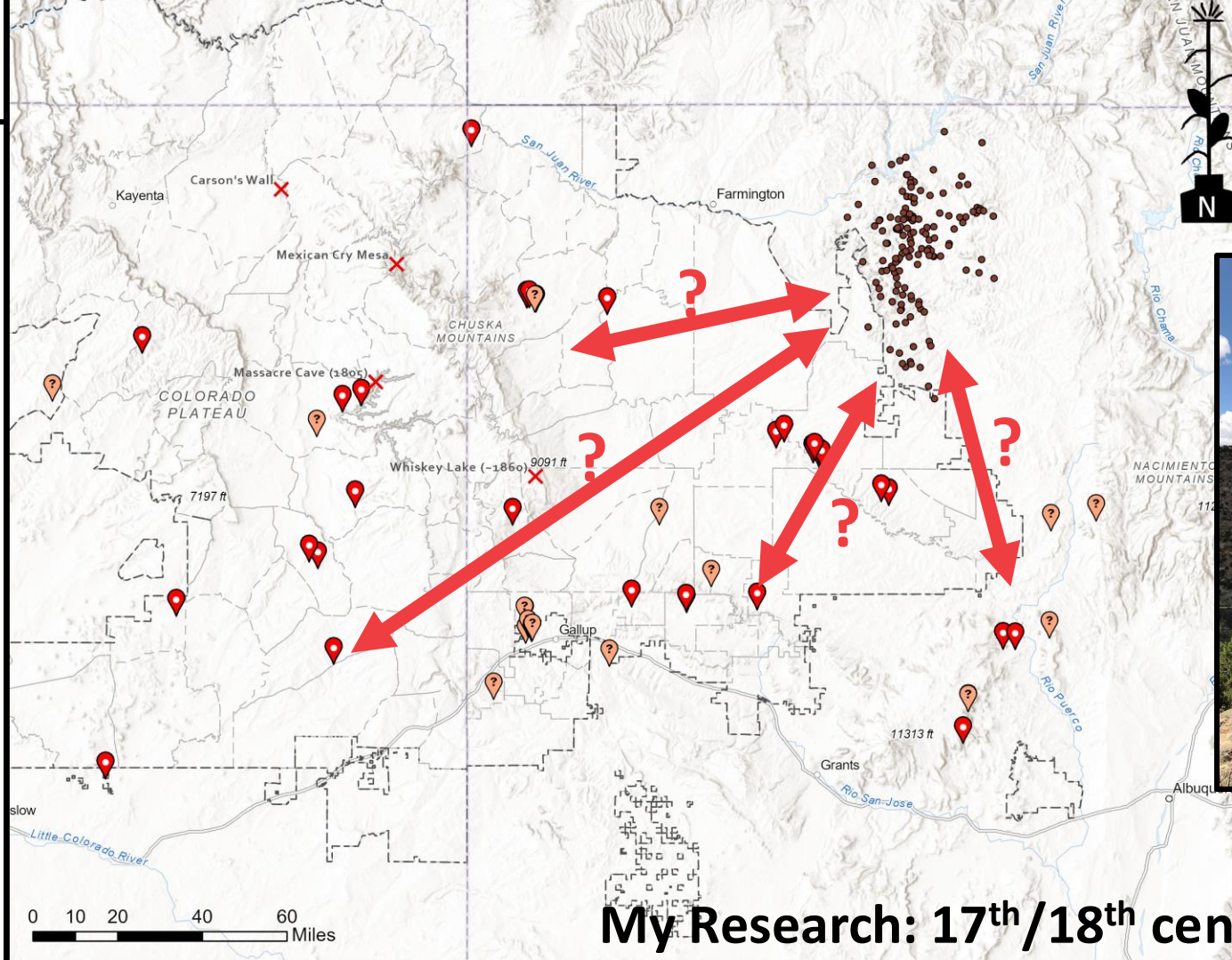
Cultural Resources Protection on the Navajo Nation

Navajo Nation Laws and Policies

- *Navajo Nation Cultural Resources Protection Act (NNCRPA), CMY-19-88, 1988*
- *Policy for the Disposition of Cultural Resources Collections, 2008*
- *Policy for the Protection of Jishchaa': Gravesites, Human Remains, and Funerary Items*

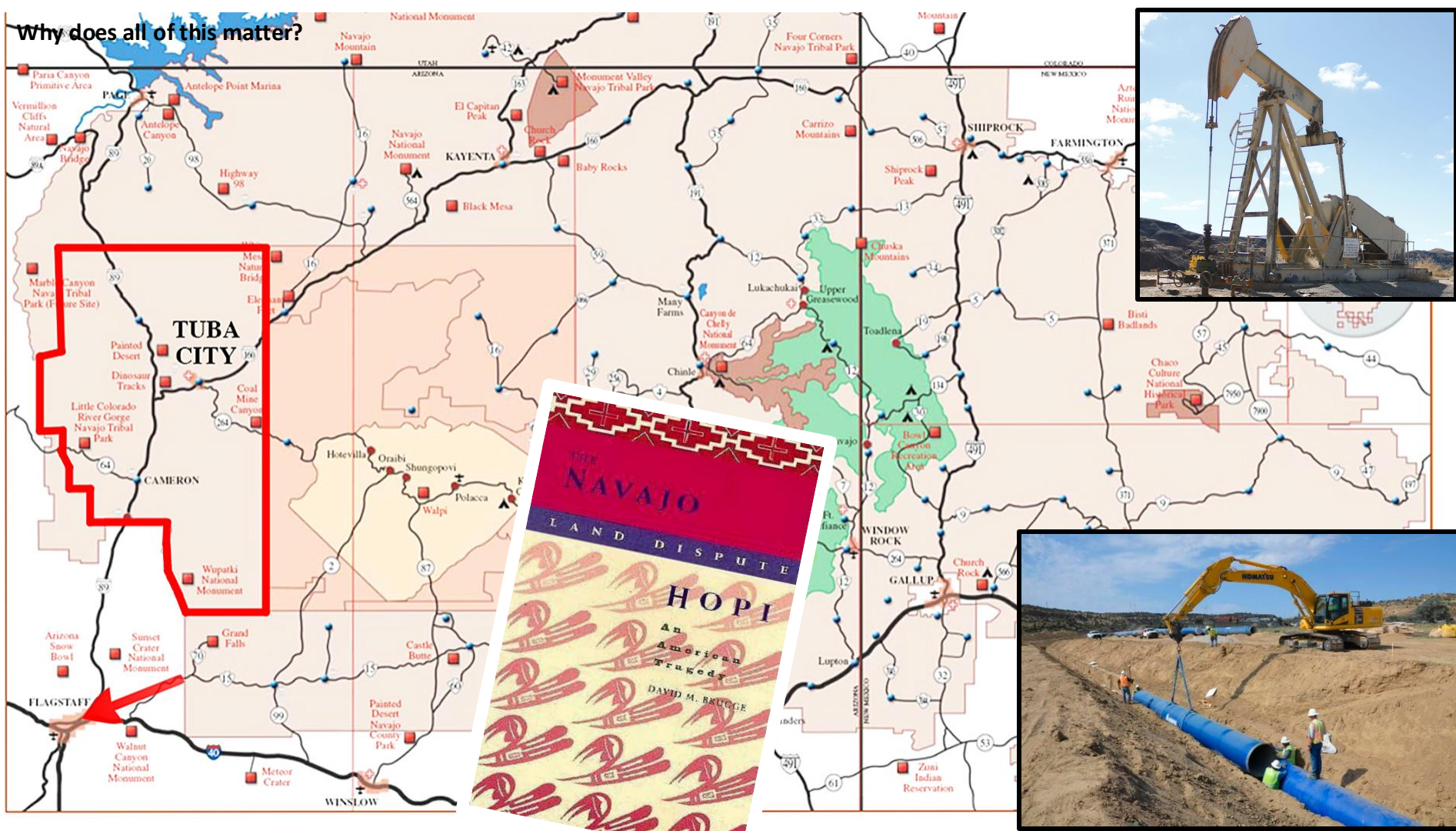
Federal Laws

- *National Historic Preservation Act (NHPA) of 1966*
 - 1992 Amendments
- *Archaeological Resources Protection Act (ARPA) of 1978*
- *Native American Graves Protection & Repatriation Act (NAGPRA) of 1990*



My Research: 17th/18th century Diné history

Why does all of this matter?



Other Navajo Nation Research Entities

Navajo Nation | Navajo Nation Department of Health | Navajo Nation Human Research Review Board













Navajo Nation Human Research Review Board

HOME | ABOUT NNHRRB | RESOURCES | PROTOCOLS | OVERVIEW | CONFERENCES | CONTACT

SAMPLE NNHRRB New Application Checklist.

Community

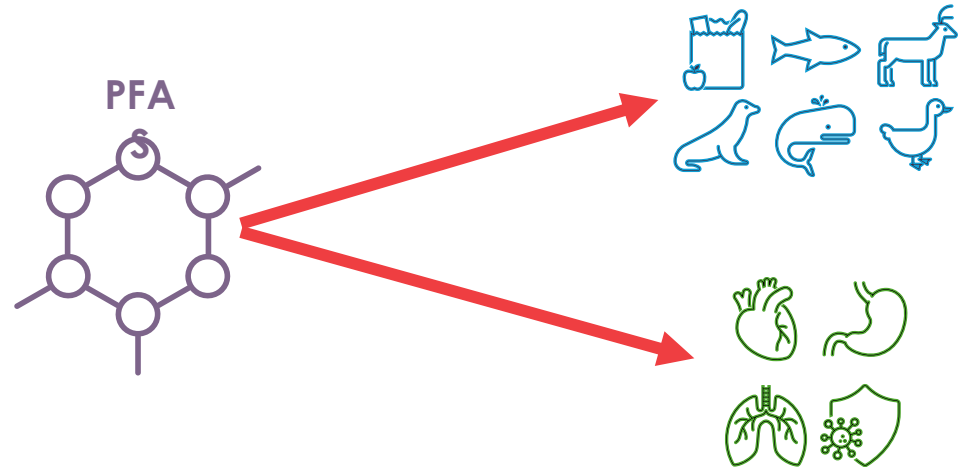
- ☐ Approved IRB Resolution or Approval Letter from University or Funding Institution;
- ☐ Subject Informed Consent Form
- ☐ Navajo Nation Chapter Resolution (targeted in one chapter) or
- ☐ Navajo Nation Agency Council Resolution; (if with involving multi-sites or chapters)
- ☐ Navajo Historic Preservation Department Permit;
- ☐ Signed Part Five Application Certification Page
- ☐ Navajo Nation Certificate of Confidentiality;

 Navajo Division of Natural Resources MORE INFO	 Navajo Nation Department of Agriculture MORE INFO	 General Land Development Department MORE INFO	 Navajo Land Department MORE INFO
 Navajo Fish & Wildlife MORE INFO	 AML/UMTRA Department MORE INFO	 Historic Preservation Department MORE INFO	 Navajo Nation Department of Water Resources MORE INFO
 Navajo Nation Museum MORE INFO	 Navajo Nation Rangers MORE INFO	 Navajo Forestry Department MORE INFO	 Navajo Parks & Recreation MORE INFO



Amira Aker, PhD, MPH

- Environmental epidemiologist
- Community-based participatory research
- I have been working in partnership with Indigenous peoples for ~5 years
- Most of my work is with Inuit populations in Nunavik



Community-Based Participatory Research

- Follows the OCAP® principles of ownership, control, access, and possession
- Local partners involved from the research question formulation
 - Nunavik Regional Board of Health and Social Services
 - Makivik Corporation
 - *Qanuillirpitaa* Steering Committee
 - Data Management Committee
 - Nunavik Nutrition and Health Committee
 - Hunters Association
- Inuit and local partners heavily involved in result interpretation and review all abstracts and manuscripts before submission
- **Constant and regular involvement ensures reciprocity is maintained and impactful research is achieved**

Persistent Organic Pollutants Review Committee (POPRC-17 & POPRC-18) January & September 2022



Lucy Grey,
Makivik
Corporation

NRBHSS observer

Inuit have a right and will always fight to eat their highly nutritious traditional foods free of chemicals transported from far away lands and countries and that could have adverse health effects. Inuit should never be put at risk and every precautionary measure should be taken by the international community to ensure that all humanity and living things live in a toxic free environment.

Aaron HC Black, JD, MLS

Aaron HC Black (ahcb@bu.edu)

Introduction

Who Am I and My Research

- Legal Information Librarian at BU Law School
 - Foreign, Comparative, and International Law; Arbitration; Human Rights; Tribal Law
- Researcher and instructor with a focus in tribal law and Native issues

Personal and Professional Connection

- Inspired by your family history and the legacy of mission/boarding schools.
 - Great-grandmother and grandmother underwent forced assimilation process, resulting in erasure of cultural heritage, stories and language.
- Preserving oral traditions and culture in legal scholarship and other disciplines.
- Advocate for integrating Indigenous knowledge into academic institutions and libraries.



Who I do it for:



Discipline-specific challenges (Law/Librarianship/Research):

- Lack of representation in the legal profession and academia writ-large

Systemic Challenges in Representation: Library of Congress classification places Native American and Indigenous topics under "history" (E51–99), implying that Native cultures and contributions are relics of the past rather than part of the present. This categorization perpetuates the misconception that Native communities are no longer active or relevant in modern contexts.

Cultural Misrepresentation: Classification systems often prioritize Western perspectives, overlooking or misrepresenting Indigenous knowledge systems

- Example: Alaska Native languages are inaccurately categorized, failing to reflect linguistic or cultural realities.

Impact on Accessibility: Researchers may struggle to locate accurate and culturally sensitive materials, leading to further marginalization of Indigenous voices.



Proposed Solutions: Addressing Bias and Advancing Representation

Update Classification Frameworks:

- Revise systems like the Library of Congress to reflect the *living nature* of Native cultures and contributions.
- Collaborate with Indigenous scholars to ensure cultural accuracy and respect.

Collaborate with Tribal Communities:

- Build partnerships to co-create research methods, archival practices, and equitable access policies.
- Formalize agreements like MOUs to protect data ownership and intellectual property rights.

Establish Indigenous Scholarship Librarians (ISLs):

- Create dedicated roles to guide ethical research, cultural sensitivity, and resource development and train ISLs to specialize in regional tribes and Indigenous legal systems.

Support Relational Research Approaches:

- Emphasize trust, mutual respect, and long-term collaboration through all research frameworks.

•Expand Resources and Accessibility:

- Develop research guides on tribal law, oral traditions, and sovereignty frameworks.
- Digitize key materials with community consent and use tools like Creative Commons for ethical sharing.
- Promote equitable funding for tribal libraries and Indigenous repositories.

•Policy and Education Initiatives:

- Advocate for institutional policies that respect sovereignty and address intellectual property concerns.
- Launch educational programs such as tribal law courses and research certificate programs.



Research Process & Approach

Interpersonal Tribal Research:

- Research that is conducted person to person with Native communities.
 - Not legal research (i.e., tribal code, constitutional, or other document-driven research) but rather interviews, recordings, etc.
 - Oral tradition

Getting Started and Framework:

- **Foundational Knowledge:** familiarize yourself with the tribe's history, including the impact of assimilation policies and treatment, customary laws, and their sovereignty framework, to build informed and respectful interactions.
- **Relationality in Research:** relationality emphasizes the importance of fostering trust, mutual respect, and meaningful collaboration with tribal communities throughout the research process. This approach recognizes that research is not just about extracting information but about building long-term, reciprocal relationships that honor the sovereignty, values, and cultural traditions of Indigenous peoples.
- **Implementing the 6 R's:** Research, Rapport, Restraint, Retreat, Review, and Respect.

Resources to Support Your Tribal Research

Access Research Guides (via Law Library Website):

- Revamped guides available *soon* on the law school website, covering:
 - Foundational frameworks like tribal sovereignty and customary laws.
 - Key legal documents, treaties, and case law.
 - Oral history methodologies and recommended databases.

New Initiatives:

- **Tribal Law Class:** Currently developing a new course to deepen understanding of tribal legal systems and Native issues.
- **Tribal Law Research Certificate Program:** Focused training for law students in this specialized field.
- **Collaborative Licensing Tools:**
 - Learn about Creative Commons and other models for ethical use of Indigenous intellectual property.

Schedule a Research Consultation(via Law Library Website):

- Use the online booking system to select a time that fits your schedule.
- Appointments are available for all stages of research, from initial questions to final review.
- Email me directly at ahcb@bu.edu for special requests or research needs.
- Sessions can be held in person or virtually, based on your preference.



Sonya Atalay, PhD



Center for Braiding Indigenous Knowledges and Science (CBIKS)



Community-driven Research



8 Hubs Globally - 57 Indigenous community partners

3 interconnected areas:

climate change

Protection & care of cultural places

food sovereignty



Science of Science: Ethical Research with Indigenous Communities



Transforming How Science is Practiced



Questions?

What's in a Name? Renaming Myles Standish Hall

DEC. 4TH, 5:00 - 7:00 PM

610 Beacon Street or Zoom



Boston University Community & Inclusion:
Diversity & Inclusion



Thank YOU.

Share your thoughts
with us in our brief
feedback form!

