

Indigenous Research within the Discipline of Geography: An evaluation of three decades of
graduate thesis research in Canada

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Abstract

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This study utilizes a mixed methods approach to evaluate graduate thesis research in Geography departments across Canadian universities on topics involving Indigenous issues/peoples. Graduate theses considered in the study include masters and doctoral level theses completed in the Geography programs of 22 Canadian universities between 1989 and 2018. The evaluation is intended as a tool or proxy for tracking changes within the discipline of Geography with respect to the respectful engagement of Indigenous peoples. The focus on graduate thesis research is premised on the idea that graduate student training is reflective of discourses and directions that are current within the overall discipline while also shedding light on the formation of the next generation of scholars. The evaluation involved a scoping method which identified 306 graduate theses (201 Masters theses; 105 doctoral theses) through a keyword search of thesis titles and abstracts in ProQuest and the Theses Canada Portal of the Library and Archives Canada (LAC). Findings revealed an increase over time in research topics that involved/impacted Indigenous peoples. Attention to climate change and food security has increasingly dominated as a research theme over the past decade. Qualitative analysis of the theses was conducted based on an assessment of four indicators: 1) acknowledgement of Indigenous participants and communities; 2) inclusion of traditional Indigenous knowledge; 3) application of participatory methods; and 4) benefits of research to the community. Findings reveal a positive trend for each of the indicators over time. However, much remains to be done to advance decolonization within the discipline.

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List of Abbreviations

CAG	Canadian Association of Geographers
CBPR	Community-based Participatory Research
CBRC	Community-based Research Canada
CBRET	Community-based Research Excellence Tool
FNIGC	First Nations Information Governance Centre
IPortal	Indigenous Studies Portal
IG	Indigenous Geography
IK	Indigenous Knowledge
LAC	Library and Archives Canada
NSC	National Steering Committee
OCAP	Ownership, Control, Access, Possess
RCAP	Royal Commission on Aboriginal Peoples
TCPs	Tri-Council Policy Statement regarding Ethical Conduct for Research Involving Humans
TRC	Truth and Reconciliation Commission
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples

Chapter 1: Introduction

Over the past three decades geographers have grappled with the colonial past and positivist legacy of the discipline. Efforts have been made to adopt research ethics and methodologies that are more self-reflexive, interactive and collaborative, particularly when conducting research involving Indigenous peoples. The international resolution known as the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), along with national frameworks such as the Royal Commission on Aboriginal Peoples (RCAP): Ethical Guidelines for Research (1993); the First Nations Information Governance Centre's First Nations Principles of OCAP (1998); the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 1998, 2010); and the Truth and Reconciliation Commission Calls to Action (TRC 2015) have emphasized the need for greater respect for, and participation of, Indigenous peoples in research.

Numerous scholars have also underscored how research is implicated with colonialism and repression and urgently needs to be decolonized (Smith 1999; Alfred and Cornthassel 2005; Shaw, Herman, and Dobbs 2006; Coombes, Johnson, and Howitt 2014). Indigenous scholars, such as Linda Tuhiwai Smith, a Maori professor in Indigenous Education in New Zealand, Gerald Taiaiake Alfred, a Kahnawake Mohawk political scientist, and author in Canada, and Shawn Wilson, an Opaskwayak Cree professor in Indigenous education, health, and culture, residing and working in Australia, have been instrumental in highlighting the need to shift the focus towards research that applies decolonized methodologies to better address the needs, interests and worldviews of Indigenous peoples.

In recent decades, there have been efforts to bring about changes within the discipline of Geography, specifically within the sub-discipline of Indigenous geography, through support for decolonized approaches to research involving Indigenous peoples (Kovach 2009; Johnson et al . 2007). However, no systematic evaluation process has been developed and applied through which the nature and extent of change or progress can be assessed. It is through such evaluation processes that performance over time can be gauged in order to better understand if and where progress has been made and where it is needed. Using graduate thesis research – including all graduate theses that address Indigenous themes and topics completed in Canadian Geography departments over the past 30 years – offers a proxy or a tool, by which to assess changes and trends within the discipline. I look at research conducted by graduate students in Geography departments across 22 Canadian university institutions on, with, about, and/or for Indigenous peoples. Recognizing that conducting a systematic evaluation of efforts made across the entire discipline of Geography would be beyond the scope of my research, I have chosen to focus on the research conducted by graduate level researchers in the discipline of Geography. I am hopeful that this research can also be used as a proxy to benchmark further studies involving research on, with, and/or by Indigenous communities.

My thesis is an attempt to review the last 30 years of graduate student research focused on Indigenous issues and/or peoples undertaken within the discipline of Geography in Canada focusing on Indigenous peoples to assess the overall progress and shortcomings of this field in this period. My review and assessment of the 306 selected theses has two parts. The quantitative assessment provides an overview by summarizing: 1) the number of theses completed annually; 2) the number of theses completed at various Canadian universities; 3) type of degree (master's or PhD); 4) thesis themes/topics; and 5) Indigenous group/geographic location of selected thesis

research. A qualitative assessment was subsequently undertaken based on scoring of four indicators: 1) recognition and acknowledgement of Indigenous peoples; 2) inclusion of traditional Indigenous knowledge; 3) application of participatory methods; and 4) benefit to Indigenous community. The latter was designed to support rapid and replicable assessment.

1.1: Positionality

Consistent with a key principle of Indigenous approaches to research, I begin by positioning myself in relation to this project. As Kovach (2010), a First Nations educator, researcher, and academic specialized in Indigenous methodologies and knowledge, asserts, “[w]hile certain western research paradigms frown upon the relational because of its potential to bias research, Indigenous methodologies embrace relational assumptions as central to their core epistemologies” (42).

I am the son of Iranian parents, the late Niloufar Sadr and Reza Banisadr. I am also a parent, father to my Korean-Iranian son Kayhan. While I usually do not find it necessary to introduce myself as one-eighth French, I believe this is an important piece of information in positioning myself within this research, as I can usually pass as a white male. My family and I immigrated to Canada and settled in Montreal, Quebec almost twenty years ago. I feel it is important to emphasize that my family and I “settled” in Canada and became Canadian citizens. This means that, as much as I might like to distance myself from the fact that I am a settler in Canada, a land inhabited and stewarded by First Nations, Inuit, and Métis communities for thousands of years, I cannot. Although neither I, nor my ancestors took part in the initial occupation of this land, nor in the terrible crimes and injustices inflicted upon Indigenous peoples as part of that occupation, I am now a settler, a Canadian, and hence complicit in the ongoing violence and displacement caused by settler colonialism. I am implicated as a treaty person on this land of so-called Canada. Moreover, due to my white-passing appearance, I often benefit from the privileges reaped by white people in this country.

As for my education, it consists of two distinct periods. The first half of my formal education, my primary and secondary school education, was completed in Iran, under a non-western education system, while the second phase, my post-secondary education, has been pursued within the western education system. Having benefitted from studying in two distinct education systems, I understand and appreciate the benefits of having access to diverse epistemologies and methods of acquiring knowledge. It is also important to acknowledge that I am a speaker of English as an additional language (EAL). While my mother tongue is Farsi, I learned English, French and Spanish as an adult learner. Being a polyglot also provides access to a range of epistemologies and I believe these multiple lenses have been extremely useful for me as a researcher.

It is also important to note that this research project is limited by the absence of Indigenous voices, guidance, and perspectives in terms of both my own identity and positionality, as well as that of my supervisor and thesis committee. Although this circumstance was not intentionally set up in this way, I acknowledge and recognize that I did not actively work to address and counter this arrangement. I hope that despite this shortcoming, my work can contribute in a small way to highlighting the need to address this very gap in approaches to research in the discipline of Geography and beyond.

1.2: Research objective

The objective of my research is to contribute to an evaluation of progress being made towards decolonization of Indigenous research within the discipline of Geography in Canadian universities over the last three decades. To address this, I have developed and applied a tool for assessing the extent to which graduate thesis research in Geography is contributing to respectful engagement with Indigenous communities.

1.3: Significance of the research

Geography as a discipline faced an existential crisis in the early 2000s that questioned the extent to which it had moved from a colonial phase to a post-colonial one. As Louis and Grossman (2009: 2) state, “[m]uch of the debate around research ethics focuses on the intentions of the researcher, and the researcher’s commitment to Indigenous peoples. But in many instances, it is not the *intentions* of the research but its *effects* that cause damage in Indigenous communities”. As they elaborate, the devastating practices of residential schools and the forced or coerced sterilization of Indigenous women in North America are clear examples of settler state-initiated programs that began with good “intentions” but ended up causing catastrophic impacts on Indigenous populations that still persist today (ibid). This contradiction of “well intentioned genocide” can be understood by recognizing the white supremacist vision of governing individuals and institutions during the period that these policies were in place (Li 2007).

While this crisis called upon geographers to implement meaningful changes within the discipline, no substantive assessment of change has been conducted to evaluate performance and effects over time. However, it is noteworthy that in recent decades, guidelines and principles have been created internationally and at the national level to support more respectful and participatory research with Indigenous communities. This includes the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) at the international level and at the national level the First Nations Information Governance Centre’s First Nations Principles of OCAP (1998), as well as the creation of, and successive amendments to, the Tri-Council Policy Statement regarding Ethical Conduct for Research Involving Humans (TCPS or the Policy). However, no tool, or evaluation process, has been developed to systematically assess progress, or shortcomings in how research engagements with Indigenous communities are conducted. One exception is the Community-Based Research Excellence Tool (CBRET). Although the CBRET is not specifically focused on research with Indigenous communities, the coalition that developed the tool, the Community-Based Research Canada (CBRC), has incorporated Indigenous voices and perspectives into its work. According to the CBRC website, “CBRET is a reflective tool that assesses the quality and impact of projects when: 1) planning a community-based research project; 2) designing existing projects; and 3) evaluating proposals or past projects” (CBRC, 2019).

Although an evaluation of all publications within the discipline of Geography could provide a more comprehensive scan of research involving Indigenous peoples and issues, I believe this study can function as a proxy for assessing trends in the overall discipline. The tool developed as part of this study is intended to provide a relatively robust method of assessment that can be replicated over time as well as extended to consider research beyond graduate student theses. The number of graduate students working in a particular research field can be assumed to reflect the trajectory of the overall research landscape, since graduate supervision is closely tied

to the reputation of research specialists and the availability of research funds. Furthermore, since graduate students are the next generation of research scholars, an assessment of academic research in the field of Geography, particularly those studies involving Indigenous communities, foreshadows the direction the discipline is headed.

The application of the scoping approach is intended to provide a visual map of research activities within the field of Geography over time. It also identifies strengths, shortcomings, and gaps in research in this field. It is hoped that my findings will help geographers better understand the legacy of past research and identify practices that will shape more informed research approaches with Indigenous peoples in the future. The identification of these trends is intended to support the enhanced reflexivity of the discipline. Moreover, the legitimacy and viability of the discipline in settler societies, such as Canada and Australia, increasingly relies on our ability to engage in and sustain meaningful research collaborations with Indigenous partners. Most universities have strategic plans that include commitments to indigenize, and the availability of the tool I attempt to provide in this study can help measure progress while also benchmarking against shortcomings within this research area.

Chapter 2: Literature Review

My research is informed by a broad literature spanning various disciplines. The review begins with a chronological history of research on and with Indigenous peoples. I then outline key aspects of Indigenous research, including Indigenous paradigms, ontologies, epistemologies, knowledge, and methodologies. This is followed by a brief account of the development of Indigenous Geography as a sub-discipline. Finally, I discuss challenges and concerns related to conducting Indigenous research.

My review draws from a variety of disciplines, primarily Indigenous/Aboriginal Studies, concerned with Indigenous research, but, where possible I have drawn on literature within the discipline of Geography. I also privileged Indigenous scholars, in particular the work of Margaret Kovach, professor in Education and Shawn Wilson who has a background in Indigenous Studies and Social Work.

2.1: A chronological history of Indigenous research

In the absence of a dedicated study of the history of Indigenous research in Canada, the following chronology of Indigenous research is drawn primarily from the work of Karen Martin, a Noonuccal Associate Professor from North Stradbroke Island, Australia, who is the Deputy Chair Longitudinal Study of Indigenous Children and Deputy Chair Griffith University Human Research Ethics Committee. While Martin's work is focused on the Australian context, her chronology applies to the development and evolution of Indigenous research worldwide, particularly in colonized settler states. Martin presents this history according to the following phases:

- *Terra Nullius 1700-1900,*
- *Traditionalizing Phase 1900-1940s*
- *Assimilation Phase 1940-1970,*
- *Early Aboriginal Research Phase 1970-1990,*
- *Recent Aboriginal [Early Indigenist/Decolonized] Research Phase 1990-2000,*

- *[Current] Indigenist/decolonized Research Phase 2000-Present*

As Wilson (2003) explains, Martin's chronology provides an outline of the sociocultural and political contexts informing Aboriginal research during each of the above-mentioned phases. While the history is grounded in Australian experiences, throughout this chronology Martin makes references to events and movements happening internationally to broaden the scope of her framing (ibid). Moreover, as Martin (2003) states, these phases are fluid, with no actual end dates, as certain traits of earlier periods reappear again later in history. I note particular differences between the history of Aboriginal research in Australia and in Canada for each phase. Moreover, given that Martin's research was published in 2003, and almost 15 years of recent research is missing from her chronology (up until 2018), I have adjusted the latest phases to address this period. The renaming of the later original phases, indicated in square brackets, is intended to address developments that have occurred since Martin's research and the present time.

Terra Nullius: 1700-1900

This early research phase involved the explorations and "discoveries" of explorers, such as Captain James Cook in Australia and New Zealand, and Christopher Columbus in the Americas, commissioned by the colonial powers of the time (Martin 2003). Lands previously occupied by the Aboriginal people of Australia, First Nations and Inuit of Canada, and Native Americans of the United States were declared 'terra nullius', the Latin phrase for empty land (ibid). However, it is noteworthy that while in Australia and New Zealand the notion of terra nullius was used by the explorer states to justify their discoveries and occupations of lands, in the Americas the Doctrine of Discovery was applied to validate the settlers' colonial disposition of sovereignty rights of Indigenous Peoples ("Dismantling the Doctrine of Discovery" 2018). As explained by the Assembly of First Nations:

[t]he Doctrine of Discovery emanates from a series of Papal Bulls (formal statements from the Pope) and extensions, originating in the 1400s. Discovery was used as legal and moral justification for colonial dispossession of sovereign Indigenous Nations, including First Nations in what is now Canada. During the European "Age of Discovery", Christian explorers "claimed" lands for their monarchs who felt they could exploit the land, regardless of the original inhabitants... This was the very foundation of genocide. Such ideology lead to practices that continue through modern-day laws and policies. ("Dismantling the Doctrine of Discovery" 2018, 2)

During this period, the social, financial, and political aspirations of the colonizers were predominantly concerned with taking control of Indigenous lands (Wilson 2008). As a result, research involving Indigenous peoples was mainly concentrated on identifying, mapping, and labelling natural resources found within the traditional lands of Indigenous peoples (ibid). While the dominant discourse during this era was premised around the theory of evolution, related notions of scientific racism, and the Doctrine of Discovery, which characterized Indigenous populations as 'savages' and settler states as superior, different states took different approaches in their dealings with the first inhabitants of these lands. For instance, in Canada, the Royal Proclamation of 1763 was issued by King George III, after defeating the French with the critical help of Indigenous allies ("Dismantling the Doctrine of Discovery" 2018). The following year, at Fort Niagara, chiefs from approximately 24 First Nations across Canada met with the

representative of the Crown (ibid). According to the Assembly of First Nations website, “At this gathering, the Covenant Chain of Friendship was affirmed—a multi-nation relationship in which no nation gave up its sovereignty, embodied in a two-row wampum belt communicating the promises made ... Many leading Aboriginal law scholars assert the *Royal Proclamation of 1763* and the *Treaty of Niagara* together form a treaty between First Nations and the Crown that guaranteed Indigenous self-government” (“Dismantling the Doctrine of Discovery” 2018, 6). Nevertheless, the Doctrine of Discovery, and infringement on the sovereignty of First Nations in Canada continue to influence modern court rulings to date (ibid).

While the theories of Evolution and scientific racism and the Doctrine of Discovery dominated academic research on Indigenous Peoples during this phase, there were a few scholars, in particular Franz Boas, who took an alternative approach in their research. Boas was a German-born American anthropologist and geographer, who lived during the end of this period, and spent a year doing research in the Canadian Arctic with Inuit communities. After his journey to the North, he concluded that ethnographic studies need to be “... arranged according to tribes, in order to teach the peculiar style of each group. The art and characteristic style of a people can be understood only by studying its productions as a whole ” (Moore 2004). Thus, while the theory of Evolution was the dominant discourse of this period, by which Indigenous peoples were perceived and described as “savages” and primitives, Boas departed from this approach by studying each community’s unique history of production of their culture.

Traditionalizing Phase: 1900-1940s

From 1900s to the 1940s, Indigenous territories across the world continued to be taken and occupied by European settler states, with Indigenous communities evicted and dispossessed through physical expulsion, illness, or death. Martin explains that, “Indigenous people in both Canada and Australia were viewed as impediments to progress, and in this context research on Aboriginal lands and people occurred with government structural support through agents such as the church” (as cited in: Wilson 2003. P.167). During this phase, research was oriented by a ‘colonial discourse’, and if Indigenous peoples were ever researched, they were studied as part of the natural resources surrounding their communities, which would be exploited in the future (ibid). According to Allen (1988) this period in Australia, similar in many respects to Canada, had two inter-related themes: first “man against nature,” the pioneer heroic, and secondly the building of “civilisation in the wilderness,” a new “Britania” in the Promised Land built free of evils and injustices of the mother country. Australian Aborigines were never on centre stage in this drama, they remained little more than part of the wild, savage backdrop of the nation-building actions of the Europeans (83).

Assimilation Phase: 1940s-1970s

Between the 1940s and 1970s, colonizers continued to study and exploit Indigenous lands and the natural resources found within them (Wilson 2003). As Martin (2003) highlights, during this era, “research moved from describing and measuring the physical traits of Aboriginal peoples to examining their social structures, their kinship structures, and their mythologies” (as cited by Wilson 2003, 165). Martin explains that, "whilst the salvage research of the previous research phase continued, its focus shifted from preserving our cultures to preserving us" (12). One of the predominant characteristics of this phase of research is that non-Indigenous academics, mainly from the colonizing states, became connoisseurs of Indigenous peoples (ibid). Government policies were rooted in assimilationist research, and colonizing states took on a

guardianship role of Indigenous peoples. During this phase, various acts and treaties that had already been implemented continued to regulate and control many aspects of Indigenous lives and cultures, from schooling their kids to marriage and employment (ibid). Colonizers believed that through this control they could provide Indigenous peoples with the necessary means to better assimilate into the dominant “civilized” society (ibid). For instance, during this period, in Canada and Australia, “The 60s Scoop” and “The Stolen Generation” respectively, refer to the widespread practice of removing Indigenous children from their communities, and placing them in white adoptive families to accelerate their process of assimilation into the settler cultures (ibid). These colonial state-initiated programs, however, were implemented long before this period. According to Wilson (2003), during this phase of research, a small number of Indigenous scholars succeeded in entering conventional western academic institutions, while adhering to the principles of the western education system.

Early Aboriginal Research Phase: 1970s-1990s

During this phase, non-Indigenous researchers continued to focus on the study, deciphering, and representation of Indigenous peoples and their lands (Wilson 2003). Indigenous knowledges and cultures were researched, applying western approaches as the only acceptable and dominant research framework (ibid). In this period, research focusing on Indigenous peoples gained popularity as the human rights and Indigenous rights movement spread throughout North America and Europe (ibid). These social movements pushed settler states to recognize some indigenous demands, and this was reflected in, among other things, new kinds of research engagement (Manuel, Posluns, and Coulthard 2019). For instance, in Canada, the Berger Inquiry, also known as the McKenzie Valley Pipeline Inquiry (1974 to 1977) was an unprecedented initiative undertaken by the Government of Canada to consult with First Nations communities, whose lands would potentially fall within the proposed pipeline route (Goudge 2016). Research was also conducted during this phase to support the settlement of Indigenous land claims. Indeed, as Wilson indicates, “[t]here is a definite perception among Indigenous peoples worldwide that they were among the most researched group of people on earth during this time (Dodson, 1995; Van den Berg, 1998; Huggins, 1998; Smith, 1999)” (as cited in Wilson 2003, 167).

In 1990, a major standoff occurred between Mohawks in Kanasatake and Canadian armed forces over access to sacred land. The standoff, which garnered substantial national and international press, contributed to changes in Canadian government policies towards indigenous peoples, which once again, had implications for research on Indigenous peoples. In 1991, the Royal Commission on Aboriginal Peoples (RCAP) was established, with a mandate “to investigate and propose solutions to the challenges affecting the relationship between Aboriginal peoples (First Nations, Inuit, Métis Nation), the Canadian government and Canadian society as a whole” (“Royal Commission on Aboriginal Peoples” n.d.). The RCAP established the “RCAP: Ethical Guidelines for Research” (Royal Commission on Aboriginal Peoples: Ethical Conducts for Research, 1993) in consultation with Indigenous groups. The RCAP’s seven appointed commissioners, 4 of whom were Indigenous, spent five years researching and consulting with Indigenous communities across the country, eventually leading to the publication of a 4000-page, five-volume report in 1996 (“Royal Commission on Aboriginal Peoples” n.d.). The report contained an extensive and sweeping range of recommendations, most of which were not implemented.

Recent Aboriginal [Early Indigenist/Decolonized] Research Phase: 1990s-2000s

During this phase of research on, with, or about Indigenous peoples, Martin (2003) acknowledges some progress by settler states to reconcile with Indigenous peoples. For example, she suggests that developments in qualitative research "contributed to the emanation of Indigenist research" (Martin 2003, 7).

In Australia, the Royal Commission into Aboriginal Deaths in Custody in 1991, concurrent with the Council for Aboriginal Reconciliation Act in 1991, and the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children in 1997 were among the most important initiatives taken by the government to improve relations with Aboriginal communities (Wilson 2003). Parallel developments in Canada at this time include the Royal Commission on Aboriginal Peoples, referenced above.

As Martin explains, this shift in discourse also began to penetrate the world of academia, where Indigenous voices began to be acknowledged and heard (ibid). Undoubtedly, Maori scholar Linda Tuhiwai Smith's pioneering book, "*Decolonizing Methodologies: Research and Indigenous Peoples*", published in 1999 played a revolutionary role in this shift of discourse. Her book, which was published towards the end of this period, was not only eye-opening for many non-Indigenous academics conducting Indigenous research, but it also provided them with guidance that had hitherto been absent about when and how *not* to do research on Indigenous peoples. Indigenous Hawaiian geographer Renee Pualani Louis asserted in 2007 "[t]he doors previously open for doing research on an Indigenous community in the name of science are closing. And very soon, these doors will be shut for good" (1).

In Canada, a significant development during this period was the creation in 1998 of OCAP, by the National Steering Committee (NSC) of the First Nations and Inuit Regional Longitudinal Health Study, which would later become the First Nations Information Governance Centre (FNIGC). OCAP, which stands for Ownership, Control, Access, and Possession, was created in recognition of First Nations community rights and interests in information. As stated on the FNIGC website, "OCAP respects that rights of First Nations communities to own, control, access, and possess information about their peoples is fundamentally tied to self-determination and to the preservation and development of their culture" (FNIGC n.d.). Although OCAP has not been widely recognized or taken up in academic contexts, it remains an important blueprint and framework for decolonizing research. As the main principles of OCAP, ownership, control, access, and possession, have fundamental differences with the western academic frameworks; therefore, it is very difficult, if not impossible for graduate students to apply them in their research, unless the field of research is decolonized.

[Current] Indigenist/decolonized Research Phase 2000-Present

While a small number of Indigenous scholars did enter the academy in the previous phases, it was only since the last Indigenous research phase that an Indigenous paradigm by Indigenous academics has been developed and recognized (Wilson 2003). Wilson explains that this shift within Indigenous Research occurred through four stages. In the first stage, Indigenous scholars, who represented a very small group of academics, managed to separate their Indigenous worldviews and cultures from their academic work in order to remain relevant. In the second stage, the concept of an Indigenous paradigm was introduced, but Indigenous scholars did not apply it to circumvent potential future marginalization. During the third stage, an Indigenous paradigm emerged focusing more on decolonization. During the last stage,

Indigenous scholars finally began to conduct research applying Indigenous worldviews and methodologies (Wilson 2003).

At the timing of writing in 2003, Wilson would have been at the beginning of the fifth, and most recent, phase. Considerable changes have occurred during this time to foster Indigenous research. For instance, the launch of the Truth and Reconciliation Commission (TRC) in 2015 and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), initially in 1998 and its updated version TCPS 2, approved in December 2010 are clear indications of an increased commitment to supporting Indigenous research. The importance of the latter was noted by Castleden, Mulrennan, and Godlewska (2012) for providing "a framework for engaging in research involving Indigenous peoples with respect and reciprocity in mind; it calls for a shift from conventional research *on* Indigenous peoples to research *with* them through "community-based" and "participatory" approaches to research" (156).

During this final phase, more and more community-based participatory research approaches with and by Indigenous communities have become established practice, along with greater attention to Indigenous worldviews and knowledge. This may partly explain the substantial increase in enrollment of Indigenous students in postsecondary education in recent decades, as reported in a Universities Canada survey in 2017. This survey also reported that over 70% of Canadian universities had made partnerships with Indigenous communities and organizations to advance dialogue and reconciliation ("Facts and Stats" 2017). Moreover, since 2013, as a result of the higher participation of Indigenous students in post-secondary education and the above mentioned partnerships, there has been a 55% increase in academic programs and courses that are either focused on Indigenous research, or tailored for Indigenous students (Davidson and Jamieson 2018). Unfortunately, these statistics do not necessarily reflect changes within Geography departments of Canadian universities but represent trends in the evolution of academic programs more generally within Canada.

2.2: Integrating Indigenous paradigm, ontology, epistemology, and methodology into Indigenous research

According to Martin (2003), the current phase of Indigenist Research began with the development of an Indigenous paradigm, which "challenge[d] Indigenous scholars to articulate their own research paradigms, their own approaches to research, and their own data collection methods in order to honour an Indigenous paradigm" (170). As Kovach (2010) explains, "[t]he term paradigm as used within a research context includes a philosophical belief system or worldview and how that belief system or worldview influences a particular set of methods. A paradigm is both theory and practice" (2). There are major differences between western and Indigenous paradigms. As Wilson (2003) explains, one fundamental difference between the dominant western paradigm and an Indigenous paradigm is that the dominant paradigm is developed around the central belief that "knowledge is an individual entity: the researcher is an individual in search of knowledge, knowledge is something that is gained, and therefore, knowledge may be owned by an individual. An Indigenous paradigm comes from the fundamental belief that knowledge is relational. Knowledge is shared with all creation" (172). Moreover, as Kovach (2010) elaborates, although Indigenous knowledges have to some extent entered the mainstream academic context, their differences and complexities cannot be fully comprehended by all academic scholars. Finally, as Wilson (2001) indicates, "[t]hese four --

ontology, epistemology, methodology, and axiology -- go together to make a research paradigm”(175).

Indigenous knowledge (IK), or Traditional Knowledge, and its integration into Indigenous research has become more and more prominent in the last phases (Kovach 2009; Wilson 2003; Steinhauer 2002). As Steinhauer (2002) states,

I had been conditioned to believe that although indigenous ways of knowing are very important to us as Aboriginal people, we could never use that knowledge on a formal basis because of the dominant western science paradigm, so I never took a keen interest in this topic until now. It is exciting to know that finally our voices are being heard and that indigenous scholars are now talking about and using indigenous knowledge in their research. I think it is through such dialogue and discussion that Indigenous research methodologies will one day become common practice, for it is time to give voice to and legitimize the knowledge of our people. (70)

It is encouraging to note that since Steinhauer’s statement in 2002, the consideration and integration of Indigenous Knowledge in research with Indigenous communities has been more commonly practiced. However, as Godlewska *et al.* (2013) have highlighted, Canadian schools and educational institutions continue to play an important role in perpetuating the culture of ignorance and unawareness of Indigenous Peoples and their issues. As they explain:

Unawareness of aboriginal peoples and cultures has a particular history and flavor in Canada. From the missions to the Royal Proclamation and its subsequent interpretation, to the Indian Act, to Trudeau’s White Paper, to the residential schools and the scoop, each aspect of Canada’s history of unawareness has served the interests of Canadian settlers and immigrants at the expense of Aboriginal peoples and a healthy inclusive Canadian society. (68)

According to Wilson (2001), ontology is defined as “...a belief in the nature of reality. Your way of being, what you believe is real in the world: That’s your ontology” (175). As Cameron, de Leeuw, and Desbiens (2014) explain:

To invoke Indigenous ontologies, for [critical] scholars, is to tread on intellectual terrain that is heavily shaped by colonial inheritances and interests. It is not so much that critical colonial scholars do not acknowledge that Indigenous ontologies are distinct; rather, they are wary of how Indigenous knowledges, beliefs, and practices are represented and mobilized within colonial structures of knowledge production and have thus tended to shy away from directly engaging Indigenous ontologies as subjects of research. (19)

Kovach (2010) defines epistemology as “... knowledge nested within the social relations of knowledge production. It has been a term used by Indigenous researchers to express Indigenous worldview or philosophy” (Ermine 1995; Meyer 2001; Wilson 2008) (41). As Shaw *et al.* (2006) explain, while Indigenous worldviews and perspectives can be very distinct; they are often entrenched in a shared epistemological stance. Furthermore, many scholars agree that the framework of Indigenous epistemologies is holistic in nature (Louis 2007).

Lincoln and Guba define methodology as “...the process of gathering knowledge, which is determined by asking the question, “How can the knower go about obtaining the desired knowledge and understandings?”” (as cited by Kovach (2010), 41). Also, Indigenous methodologies are paradigmatic in nature and grounded in an Indigenous worldview and epistemology (Wilson 2001). Therefore, it is the Indigenous paradigm that should influence the

choice of methodology, the ways in which these methods are applied, and how the results are examined and understood (Kovach 2010).

As Wilson (2001) explains, there are methodologies that are “useful from an Indigenous perspective” and some which “are really built on the dominant paradigms, and they are inseparable from them” (177). Moreover, if a researcher decides to choose an Indigenous method, like any other method, his or her chosen methodology should be justified through an Indigenous knowledge standpoint (Kovach 2010). Consequently, according to Kovach, “[t]he expectation is that a researcher will define the ontology, epistemology, and methodology according to his or her perspective and then clearly articulate that particular positioning” (41). As Kovach concludes, “...it is not the method, per se, that is the determining characteristic of Indigenous methodologies, but rather the interplay (the relationship) between the method and paradigm and the extent to which the method, itself, is congruent with an Indigenous worldview” (40).

According to Pualani Louis (2007) “Indigenous methodologies are alternative ways of thinking about research processes...They are fluid and dynamic approaches that emphasize circular and cyclical perspectives. Their main aim is to ensure that research on Indigenous issues is accomplished in a more sympathetic, respectful, and ethically correct fashion from an Indigenous perspective” (133). As she explains, Indigenous methods and research objectives share many commonalities, including “relational accountability; respectful representation; reciprocal appropriation; and rights and regulation” (ibid).

These objectives also align with those of Community-Based Participatory Research (CBPR) (Mulrennan, Mark, and Scott 2012). According to Mulrennan et al., “[d]efined as a collaborative approach to research, CBPR is an ‘alternative research paradigm’ (Wallerstein and Duran 2006, 312) that focuses on the equitable involvement of all partners in the research process and ‘the democratization of knowledge by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination’ (Strand et al. 2003)” (2012, 246). The principles of CBPR are premised on the three core elements of: (1) a community-defined research agenda; (2) collaborative research processes; and (3) meaningful research outcomes (ibid).

2.3: Geography and the development of Indigenous Geography

There is general consensus amongst geographers that Geography, as a discipline, was fundamental in exploring and establishing colonies and exploiting natural resources to advance the aspirations of colonizing states (Smith 1999; Howitt and Jackson 1998; Shaw, Herman, and Dobbs 2006). As Howitt and Jackson (1998) state, “[t]he geography of the colonial geographical societies aimed to facilitate the settlement and development of an empty country, and further the interests of empire” (Howitt and Jackson 1998, 160).

Elliott-Cooper emphasizes that “Geography was (and remains) a vital component in shaping the imperial ambitions of nation states” (2017, 333). Also, during the last two centuries, “modern geography” has been transformed as both a tool and a product of colonization (Herman 2008). “Modern geography” remains as tool for discovery and the continuation of aspirations of colonial states. However, the approach from colonizing lands has been transformed to other forms of colonization and exploitation of Indigenous peoples, such as bio-piracy. Furthermore, modern geography persists as a product of colonization whenever it applies colonized approaches and frameworks in research involving Indigenous communities.

To situate Indigenous Geography within the history of the development of Indigenous Research outlined above, most geographical research on Indigenous peoples up until the 1960s was predominantly descriptive (Shaw, Herman, and Dobbs 2006). During this phase, one perspective commonly held by western scholars was that Indigenous peoples were racially inferior to people of European descent. As Shaw, Herman, and Dobbs explain, “[i]ndeed, it is perhaps only from this point (the mid-to late 1960s) that we might consider a sub-discipline of indigenous geographies to have actually existed” (270). In the 1970s, geographers continued the application of a structuralist approach, which is an approach more attuned with Indigenous worldviews. According to Murphy (2015), structuralism was first presented and pioneered by the work of the famous anthropologist Lévi-Strauss, who at one point taught Franz Boaz. As Murphy states, “[e]ssentially, [structuralism] is both a perspective and a method that assumes that culture is a system that can be objectively and empirically analyzed in terms of the meaningful relations and contrasts existing between minimal, paired, or binary mental units. As this implies, structuralism likewise assumes that culture is a cognitive phenomenon” (n,p).

Furthermore, as Shaw, Herman, and Dobbs (2006) indicate, it was only during the Recent Aboriginal Research phase, from the 1990s onward, that:

viewpoints which had been ‘radical’ only a decade or two before had become generally accepted, and many authors began to publish solid scholarly reappraisals of long-accepted ‘truths’ regarding indigenous peoples... work in the sub-discipline of indigenous geographies requires that geographers recognize the essentially different meaning that land, landscape, place and environment can hold for different peoples. In actuality, geographers have only begun to do this in the relatively recent past. (270)

As Shaw, Herman, and Dobbs go on to explain, Geography has begun to incorporate postcolonial theory, around which Indigenous Geography research can be clearly situated: “If we are to truly decolonize geography, the discipline needs a broadened understanding of indigenous perspectives and epistemologies... [t]his requires coming to terms with the cultural politics of ‘knowledge’, its production, and the recognition that knowledge is a cultural artefact which reinforces social, political and economic norms (273).

Contemporary geographical research is heavily influenced by settler colonial studies. Key authors are Taiaiake Alfred, Leanne Simpson, Glenn Coulthard, and Audra Simpson among others. While none are geographers per se, their writings are increasingly important in the discipline. As Baker (2015) explains, “[h]owever the fact that settler colonialization is still ongoing in Canada is telling: despite centuries of concerted and evolving efforts, the settler colonial project has never succeeded, evidence of powerful, multifaceted, and enduring Indigenous resistances.”(2)

2.4: Challenges of conducting ethical research with Indigenous Peoples

This section addresses some of the major concerns regarding this field of research. According to Coombes, Johnson, and Howitt (2014):

[r]ecent scholarship in Indigenous geographies demonstrates that the challenge of conducting just and relevant research is not simply about developing ‘Indigenous methodologies’ (Kovach, 2009). Rather, that challenge reaches the heart of the enterprise to question the very purpose of research. The colonial histories of geographical research mark the discipline deeply and inevitably complicate present attempts to engage with Indigenous communities. (1)

Therefore, before choosing an appropriate Indigenous methodology for an Indigenous research project, the researcher is required to first clarify the reason(s) behind their choice, their positionality with regards to the community under research, and to assess the needs of the community for the proposed study.

However, the history of research on Indigenous Peoples is fraught with research projects that were well intended but resulted in serious harm to the researched communities (Louis and Grossman 2009; Smith 1999). For instance, as Louis and Grossman (2009) explain, “[w]ithout full Indigenous self-determination in the research process and full control over the finished datasets and maps, inadvertent or unintended consequences become more likely” (2). Some implications of conducting research that is not under the complete control of Indigenous communities may include external agents using results against Indigenous communities, misrepresentation and misappropriation of their cultures and knowledges (ibid).

An important question to consider is whether it is solely Indigenous scholars who are fit to conduct Indigenous Research. Smith (1999) maintains that Indigenous communities need Indigenous research methodologies because for too long their stories have been ignored, and their voices have been marginalized. Also, Canadian Cree Indigenous scholar Shawn Wilson (2001) explains, “Indigenous people need to do Indigenous research because we have the lifelong learning and relationship that goes into it” (179). Crazy Bull (1997b) elaborates that “[i]t is because of this intimacy with place that many Indigenous academics believe ‘the most welcomed researcher is already a part of the community, ... understand[s] the history, needs, and sensibilities of the community... focuses on solutions, and understands that research is a lifelong process’” (as cited in: Pualani Louis 2007: 134). Despite the perils and concerns involved in research on and with Indigenous peoples, many believe this field of research should not be exclusive to Indigenous researchers. While Indigenous scholars within this field caution non-Indigenous researchers about nuances and risks involved in conducting research on Indigenous peoples, many are open to their involvement as allies. As Pualani Louis and Grossman (2009) elaborate:

...we feel that it would be a mistake to avoid working with Indigenous communities due to the sensitivity of this relationship. If anything, building mutually beneficial relationships with Indigenous nations are a challenge for geography as a discipline to overcome its colonial and imperial past, and a unique opportunity to remake itself. It is the arrogance of powerful academic institutions that generates most of the friction with Native Peoples. Individual researchers may make mistakes, but honest mistakes can be forgiven. If we assume we’re guests, we may be welcomed, but if we assume we’ll be welcomed, we’re no longer guests. (4)

Based on this review of the literature, it is apparent that much has changed in terms of how research involving Indigenous people is now conducted. However, despite numerous accounts of sustained respectful research partnerships between geographers and Indigenous peoples in the academic literature, there has been no systematic evaluation of changes in this field over time. My research, through quantitative and qualitative assessments of graduate student theses, is an attempt to evaluate and track trends in this field over time. In particular, the qualitative section of my research evaluates adherence to principles for conducting ethical research with Indigenous communities. As such, this study aims to highlight trends, strengths, and shortcomings of research within Indigenous geography, by focusing on graduate thesis research conducted in this field over the last three decades.

Chapter 3: Methodology

Before describing my methodology, I would like to state here that this research is by no means a decolonized study. Despite my attempt to conduct this research in a respectful manner to Indigenous Peoples, it is completed within the western education system, and follows its frameworks. Nevertheless, I hope that this analysis will be of use for decolonizing the academy by exposing the history of geographical research on Indigenous peoples. My research applies a mixed-methods approach. I use a quantitative approach based on a scoping method designed to capture overall trends in graduate thesis research completed within the Geography departments of Canadian universities in the last 30 years. I supplement this analysis with a qualitative approach to assess key aspects of the research conducted. While the quantitative analysis only applies a scientific approach to collect numbers and statistical information, the qualitative assessment, at least to a certain degree, applies guidelines and considerations set out by Indigenous scholars to evaluate the quality of the results.

At the outset of this project, I consulted the geography subject librarian at the Concordia University library, Alex Guindon, to learn about the tools and resources that could be applied to further this research. With his help, two main databases archiving Canadian university graduate theses and dissertations -- ProQuest, and the Theses Canada Portal (the Library and Archives Canada (LAC)) -- were identified for this project. Additionally, the library websites of the selected universities were investigated to better determine which of the above databases was predominantly used to deposit and archive graduate theses in each university across Canada. Since ProQuest was the preliminary database I used for this study, only the universities that avail of this database were selected. While these are the primary databases, it is worth noting that in 2005 the University of Saskatchewan launched the Indigenous Studies Portal (IPortal) as a database primarily focused on research involving Indigenous Peoples of Canada, with a secondary focus on broader North American and international Indigenous research. While the IPortal is a valuable resource in the field of Indigenous research in Canada, it lacks the refining features of the other two databases and therefore was not used in my study. These refining features make searching databases more user-friendly, and allow the researcher to filter out irrelevant theses.

Although most Canadian universities primarily use the ProQuest database, certain institutions had a preference for the LAC due to its free access and use. The ProQuest database is more user-friendly and has a larger collection of theses compared to the LAC. ProQuest's refining tools and more advanced features also offered a more user-friendly option for the current study. After cross examining my initial results, and contacting some university archive departments, I realized that most major universities used ProQuest as the main database for their graduate theses. However, certain universities at some point during the period of this study had opted to use the LAC exclusively, resulting in the exclusion of a portion of their theses from ProQuest. For those universities, I had to use the LAC and access their library thesis archives to retrieve theses produced after 2016, since the LAC's database had not been updated beyond that year. According to the University of Northern British Columbia's (UNBC) thesis archive website, in the early 2000s Canadian universities started sending their graduate theses and dissertations to ProQuest to be included and published in its globally acclaimed Thesis and Dissertations Database ("Thesis Collections At UNBC" 2021). Graduate students granting a 'non-exclusive copyright license' to ProQuest authorized ProQuest to create a digital copy of the thesis to be included in their database and sent to the LAC (ibid). ProQuest created microfiche

copies of the theses to share with the LAC for incorporation into their national thesis database. However, formal collaboration between ProQuest and the LAC was terminated in 2014 (ibid). My efforts to locate certain theses confirms that some major universities, such as Concordia University, stopped submitting their theses to ProQuest around 2011. Some other universities, such as McGill, stopped submitting their theses to either ProQuest or the LAC, and only deposited and archived them within the McGill library archive after 2014.

To address the range of archiving practices, I decided to access every university's thesis archive separately in order to collect the remaining results from 2014 to 2018. Moreover, for certain theses that were not accessible through ProQuest, I used Google Scholar as an alternative database. Indeed, Google Scholar became the only database that I could use consistently to locate and access the theses completed from 2016 to 2018.

3.1: Quantitative approach

In order to conduct the quantitative portion of this research I applied a scoping method to review all the theses published within the subfield of Indigenous geography. As Mays, Roberts, and Popay (2001) state, “[a]t a general level, scoping studies might aim to map rapidly the key concepts underpinning a research area and the main sources and types of evidence available, and can be undertaken as stand-alone projects in their own right, especially where an area is complex or has not been reviewed comprehensively before” (as cited in: Arksey and O’Malley 2005, 21). The objectives of this research project are aligned with two of the four reasons Arksey and O’Malley provide as suited to the application of the scoping method. The first is “[t]o examine the extent, range and nature of research activity: this type of rapid review might not describe research findings in any detail but is a useful way of mapping fields of study where it is difficult to visualize the range of material that might be available” (ibid). The second reason is, “[t]o identify research gaps in the existing literature: this type of scoping study takes the process of dissemination one step further by drawing conclusions from existing literature regarding the overall state of research activity” (ibid).

Following Arksey and O’Malley (2005), the following stages were applied in developing my scoping method:

Stage 1: identifying the research question

Stage 2: identifying relevant studies

Stage 3: study selection

Stage 4: charting the data

Stage 5: collating, summarizing and reporting the results

Consistent with the aforementioned steps, I first developed the research questions that this study aimed to address. These questions informed the quantitative component of my research:

1. What are the total numbers of theses completed in this field each year?
2. Which academic institutions were associated with graduate thesis research conducted in this field?
3. What is the breakdown by type of graduate degree, master's or PhD, of these research theses?
4. How many of the graduate students who conducted these studies self-identified as Indigenous?

5. What is the thematic breakdown of the thesis research? Which subfield has attracted the highest number of research theses?
6. What was the geographic location of each thesis, and which Indigenous groups were involved/impacted?

In the second stage, I compiled all the theses focused on Indigenous peoples in an Excel document (refer to Appendix A), including the titles, the year of completion, the name of the graduate student, their corresponding university, and their degree. The following steps were then taken in order to identify, classify, and analyze the final results:

1. I used relevant search keywords, including “Indigenous”, “Aboriginal”, “Native peoples”, “First Nations”, “Inuit” as well as specific Indigenous groups (e.g., Cree) in order to identify the relevant population of theses. Additionally, Geography was chosen as the department in which the theses were conducted.
2. I reviewed all thesis titles and abstracts to determine their fit for this research. The selected theses were identified as Indigenous-related based primarily on their titles and abstracts. Occasionally the thesis title did not contain one of the keywords; however, a subsequent search of the abstracts confirmed if they actually did meet the criteria for research on or with Indigenous peoples. It is noteworthy that since this study focused on research on or with Indigenous communities, theses that fall within the field of physical geography, with no involvement of Indigenous communities, were excluded.
3. Once the results were collected, they were compiled in an Excel spreadsheet, according to columns identifying thesis titles, student name, year of submission, abstracts, type of degree, and corresponding university. Indigenous students were identified based on their own self-identification as gleaned from the abstracts, acknowledgements, and/or methods sections of theses.
4. All the selected theses were also categorized into two types of degrees: Master’s or PhD. Master’s theses were classified as either M.A. or M.Sc. However, there were other master’s degrees listed in the databases, such as M.N.R.M, which for the sake of convenience were listed as M.A.
5. The selected theses were categorized into 17 common sub-categories of the discipline of Geography in order to track the number of theses in each sub-field over time. These sub-categories were identified using the Canadian Association of Geographers’ (CAG) 16 sub-categories. According to CAG, there are 16 study groups within the field of Geography in Canada (“Study Groups,” n.d.). The list was expanded and revised slightly to better distinguish nuances within the discipline. For instance, the two study groups of “Indigenous Peoples” and “Rural Geography” were eliminated as these would not have served as useful sub-themes. Other study groups – including “Feminist Intersectional Solidarity”, “Geographies of Asia”, and “Diversity, Migration, Ethnicity and Race” - were also eliminated because they were not relevant to the focus of this study. The Feminist Intersectional Solidarity Group was replaced with Women Studies as a sub-category. Although some of these sub-categories could have been amalgamated into broader ones, as is the case with the CAG’s classifications, the longer list was retained to reflect more specific and nuanced shifts in thematic focus over the last 30 years. For example, rather than merge the sub-categories of climate change, wildlife conservation, and environmental hazards into one sub-category of environment and resources, I retained each of them. This detailed categorization served to highlight the surge in the

number of studies on climate change involving/impacting Indigenous communities in the last three decades. The sub-category of Physical Geography was also excluded, as research on this field generally do not have a strong history of engagement with Indigenous communities. However, if a thesis fell under the Physical geography sub-category and engaged with, or studied impacts on, Indigenous communities, it was selected and listed under one of the 16 selected sub-fields closest to the theme/topic. Moreover, certain sub-categories are often times interconnected, in particular Social/Cultural geography and Political geography. Since, there was no clear distinction amongst these sub-fields, the results were categorized based on the focus of their titles and abstracts to the best of my observation and understanding.

6. The locations where the selected theses were conducted, and the Indigenous groups/communities involved in these studies were identified.

After the above-mentioned steps were taken to identify, categorize, and locate the selected theses, tables were compiled to support the design and development of charts and diagrams to illustrate the results. These diagrams are intended to provide visual charts, graphs, and maps to illustrate the overall changes and activities over time.

Finally, in the last stage, the resulting tables and charts were analyzed in order to produce the final summary, interpretation, and report of the results. As mentioned earlier, the application of the scoping method provided a tool to track graduate thesis research over time. This tool also supports the identification of research gaps in this field of study over time.

3.2: Qualitative approach

A semi-qualitative, as opposed to qualitative approach, was taken to evaluate the results. The rationale for this is that qualitative approaches often require the application of at least one of the following practices; field work, case studies, interviews, focus groups, surveys, or triangulation (Watson 2014). While a complete qualitative assessment of all 306 theses was beyond the scope of this research, a partial content analysis was conducted of the selected theses based on four parameters associated with conducting appropriate and respectful research with Indigenous communities. These four different parameters were: 1) acknowledgement of Indigenous partners/community members; 2) inclusion of Indigenous knowledge, or Traditional knowledge; 3) application of community-based participatory research or Indigenous/decolonized methods; and 4) benefits to the Indigenous community. While these parameters are not an exhaustive set of criteria required for Indigenist, or decolonized research, they represent four major recurring sets of considerations underscored by various Indigenous scholars. For instance, Linda Smith (1999) provides a long list of principles for conducting Indigenist research, while Wilson (2003) offers 12 guidelines to conduct this kind of research in a meaningful and respectful manner. To facilitate the development of a tool that could be widely applied within a limited timeframe, I focused on the aforementioned four parameters. The relevance of each of the four and the steps taken to assess them is explained below. The rubric applied to evaluate the quality of the results is explained in Appendix B.

As Smith (1999) emphasizes, respect for and recognition of the rights of Indigenous communities under study are essential for research involving Indigenous peoples or participatory community-based research. Therefore, the acknowledgement section of the theses was used to gauge the extent to which each student acknowledged the communities with whom they conducted their research. The grading of the acknowledgements of the selected theses, as shown

in table 1, was out of 5; 0 was given for no mention of an Indigenous community, and 5 for acknowledgements that offered an elaborate statement of recognition and appreciation of community partners. It has been common practice to acknowledge the role, assistance and significance of supervisors and funding organizations in helping students complete their research. However, if a graduate student successfully completes her, or his, thesis with Indigenous communities without a single acknowledgement, or appreciation of their land and support, it is an indication of the student's lack of deep understanding of ethical conduct in Indigenous research. This negligence in acknowledging the significant and essential role of Indigenous peoples in research conducted in their communities and on their lands or territories may not only reveal a researcher's lack of understanding of Indigenist/decolonized research, but it may also be an indication of the low degree of participation and engagement with those communities.

As identified in the literature review, the use of Indigenous worldviews, epistemologies, and knowledges in research involving Indigenous populations is an important indication of the extent to which Indigenous methods are applied. Since the application of Indigenous worldviews and epistemologies is less easily measured, the inclusion of Indigenous Knowledge (IK) was used for this step. This involved examining the abstract, table of contents, and the methodology sections of selected theses to identify if and to what extent IK was included. The grading of this parameter was on a scale of 0 to 5, with 0 for no inclusion of IK, and 5 for a study with full integration of IK. While the adequate measurement of this criterion would in fact involve the full participation of researched communities, and co-authorship with a member of those communities who holds their knowledge and worldviews, investigating this required contacting each community, which was beyond the scope of this study. The highest mark should have been given to those studies co-authored, or at the very least closely engaged with Indigenous community members to guarantee meaningful application of their knowledge. However, due to the absence of such research within the results, with the exception of a few theses, I decided to rate those theses that covered IK in their introduction, literature, and methodologies, as well of full participation of community members and integration of their IK as 5.

Another important aspect of Indigenous/decolonized research, which was discussed earlier, is the application of community-based participatory research methods. The degree to which each thesis engaged Indigenous communities in the research process was evaluated in the third step of the qualitative analysis. As table 1 explains, the grading of this parameter was out of 5, with 0 indicating a research study conducted without community involvement, and 5 for a study that was conducted with the full participation and engagement of the community. This assessment was based on the abstract and methodology chapters. Again, for a more precise and meaningful measurement of this parameter, contacting each community would have resulted in more accurate evaluation of those communities' engagement in evaluated research.

In the last step of the qualitative evaluation, the benefits of the research to the Indigenous community were analyzed. The grading of this aspect of research was similar to the previous steps, with 0 for no tangible benefit to communities, and 5 for very beneficial research for those communities. For the evaluation of this parameter, titles, abstracts, introductions, and methods were taken into consideration. It is noteworthy, that this last step of the qualitative evaluation was found to be the most subjective of the four parameters, as it was dependent on my evaluation of the benefits of the research, rather than direct feedback from the affected communities regarding their assessment of benefits. Despite this, one helpful indication of how beneficial a study was to an Indigenous community was the degree to which it engaged the community in the

research. The meaningful involvement of a community in research, and the inclusion of their IK, not only develops trust and better understanding of the processes and results of the study, but it can also build social capital.

3.3: Research limitations

One of the challenges faced doing the qualitative assessment at the last stage of my research was that some theses that had been accessible during the stage of theses selection and quantitative assessment were no longer accessible at the stage of qualitative evaluation, which took place during the COVID-19 pandemic in 2020. I was able to locate and access most of the theses through the thesis repositories of home universities. However, because most universities' library services were suspended, such as the Inter-library Loan service, during this time, six theses, out of which five were deposited after 2014 (when the contract between the ProQuest and the LAC was terminated), were no longer accessible even by directly contacting the home university. There were other instances with access difficulties. In one instance, while trying to access a thesis from Wilfrid Laurier University which was not available through any of the databases, I received a message that the thesis "is under an embargo and cannot be accessed at this time".

As I conducted my research, I learned that certain universities had terminated their contracts with ProQuest prior to 2014, and some had resumed their agreement a few years later. For instance, there is no presence of Concordia University's theses on ProQuest after 2010, and no theses from McGill University between 2012 and 2016. Considering the fact that I only accessed universities' thesis archives when I noticed a gap in the results on ProQuest, I might have missed looking into a university's archive for its missing years. There is a possibility that I may have overlooked missing years of thesis records for universities that had lower numbers of theses in IG.

The qualitative assessment involved certain limitations that may have distorted some of the findings. For example, occasionally a thesis scored poorly on a parameter mainly due to the focus of their studies. Thus, if a thesis was focused mainly on archival documents and did not apply any participatory method, it received zero for the "Participatory/Indigenous Methods" parameter. Moreover, since that study did not engage Indigenous communities directly in any way, it also scored poorly on Acknowledgements and benefits to the community. As a result, theses that focused on policies, treaties, urban planning studies, historical, and archival studies scored less well on their overall engagement with Indigenous communities. While noting this potential negative bias in the scoring framework, it is also important to note that, while perhaps more difficult to include in some cases, Indigenous expertise and perspectives could have been solicited and incorporated in all theses revolving around themes related to Indigenous peoples.

Another challenge that was during the quantitative part of this research, which created certain limitations, was the categorization of the results under the 17 selected sub-fields of the discipline. At times, there was no clear indication as to which sub-category a thesis belonged to. In such cases, I reviewed the titles and abstracts of the results, and based on their emphasis, or repetition of a certain term, I assigned them to a sub-field that seemed closest to their focus. However, this process was more subjective, and another researcher might categorize some of the results differently.

Finally, a significant limitation, mentioned above, relates to the qualitative assessment I conducted. The fact that I am not Indigenous and did not engage Indigenous communities in this evaluation undermines the contribution of this part of the work.

Chapter 4: Findings

I embarked on this research with the objective of gaining a better understanding of trends over the past 30 years within the discipline of Geography with respect to research engagements with Indigenous communities. The following sections describe the findings from both quantitative and qualitative assessments to better understand shifts, changes, and trends that occurred over time.

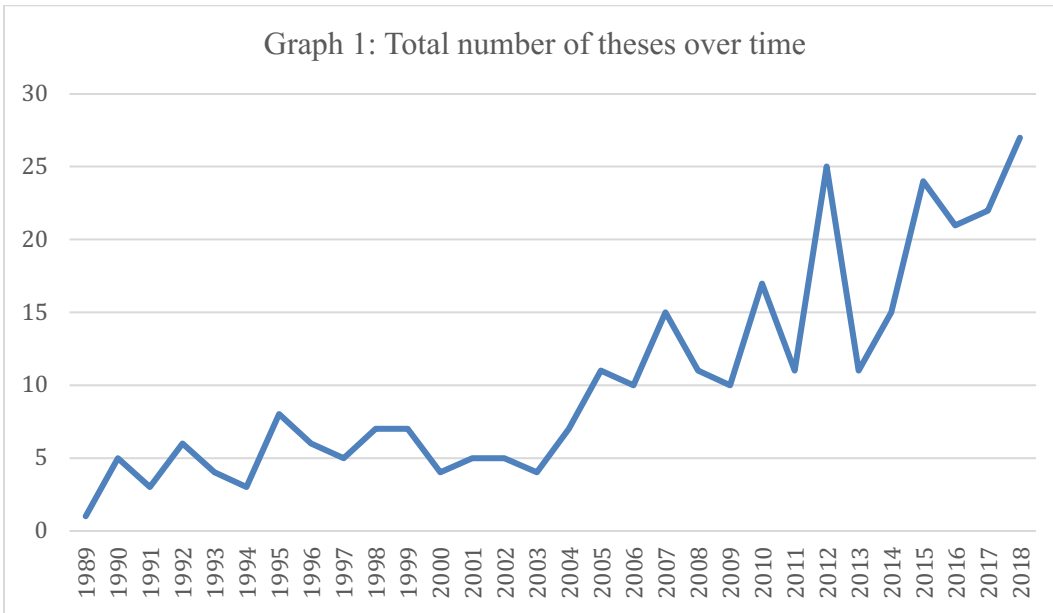
4.1: Quantitative Analysis

4.1.1: Number of theses and dissertations submitted annually

At the outset of this research, I speculated that the annual numbers of theses and dissertations would rise over time in response to growth in interest and attention to research on, with, and/or for Indigenous communities. This hypothesis was confirmed in the final results, as the number of theses grew year after year, with the exception of a short period, during which the number of theses decreased or remained unchanged. For instance, in 1990, there were only 3 master's and 2 PhD theses - 5 theses in total - which fit the criteria for selection. But, in 2018, these numbers were significantly increased to 16 master's and 11 PhD theses, in total 27 theses. It is noteworthy that like many sets of data collected over a long period of time, the numbers fluctuate and do not follow consistent growth every year. For example, in the year 2012, there were a total of 25 theses and dissertations submitted in this field across Canadian universities. This number dropped significantly to 11 in the following year, 2013, and rose to 15 in 2014 (Table 2: sheet 2). Moreover, as shown in table 2, based on the number of theses submitted annually, it seems that there was a period of stagnation, with no considerable growth in terms of the number of theses from 1996 to 2004.

Among the graduate students responsible for the 306 selected theses, 9 self-identified as Indigenous, which constitutes only 3% of the total number of students. Considering that Indigenous peoples make up less than 5% of the Canadian population, this number is not surprising (Statistics Canada, 2016). Other contributing factors may include the historical and ongoing factors that have created barriers to accessing education for Indigenous peoples, as well as the dark history and negative connotations that may be associated with the field of Geography from Indigenous perspectives.

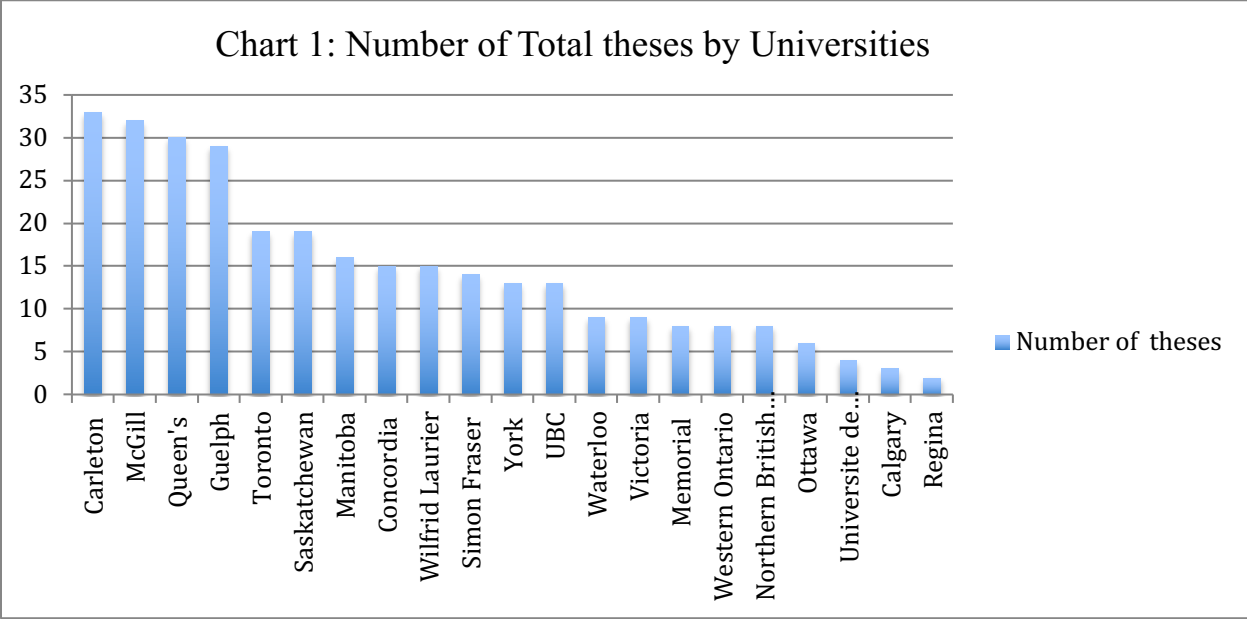
It is also important to note that the 306 theses did not equate to 306 students. Out of 306 theses, 16 were completed by 8 students, meaning they completed both their master's and doctoral theses in the sub-field of Indigenous geography. Therefore, the total number of individuals who completed theses in this field came to 298 students.



4.1.2: Universities' overall contributions to the field

Based on their academic priorities, strategic planning, and other factors, various universities have contributed differently to this field of research. Some universities performed better than others over time in terms of the number of graduate students conducting research in Indigenous geography as well as the quality of this work. As shown in graph 2, Carleton University, with 33 theses, and McGill University, with 32 theses, produced the highest number of graduate theses in this field over the study period, followed by Queen's University, with 30 theses, in the third place.

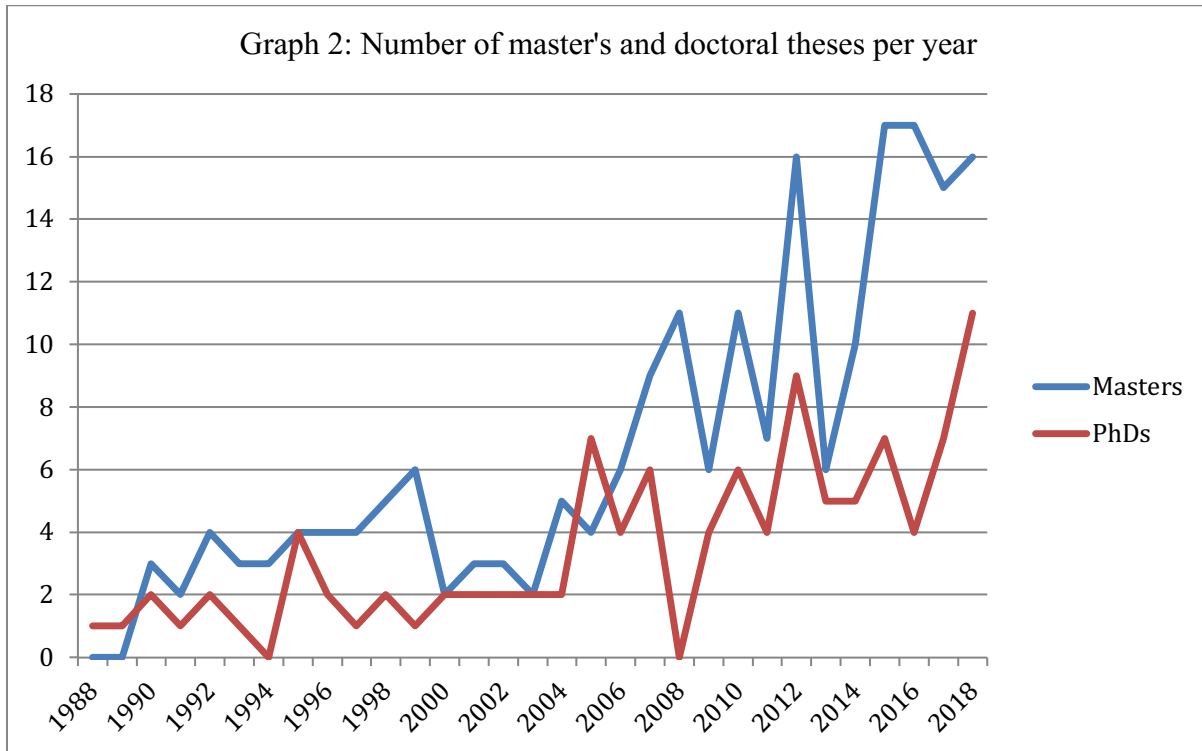
In terms of the number of graduate students enrolled at Canadian universities, 17 of the 22 universities selected for this research were in the list of top 25 institutions with the highest graduate student enrolments ("Facts and Stats" 2017). The 22 universities selected were identified and selected based on the fact that they were the only institutions with relevant theses listed in my preliminary search.



4.1.3: Breakdown of the results in terms of the degree of studies, Master’s or PhD

As shown in graph 2, the numbers of both master’s and PhD theses have grown for the most part consistently over the last 30 years, with the exception of the period between 2000 to 2004, when a notable stagnancy occurred in terms of number of theses completed annually. The graph depicts some fluctuations in growth of the number of degrees annually. For instance, the noticeable decline in the number of theses in 2013 and 2014, from a total of 25 theses in 2012 to a total of 11 and 15 theses in 2013 and 2014, may not actually reflect a decline in the number of theses produced during that period but rather a decline in the publication of theses. This hypothesis is based on the correlation between the sharp fall in numbers and the timing of the termination of the collaborative contract between ProQuest and the LAC, which occurred in 2014. The conjecture here is that the context leading up to the termination of the contract between ProQuest and LAC played an important role in the lead-up to the severance of the contractual relationship between the two parties, impacting theses publications in 2013. In tandem, some universities stopped publishing their theses on ProQuest, and to a lesser degree the LAC, which made locating and accessing theses from those institutions much more challenging.

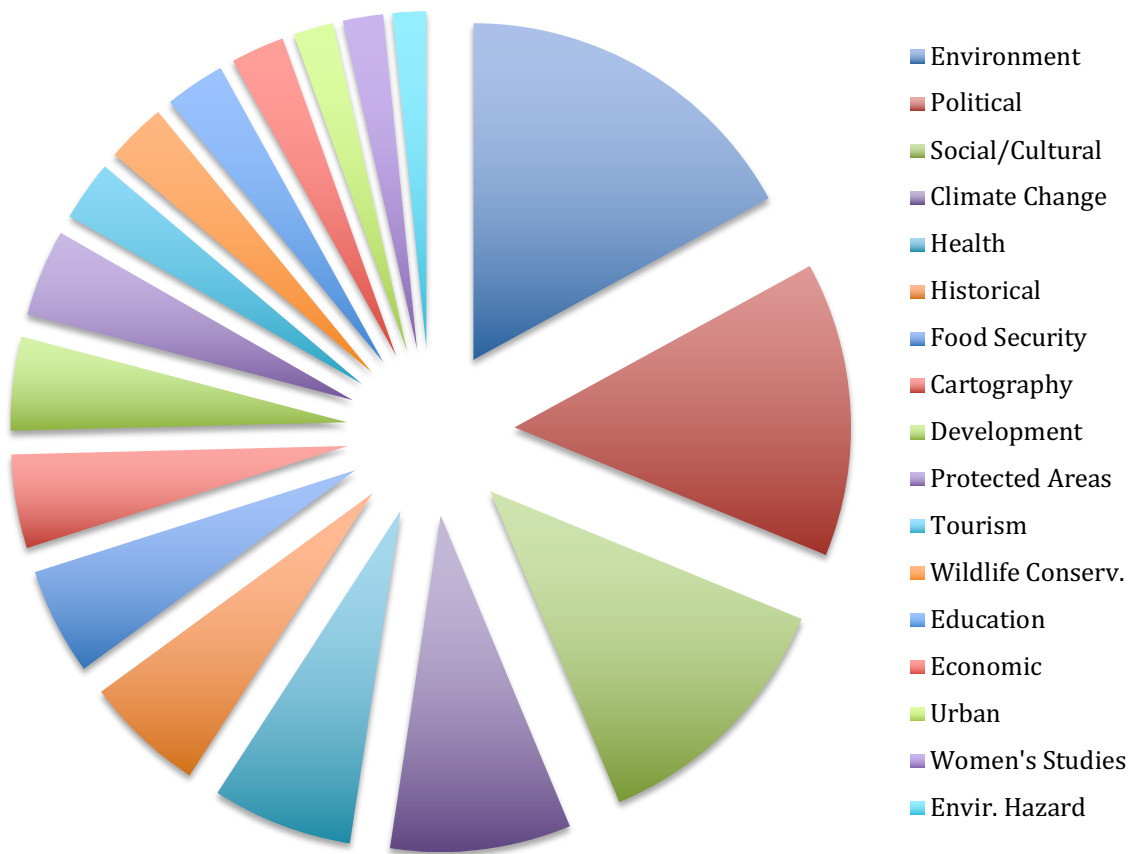
Based on graph 2, it is clear that the number of master’s theses has been consistently higher than PhD theses over time. However, the difference in the growth rates for both master’s theses and PhD theses has remained almost identical. For instance, if we take the year 1990 as the starting point (the previous years contain the value of zero that make the growth rate calculations complicated) and compare it with the results for the year 2018, as the last year of this study, the growth rate for master’s theses was at 4.3, for PhD theses at 4.5, and for the overall total of theses combined it was at 4.4. During the thirty years of this study, in total there were 204 Master’s theses, and 102 PhD dissertations produced.



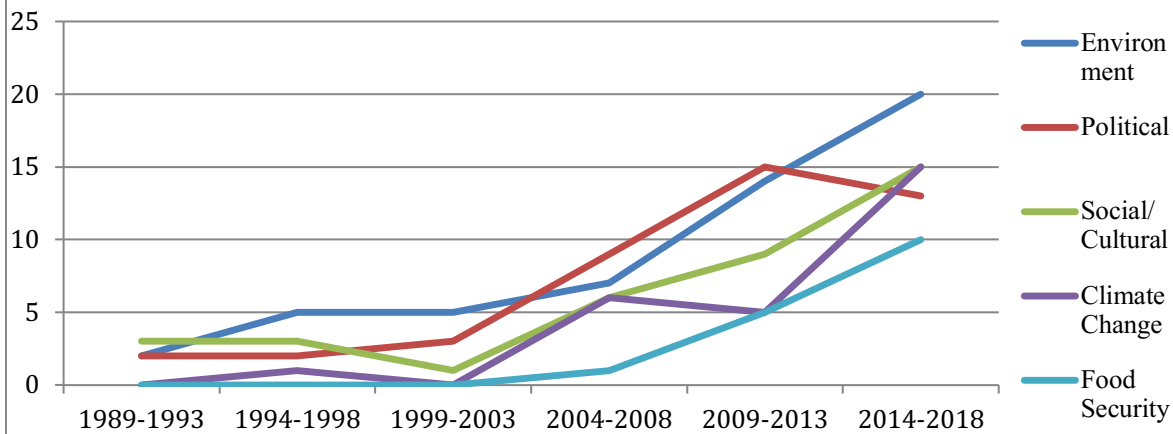
4.1.4: Thematic breakdown of total number of sub-categories over time

For the thematic breakdown of the final selected theses, I used 17 major sub-categories of the field of Geography. Pie chart 1 depicts portions of the overall results that have been taken by each sub-category over the study period. The sub-categories of environment and resources, political, and social/cultural geography were respectively covered by 17%, 14%, and 12% of all the selected theses. In order to track major thematic categories of Indigenous research over time, the period of this study, from 1989 to 2018, was divided into 5-year aggregates. Also, a selection of these thematic areas was tracked over time to get a clearer sense of progress in the last three decades. The 5 sub-categories that were chosen for this purpose include the top four thematic areas with the highest number of theses: Environment and Resources, Political, Social/Cultural Geography, and Climate Change, followed by Food Security. Although, as graph 3 shows, food security ranked the seventh highest sub-category amongst the 17 themes, it was chosen to be analyzed in more depth, along with the other 4 highest ranking sub-categories, due to its dramatic rise in number of studies in the last ten years. It is also notable that both Climate Change and Food Security themes only started appearing in the results after the year 2006.

Chart 2: Thematic breakdown of total number of sub-categories in the last 30 Years



Graph 3: Changes in number of theses for 5 different sub-categories (5-year aggregates)



4.1.5: The annual geographical distribution of location of research, and the Indigenous groups under study

It is important to understand the distribution of focus area of the selected theses in terms of their geographic location as it reveals the degree to which each geographic region has received attention in the form of research. As shown in the map below, the highest portion of theses was conducted in British Columbia and Ontario with 16.3% and 16% of all the results respectively, followed by Northwest Territories with 11.7% and Quebec with 11.4 % of all selected theses. It is noteworthy that the lowest numbers of graduate student theses were completed in the eastern provinces, Nova Scotia, New Brunswick, and Prince Edward Island, each only covering 0.3%, 0%, and 0% of all the selected results respectively.

In terms of Indigenous groups being focused on in the thesis research, as shown in chart 2, First Nations were the most researched group in Canada with 52% of all the results, followed by Inuit with 31%, and only 2% of the selected theses focused on Métis communities in Canada. Research conducted on Indigenous communities outside of Canada formed 15% of the selected studies. Overall, apart from the provinces of British Columbia, Ontario, and Quebec, where most of the major universities with the highest number of graduate students are located, northern Canada, especially the Northwest Territories and Nunavut, were the locus of a significant number of theses. Also, in Quebec, most research was concentrated on northern Inuit and Cree communities.

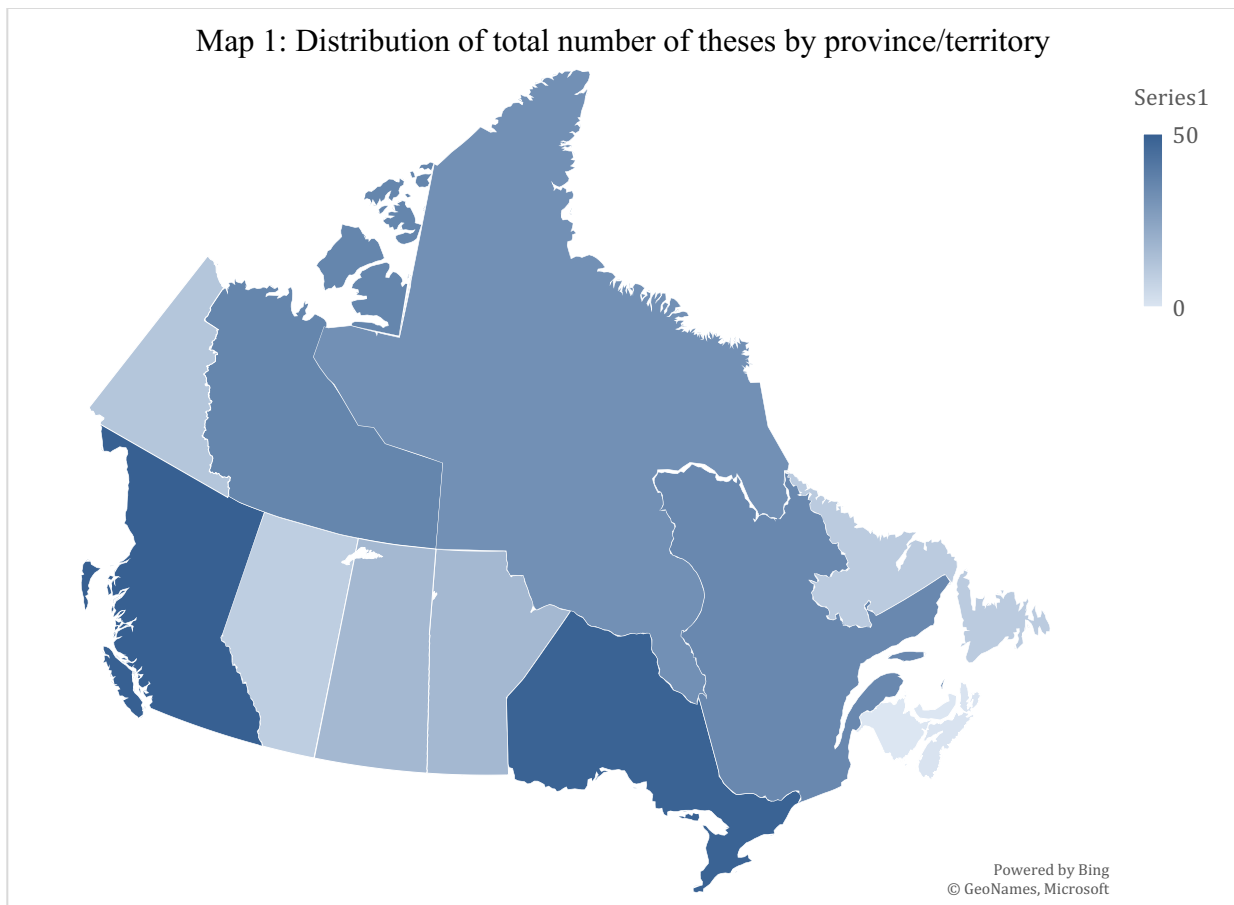
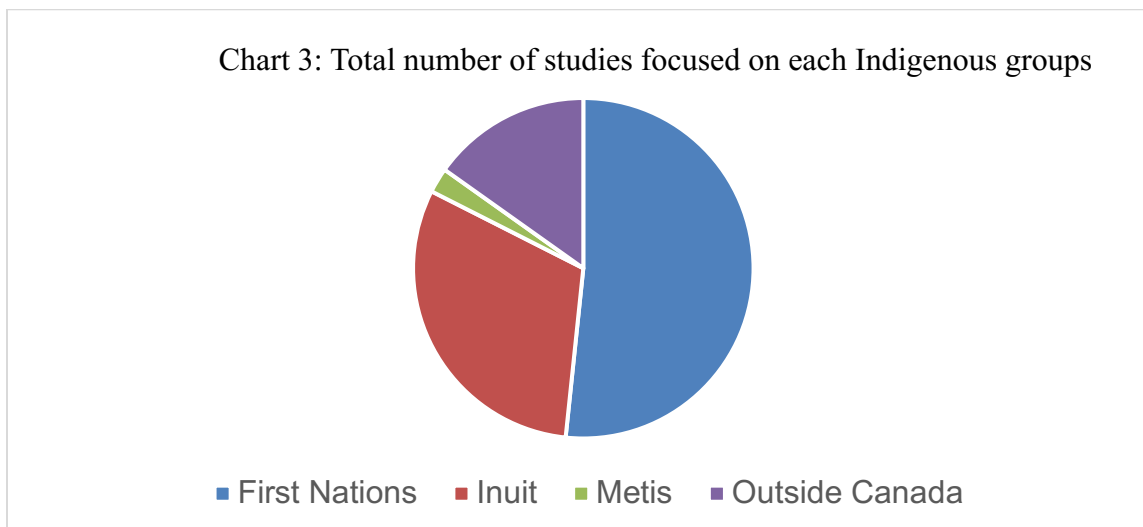


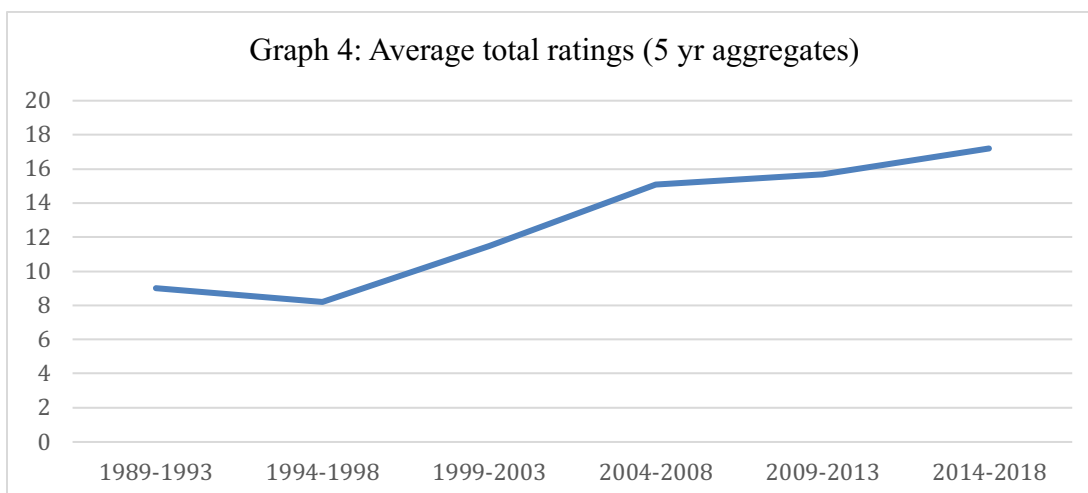
Chart 3: Total number of studies focused on each Indigenous groups



4.2: Qualitative analysis

For the qualitative research, I used 4 parameters to assess Indigenous engagement for the 306 research theses: acknowledgment, inclusion of Indigenous Knowledge, degree of participation and engagement of Indigenous communities, and benefits received by a community as a result of the research. As mentioned in the Methodology chapter, each parameter was graded on a scale of 0 to 5, where 0 constituted very poor and 5 indicated high adherence to the parameter. In the following sections, I discuss in more depth the results of this evaluation. As graph 4 demonstrates, the average total ratings, aggregated into 5-year periods, with the exception of the 1994 -1998 period, indicates that the quality of research involving Indigenous communities has been improving over the last three decades. The average total ratings in the first period, 1989 to 1993, started with 9/20. This average dropped slightly in the second period, 1994 to 1998, to 8.2/20. However, since 1998, the average ratings have consistently improved to 11.5/20, from 1999 to 2003, 15.1/20 from 2004 to 2008, and to 15.7/20 from 2009 to 2013. Finally, in the last five years of this study, the average ratings for the quality of the results increased to a high of 17.2 out of 20. In the following sections, I explore in more depth the findings for each parameter that was assessed.

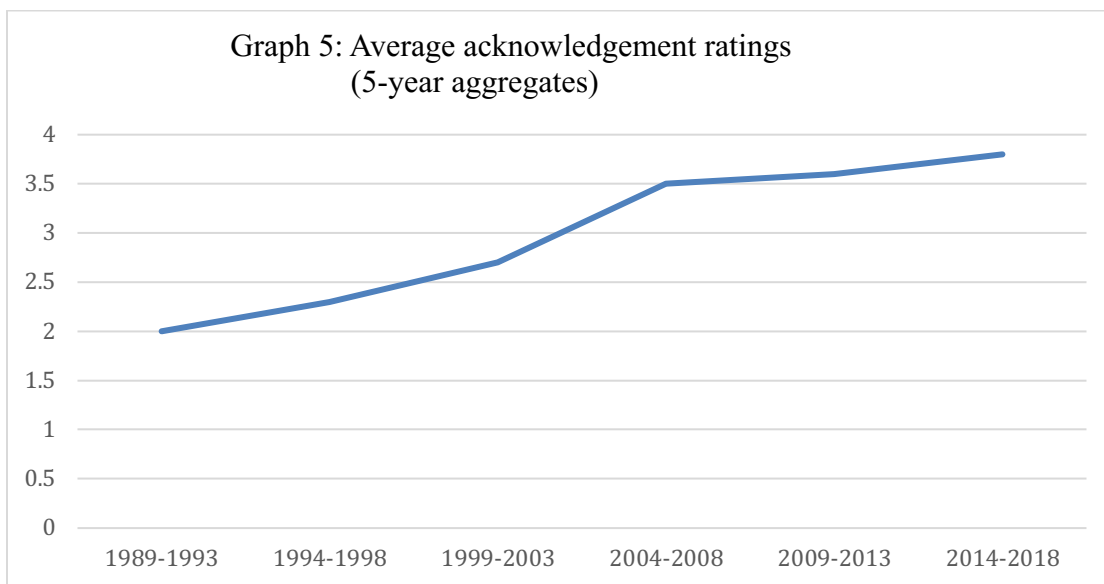
Graph 4: Average total ratings (5 yr aggregates)



4.2.1: Acknowledgements of Indigenous Peoples

I had anticipated that graduate students would increasingly acknowledge Indigenous communities with whom they conducted their studies. Consistent with this, the selected theses conducted in the first decades of this study received lower ratings as opposed to those completed in more recent years. The average rating for the acknowledgements completed in the first 5 years of this study, 1989 to 1993, was 2/5. This average slightly increased to 2.3/5 in the subsequent 5 years, from 1994 to 1998. From 1999 to 2003 this average grew to 2.7/5. In the next 5 years, from 2004 to 2008, as the graph 5 demonstrates, the average grade for the acknowledgments grew significantly to 3.5/5. From 2009 to 2013, this average increased to 3.6/5. And finally, from 2014 to the end of this study in 2018, slightly progressed to 3.8 out of 5.

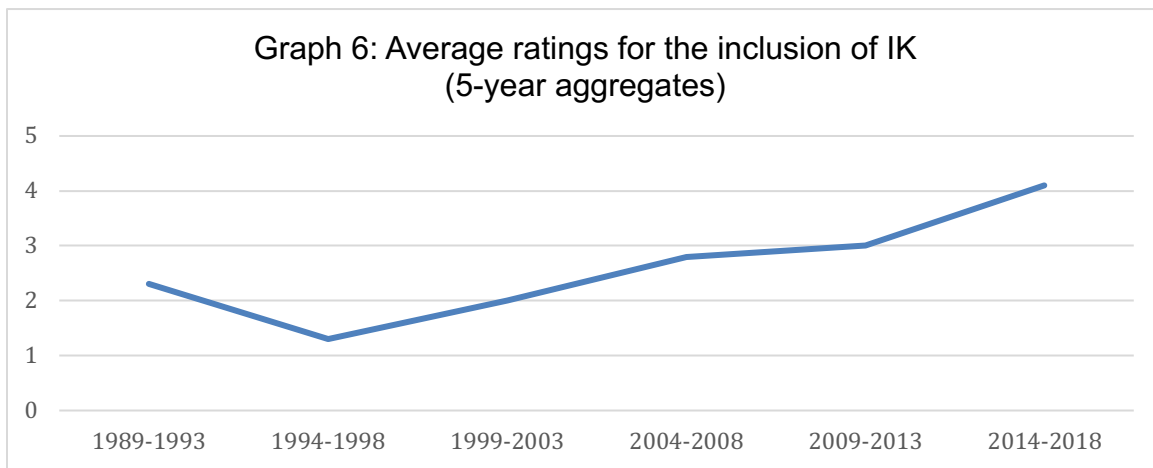
It is important to note that the upward trend of acknowledging Indigenous communities aligns with the increasing popularity and institutionalization of Indigenous land acknowledgements. One example of this institutionalization is the Canadian Association of University Teachers' (CAUT) "Guide to Acknowledging First Peoples & Traditional Territory", published in 2016, which provides land acknowledgement statement templates for university institutions across the country, broken down by province (Belcourt 2021). Metis scholar Chelsea Vowel (writing under the name âpihtawikosisân) notes that she has been "hearing [land acknowledgements] now for over 15 years" (2016), while providing some critical reflections on the prevalence of land acknowledgements, including the observation that they "may end up repurposed as "box-ticking" inclusion without commitment to any sort of real change" (2016). It is therefore difficult to determine to what extent the increased ratings reflect a meaningful increase in consultation and collaboration with Indigenous peoples and to what extent the ratings are a reflection of shifting academic and research protocols (Asher, Curnow, and Davis 2018).



4.2.2: Inclusion of Indigenous Knowledge in research

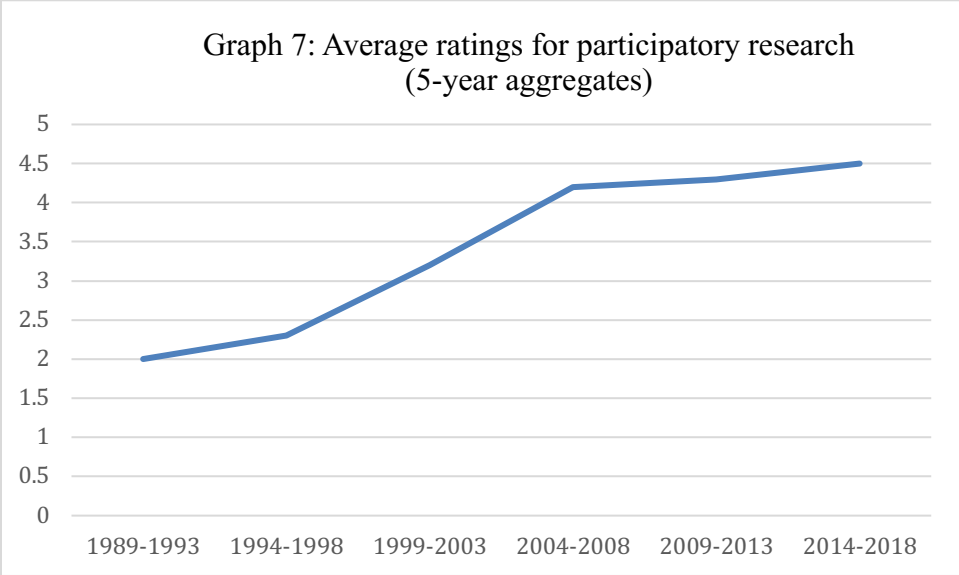
As discussed in the literature review, the application of Indigenous knowledge, when conducting research with Indigenous communities, is an important indication of the extent of Indigenous engagement. Again, like the other criteria used in the qualitative analysis, due to

increasing emphasis on the importance of incorporating Indigenous knowledge into Indigenous research, it was expected that the average grades for 5-year aggregates of the results would go up year after year. For the first 5 years, from 1989 to 1993, the average grade was at 2.3/5. However, contrary to my speculation, as shown on graph 6, in the second 5 years, from 1994 to 1998, the average grades significantly dropped to 1.3/5. In the subsequent 5-year period, from 1999 to 2003, the average grades increased to 2/5, which was surprisingly still lower than the first period. However, from 2004 to 2008, the average grade was increased to 2.8/5, slightly higher than the first 5 years. Furthermore, from 2009 to 2013, the average grade continued to grow to 3/5. Finally, in the last 5 years, from 2014 to 2018, the trend continued, and the average grade reached 4.1/5.



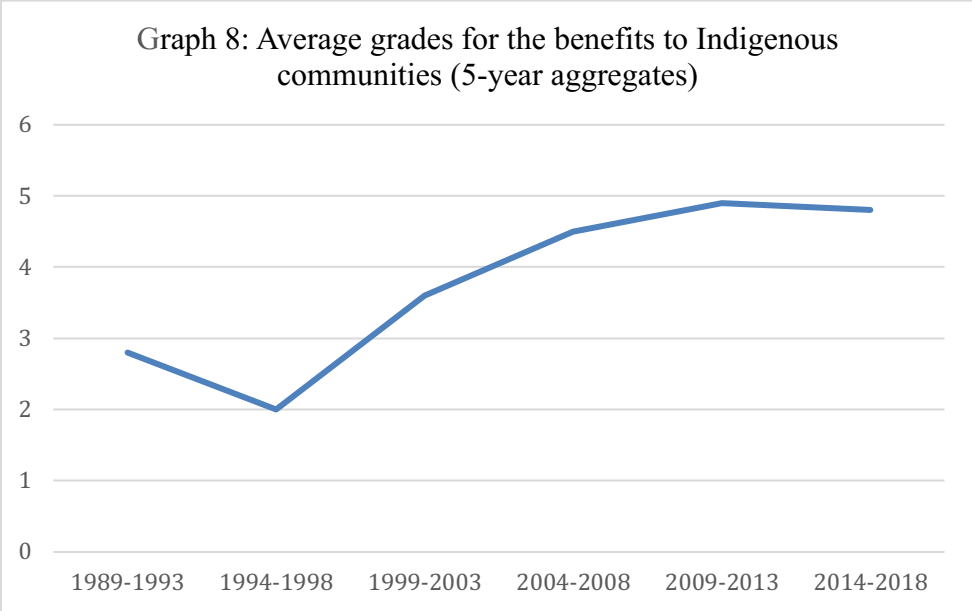
4.2.3: Participation of Indigenous communities in research

As discussed in the literature review, community-based participatory research (CBPR) is more aligned with Indigenous research methods. Based on the 5-year aggregates of the ratings assigned to the participatory methods of each thesis, this part of the qualitative evaluation demonstrates a consistent improvement over time. For the first 5 years, from 1989 to 1993, the average rating was 2/5. This average increased to 2.3/5 in the following 5 years, from 1994 to 1998. Subsequently, from 1999 to 2003 this average grew to 3.2/5. From 2004 to 2008, the average rating continued to grow to 4.2/5, which was a considerable improvement. However, from 2009 to 2013, the average rating increased only slightly to 4.3/5. Finally, in the last 5 years of this study, from 2014 to 2018, the average rating reached 4.5/5, which indicates the selected studies are increasingly applying participatory approaches.



4.2.4: Benefits to Indigenous communities

The evaluation of benefits received by Indigenous communities was most often influenced by the other 3 criteria. For the first 5 years of this study, from 1989 to 1993, the average rating for the quality of benefits received by Indigenous communities was at 2.8/5. However, similar to the average rating for the use of IK, as it is shown on graph 8, in the second 5-year period, from 1994 to 1998, the average rating decreased to 2/5. In the subsequent 5-year period, from 1999 to 2003, the average rating resumed their improvement to reach 3.6/5. Subsequently, from 2004 to 2008, the average rating increased significantly to 4.5/5. Furthermore, from 2009 to 2013, the average rating continued its upward growth to reach 4.9/5, which was surprisingly high. Finally, in the last 5 years, from 2014 to 2018, the average rating dropped slightly to 4.8/5.



Chapter 5: Discussion

This chapter provides a discussion of findings from the quantitative and qualitative assessments I conducted and includes an explanation of possible causes responsible for the shifts and changes in this research over the years. As can be seen in graph 1, overall, despite some minor fluctuations, there has been a significant increase in the number of theses focused on Indigenous populations after the year 2003. This overall progress is likely as a result of various factors at different times. To name a few, state-initiated commissions and policies, such as RCAP and the TRC, an increase in external research funding sources available for IR, an increase in the number of courses and programs addressing Indigenous topics in addition to an increase in Indigenous faculty members and graduate students at universities, and growing recognition of the importance of IR among non-Indigenous students, are some factors that have contributed to this growth in the number of thesis-based studies in IR.

5.1: Quantitative Analysis

Number of theses submitted annually

As reported in section 4.1.1, apart from a short period of decrease and stagnation in terms of the number of theses completed annually in this field, the overall trend line in the graph 1 is upward. I could not identify a direct correlation between the stagnation, from 1996 to 2004, and the decline of the number of theses from 2012 to 2014, and historic milestones, or events in the field of Geography, particularly in the subfield of Indigenous Geography, in the past 30 years. However, what follows are my speculations on the fluctuations observed in the results.

First, it is essential to understand that universities' total production of graduate theses do not always increase in numbers year after year. In other words, the contribution of number of theses by each university also fluctuates at different times due to various reasons. If we had access to a graph that showed the total number of graduate theses at all these 22 universities completed each year, we would see that the progress line would not have been consistently upward. For instance, by looking at McGill University's thesis archive, eScholarship, we can observe that the total number of theses and dissertations dropped from 17 in 2013 to 14 in 2014 and bounced up again in 2015 to 22 theses in total. To take another example, at UBC, the total number of graduate theses within their Geography department decreased from 26 in 2011 to 21 in 2012 and went up again to 23 in 2013. Therefore, the above-mentioned fluctuation and stagnation periods are most likely a result of changes in the number of theses produced annually within each university's Department of Geography. Furthermore, the noticeable decline of numbers of theses in 2013 and 2014, from a total of 25 theses in 2012 to a total of 11 and 15 theses in 2013 and 2014 respectively, is perhaps linked to the termination of the collaborative contract between ProQuest and the LAC, which was explained earlier. The conflict between ProQuest and the LAC, and each university's contractual agreement with the ProQuest in different years has definitely contributed to the decrease in the number of theses and dissertations in different years, especially around 2013 and 2014.

The aforementioned changes can also be explained by universities' internal availability of funding, professors focusing their research on Indigenous Geography, or the break-up of geography departments into smaller schools, or programs. For instance, during the time frame of this study, some universities began launching specialized programs, in particular in Indigenous Studies, Sustainability, or Natural Resource Management, which no longer functioned under the

Geography departments. Therefore, these new schools or programs likely attracted students who would formerly have applied to a Geography department, essentially diverting some research away from Geography departments in terms of theses on Indigenous communities. However, due to a lack of information regarding the dates of formation and the history of these programs on their websites, I have been unable to incorporate these considerations into my interpretations and discussions.

Another trend in recent decades that may have impacted the production of theses is the fact that universities have increasingly adopted interdisciplinary programs that not only increase the range of options for graduate students who choose to work in related fields, but also offer opportunities for faculty members to supervise students outside of their departmental graduate programs. For example, according to Concordia's 'Individualized Program' webpage:

[t]he Individualized Program (INDI) exists to promote innovative and creative approaches to issues that are outside the normal boundaries of investigation. Students engage in individualized research initiatives supported by an integrated program of study drawing on the various resources available at the University either within a Faculty or across Faculties. (Concordia University n.d.)

Universities' overall contributions to the field

As referenced in the Findings section above, 5 out of the 22 selected universities for this study did not make it on the list of the top 25 Canadian universities with the highest number of theses in the sub-field of IG. I believe this seemingly contradictory finding is linked to the 5 institutions' lack of graduate programs in Geography. For instance, according to Finegan (2020), there is a visible reversed correlation between the number of students enrolled in each university (size of the university), and their major undergraduate programs requiring Indigenous-focused courses. For example, three of the top universities listed by Finegan, VIU- Vancouver Island University, MRU-Mount Royal University, and LU-Lakehead University, have the highest number of major programs requiring at least one Indigenous-focused elective (ibid). However, none of these small universities offer a graduate degree program in Geography, hence the reason why they did not appear in the final results.

Moreover, the performance of each university in terms of their graduate degrees in the sub-field of Indigenous Geography can also be impacted by internal faculty changes. The annual number of theses produced by each university has been relatively small, and hence easily impacted by the availability of a supervising faculty member with expertise in this area. For instance, a leave of absence, parental leave, retirement of an expert professor, or a shift in research area could make a difference in the number of graduate theses produced in each faculty from year to year. Relatedly, the presence or absence of Indigenous faculty members available to supervise theses would have impacted the trends. As awareness and sensitivity about notions like 'equity, diversity, and inclusion' and 'reconciliation' have increased over the last decade, so too has the realization of the need for Indigenous peoples to determine and control their own research agendas. Since most Geography departments have historically been – and continue to be – predominantly white, students interested in Indigenous research projects are likely to seek out departments with Indigenous faculty members. There is also a clear trend of Indigenous students pursuing graduate studies in a very intentional way by identifying and seeking out Indigenous faculty mentors to conduct their research with.

Breakdown of the results in terms of the degree of studies (Master's or PhD)

As mentioned earlier, after studying the results and Graph. 3, it became apparent that the number of master's theses has consistently been higher than PhDs, except in the year 2005, over the last 30 years. Given the longer commitment, complexity, and cost of pursuing a PhD degree compared to a master's degree, this finding was expected. However, as stated in section 4.3, the growth rate for master's theses over the years came to 4.3, while for PhD theses, the rate was 4.5, and for the overall total of theses combined it was 4.4. Therefore, while the number of master's theses was higher than PhDs each year, except in 2005, both degree types have had a consistent growth rate in the last 30 years. In terms of the fluctuation trends for the number of master's theses compared to PhDs, as is shown in graph 3, both had similar trajectories over the period of my study. However, it is worth mentioning that there were a couple of years during which the number of master's and PhD theses took contrasting trajectories. For instance, in both 1999 and 2008, the number of master's theses continued to increase, while the number of PhD theses dropped dramatically.

It is also noteworthy that some of the students whose master's degrees appeared in my results went on to pursue their doctoral degree later on in the same field. Out of 306 results, 8 students were identified as having completed both their master's and PhD theses in Indigenous Geography, over the last three decades.

Thematic breakdown of total number of sub-categories over time

As discussed in the findings, the sub-categories of Environment and Resources, Political, and Social/Cultural Geography received the highest number of studies in the last three decades. While Climate Change ranked fourth amongst the 17 sub-categories, it only started its exponential growth in the number of results after 2006. Also, Food Security first appeared in the results in 2004, with no thesis in this sub-category thereafter until 2012. However, despite their very late appearance in the results, both sub-categories of Climate Change and Food Security managed to outnumber most other themes in the last decade. It is noteworthy that almost 75% and 73% of all theses focused on Food Security and Climate Change respectively (excluding those conducted outside Canada), were done in northern communities. This high concentration of research on climate change and food security in the North is understandable, as this is a region that faces some of the biggest challenges and struggles when it comes to these two issues.

The annual geographical distribution of location of research, and the Indigenous groups under study

As mentioned in the findings section, the provinces of British Columbia, Ontario, the Northwest Territories, and Quebec respectively accounted for the highest number of IG across Canada. It is noteworthy, that this finding does not align with the percentage of Indigenous populations in each province, or territory. According to Statistics Canada, in 2016, Indigenous Peoples accounted for 6% of British Columbia's population, only 2.8% of the total population of Ontario, 50% of Northwest Territories' population, and 2.3% of the total population of Quebec. On the other hand, Aboriginal Peoples comprised 85% of the population of Nunavut and 50% of the population in the Northwest Territories, where 98% and 20% of the population is respectively Inuit ("Statistics Canada" 2016). Although the percentages of Indigenous populations in each province, or territory do not necessarily correlate with the number of studies conducted in those regions, they reveal certain trends on concentration of research on different Indigenous groups in Canada. For instance, since the vast majority of research in the sub-

categories of Climate Change and Food Security takes place in the northern regions of Canada, Northwest Territories and Nunavut being the focus of almost 22% of all selected theses, explains the considerable number of studies with Inuit communities. Overall, apart from British Columbia, Ontario, and Quebec, the Northwest Territories, due to their high population of Indigenous Peoples, fared better than the rest of Canada in terms of the location of the selected research. The low numbers of IR in eastern universities can possibly be explained by the absence of graduate degrees in their Geography departments. For instance, Dalhousie is a high-ranking university with a high student enrollment, but it does not have a Geography department. While it has an Environmental Studies department, this did not fit the criteria for this study.

As mentioned in the findings, in terms of percentage of research with different Indigenous groups, First Nations were the focus of 52% of all the results, followed by Inuit with 31%, and 2% of the selected theses focused on Métis communities in Canada. However, these percentages do not correspond with the portion of population of these groups in Canada. According to Statistics Canada (2016), First Nations comprised 58.4% of total Indigenous population in Canada, followed by Métis with 35.1%, and Inuit with 3.9%. Therefore, based on these percentages, one would expect a greater number of studies conducted with Métis communities, as opposed to the Inuit. The reasons why there's a higher number of thesis on Inuit than on Métis communities: One explanation for this can be related to the fact that research on certain sub-categories, to name a few, climate change, food security, development projects (e.g., mines and power plants) tends to be conducted more in the North, as opposed to southern communities. Moreover, another reason for the significantly lower percentage of IR on Métis population is due to the fact that they were not formally recognized as a separate Nation for many years, until quite recently (Gaudry 2018). As stated on Canada's Prime Minister's website, the Canada-Métis Nation Accord was signed on April 23rd, 2017, finally granting Métis Nation recognition ("Canada-Métis Nation Accord" 2017). The

5.2: Qualitative analysis

As noted in the findings, the overall quality of research focused on Indigenous Populations in the last three decades has improved. However, there is a period from 1994 to 1998 when the quality on average dropped slightly. In terms of any significant historical event which might have contributed to this decline, I could not find any cause for this unexpected change. Since the four chosen criteria are somehow interrelated, the following breakdown of each might reveal an explanation for this drop in the second period of the qualitative analysis.

Acknowledgement of Indigenous peoples

As discussed earlier, and based on graph 6, the average quality of the acknowledgement section of the results improved consistently throughout the 30-year study period. Since in the last decades acknowledging Indigenous peoples and their lands has been increasingly encouraged and emphasized, this result was to be expected. It is noteworthy that the average rating for the acknowledgements of the results almost doubled from the first 5-year period to the last, starting at 2/5 for the period 1989 to 1993, to 3.8/5 for the period 2014 to 2018.

Inclusion of Indigenous Knowledge in research

Similar to acknowledgement, there has been an increasing emphasis on the importance and benefits of the application and integration of Indigenous Knowledge in conducting research with Indigenous communities. However, as it was indicated in the findings, there was a decline

in the quality of the application of IK for ten years, from 1993 to 2003. Although after 2004 the quality of theses in terms of the use of IG consistently improved, the 10-year decline in average rating for this criterion is far from negligible. By investigating the results in more depth, one potentially significant correlation I discovered is that certain sub-categories, in particular Historical, Cartography, and Health, became the focus of a higher number of theses during this 10-year period than during the first five years of this study. For example, during this 10-year period, 40% of results focused on Historical Geography, while almost 30% of selected theses focused on cartography. It can be argued that since these sub-categories tend not to perform well in the inclusion of the IK, the average rating for this criterion dropped during this period.

This conclusion is supported by the fact that during the first 5-year period, when these sub-categories were the focus of much fewer theses, the average rating was higher. During the first 5 years, when the unexpectedly higher rating for the application of IK was noted, only one thesis had focused on Historical Geography and no study had focused on the sub-category of Cartography. Therefore, due to the very low number of theses focused on sub-categories that generally do not perform well in their application of IK, the first 5-year period set the bar high for the second and third 5-year periods. Otherwise, if we only look at the results from 1994 onwards, as shown in graph 7, the overall quality of the application of IK in the selected theses has been consistently improving over time.

It is noteworthy that after reviewing various sections of all the selected results, despite the fact that graduate theses have been increasingly incorporating Indigenous Knowledge into their research, I noticed that this incorporation generally fell short of meaningful embedding of IK. For instance, if a thesis covered the significance of IK in its abstract, literature review, and methodology, it would receive a 5/5 as its rating. However, there were only a few studies that adequately and meaningfully used IK and incorporated it into their research, although this is now a requirement of the TCPS.

Participation of Indigenous communities in research

As stated earlier, community-based participatory research not only aligns with Indigenist approaches, but it also benefits Indigenous communities by engaging community members in studies and building social capital amongst local populations. Like the 3 other criteria chosen for the qualitative analysis, over the years there has been an increasing emphasis on applying more community-based participatory research with Indigenous communities. As shown in graph 8, this trend is clearly demonstrated in the evaluation of the results over time. The selected studies have consistently performed better in their engagement of Indigenous populations in their research.

Benefits to Indigenous communities

As shown in graph 9, the average rating for the benefits experienced by Indigenous communities went through a decline similar to the 2nd criterion from the first 5-year period to the second 5-year period. Two factors most likely contributed to the lower average performance in this criterion. First, as noted earlier, evaluating the quality of benefits accrued by Indigenous communities in the results was influenced by the other three criteria. For instance, the lack of, or insignificant application of IG in conducting research with Indigenous communities indicates that their knowledge and worldviews were neglected. This in turn, would result in research conducted with those communities to be less relevant or beneficial to them. Second, similar to the application of IG, certain sub-categories, specifically Historical Geography, happened to be the focus of a higher number of theses in the second and third 5-year periods of this study, from

1994 to 2003, compared to the first period. For instance, only 5% of all the theses focused on Historical Geography were conducted in the first 5 years, whereas almost 40% of these theses were completed in the second and third periods, 1994 to 2003. Since research focused on Historical Geography usually does not tend to engage Indigenous communities and apply IG, having only one study under this sub-category during the first period, and a significantly higher percentage of studies under this theme during the second and third periods very likely resulted in the decline of the overall rating for this criterion. As is clear in graph 8, if we remove the first 5-year period, which set the bar high, the rest of the graph shows an upward trend for benefits experienced by Indigenous communities.

5.3: Recommendations moving forward

I believe this research can be applied as a base for further in-depth evaluation of Indigenous research. Future investigations would be ideally conducted by Indigenous students and supervised by Indigenous professors, while applying guidelines designed by Indigenous Peoples, such as OCAP, to truly assess and support decolonized research.

According to the Universities Canada website survey (2017), in recent decades, there has been a 65% increase in incorporating and adopting Indigenous knowledge, methodologies, research ethics, teaching practices and programs in Canadian universities (2017). As discussed earlier, this study confirms the Universities Canada's statement, by demonstrating that the overall quality of Indigenous Geography has improved in recent decades. This progress has indeed occurred due to incorporating more Indigenous Knowledge and methodologies, while there has been an increasing involvement of Indigenous communities in research over the last three decades. However, there are still areas of Indigenous research within the field of Geography that need greater attention.

By investigating the four chosen criteria for the qualitative analysis in depth, it is apparent that even in the last five years of this study, there are a number of theses that received very poor grades for their acknowledgements and their application of participatory and Indigenist approaches. Therefore, based on this observation, I believe there should be a set of guidelines within academia for graduate students that conduct research with Indigenous communities. While applying for consent and consulting with Indigenous communities before conducting research with them has become common practice in recent decades, at least academically, there are no other requirements beyond that for students to complete their research-based studies.

Although this study shows that the quality of the application of Indigenous Knowledge overall has improved considerably, this practice has remained more at the surface level, rather than through a meaningful integration of Indigenous ontologies, epistemologies, and methodologies into all aspects of a research project. Therefore, I believe a more systematic integration of IK in research with Indigenous communities is required in order to appropriately incorporate this knowledge system within the western research framework. By doing so, researchers not only engage Indigenous communities in their studies, but they also have the opportunity to learn and benefit from Indigenous knowledge and worldviews that have existed for thousands of years.

It is my hope that this research can be used as a proxy, or a reference tool to conduct more in-depth qualitative assessment of research in the subfield of Indigenous Geography. Also, hopefully there will be more Indigenous graduate students in the future conducting Indigenous research to better incorporate their worldviews and knowledge into IG.

5.4: Conclusion

In conclusion, this study has attempted to evaluate Indigenous research conducted by graduate research students of Geography departments in Canadian universities over the last three decades. It also provides an assessment tool that will hopefully contribute to further similar studies in this field. The application of a mixed method approach revealed that in terms of the number of theses addressing Indigenous-related themes and topics in the field of Geography, the overall trend over time has been upward. This has been the case despite some fluctuations in certain years, which are mostly linked to changes in total number of graduate theses produced at each university's department of Geography from year to year. One notable finding in the results, was that the sub-categories of Climate Change and Food Security are increasingly dominating the field of IG, specifically in northern communities.

As for the quality of graduate thesis research conducted in Indigenous Geography, the results indicate that studies in this field are increasingly applying approaches that are more attuned with respectful engagement of Indigenous communities. However, there are still certain areas of Indigenous research, especially regarding the acknowledgement of Indigenous communities and the inclusion of IK, that require greater care and attention. Finally, in terms of benefits received by Indigenous communities in research, there needs to be a more meaningful engagement of Indigenous partners that goes beyond their participation in research to support their ownership and control of all future research of interest and relevance to their communities.

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Appendices

APPENDIX A: Rubric for assessing the qualitative parameters of this research

Grade/ Parameter	1	2	3	4	5
Acknowledgement to Indigenous Peoples	Acknowledgement of at least one Indigenous community member	Dedicating a paragraph, acknowledging a community's support in research	Acknowledgement of Indigenous lands, and dedicating a paragraph to community anywhere in the section	Starting the acknowledgement section with acknowledging land and dedicating a paragraph to community's support	Starting with a respectful acknowledgement to land and Indigenous community and dedicating the research to them
Inclusion of IK	Mentioning IK only in the abstract or introduction sections	Covering IK in the introduction, or literature review without any application	Including IK in introduction and literature review section without any application	Including IK in introduction, literature review, and methodology sections without meaningful application	Inclusion of IK in all sections of research, and is informed completely by Indigenous participants
Participation of Indigenous communities in research	Not participating Indigenous communities but only mentioning it in their literature	Engaging at least on Indigenous community member and covering it in literature	Applying a participatory method with minimal inclusion of Indigenous communities	Applying a participatory method and including great number of community members in research	Applying a participatory method and full/only participation by Indigenous community members
Benefits to Indigenous communities	Research likely to have been beneficial to community based on title and introduction	Research likely to have been beneficial based on title and introduction and inclusion of IK	Research likely to have been beneficial to community based on title and introduction and application of participatory method	Research likely to have been beneficial based on title and introduction and inclusion of IK and partially participatory	Research likely to have been beneficial based on title and introduction and engagement of all Indigenous participants and application of IK/or having a community member as co-author

Appendix B: Catalogue of Graduate Student Theses included in the research

Item#	Author	Topic	Year of Publication	University	Degree	Classification	Location/Region/Community
1	Jody F. Decker	We should never be again the same people': The diffusion and cumulative impact of acute infectious diseases affecting the Natives on the Northern Plains of the Western Interior of Canada, 1774--1839	1989	York University	PhD	Health Geography	Northern Plains of Western Interior, Canada
2	Christine Tremblay	Le processus de redefinition de l'espace politique dans l'Arctique: Les Inuit et l'etat canadien	1990	McGill University	PhD	Political/Legal	Nunavut
3	Elmer Brian Goehring	Inuit place-names and man-land relationships, Pelly Bay, Northwest Territories	1990	The University of British Columbia	M.A.	Social/Cultural Geography	NWT, Pelly Bay/Inuit
4	Todd Gregory Johnson	An analysis of the relationship between income distribution and socio-economic development conditions among communities in the Northwest Territories	1990	University of Saskatchewan	M.A.	Economic Geography	NWT
5	Lawrence Douglas Berg	Aboriginal people, aboriginal rights, and protected areas: An investigation of the relationship between the Nuu-chah-nulth people and Pacific Rim National Park Reserve	1990	University of Victoria	M.A.	Protected Areas and Indigenous Peoples	British Columbia, Pacific Rim/Nuu-chah-nulth FN
6	Andy Leo Swiderski	Development planning in the eastern Arctic: The role of communities in a comprehensive development strategy	1990	York University	PhD	Development Projects and Indigenous Peoples	Nunavut, Eastern Arctic/ Inuit
7	Stephen Nicholas Winn	Co-management under the Inuvialuit Final Agreement: Bridging the gap between indigenous self-regulation and state-based resource management in the Western Arctic?	1991	Carleton University	M.A.	Environment and Resources	NWT, Western Arctic/ Inuit
8	Nancy Hudson-Rodd	Place and health in Canada: Historical roots of two healing traditions	1991	University of Ottawa	PhD	Health Geography	National
9	Colleen Youngs	Woods Cree women's labour within the subsistence-based mixed economy of Pelican Narrows, Saskatchewan	1991	University of Saskatchewan	M.A.	Women's Studies	Saskatchewan, Northern/ Cree FN
10	Sally Ann Peberdy	HIV and AIDS and aboriginal communities in Canada. A socially accountable participatory study	1992	Carleton University	M.A.	Health Geography	National
11	Phoebe Nahanni (IA)	Dene women in the traditional and modern northern economy in Denendeh, Northwest Territories, Canada	1992	McGill University	M.A.	Women's Studies	NWT, Southwestern Arctic/ Dene FN
12	Randall Robert Reeves	What is a narwhal worth? An analysis of factors driving the narwhal hunt and a critique of tried approaches to hunt management for species conservation	1992	McGill University	PhD	Wildlife Management and Conservation	Quebec, Eastern Arctic
13	James Raffan	Frontier, homeland and sacred space: A collaborative investigation into cross-cultural perceptions of place in the Thelon Game Sanctuary, Northwest Territories	1992	Queen's University	PhD	Education	Central NWT/Dene FN and Inuit
14	Jennifer Christine Kipfer	An investigation of native participation in the development of the Greater Kluane Land Use plan	1992	University of Guelph	M.A.	Political/Legal	Yukon, Kluane Region/ FN
15	Hiltrud Hehl	When worlds collide: A historical and socio-economic assessment of the Nuu-chah-nulth on Vancouver Island	1992	University of Waterloo	M.A.	Historical Geography	British Columbia, Vancouver Island/ Nuu-chah-nulth FN
16	Sherri Anne Labour	Common property resources and low-level flying in Labrador: Flight, fight or fancy?	1993	Concordia University	M.A.	Environment and Resources	Newfoundland & Labrador
17	Victor Petro Lytwyn	The Hudson Bay Lowland Cree in the fur trade to 1821: A study in historical geography	1993	University Of Manitoba	PhD	Social/Cultural Geography	Ontario, Hudson Bay Lowland/ Cree FN
18	Heinz John Dyck	The work of Mennonite Central Committee volunteers in a developing aboriginal community	1993	University of Victoria	M.A.	Social/Cultural Geography	British Columbia
19	Barbara A. Stankiewicz	The role of arts and crafts in tourism and northern economic development	1993	University of Waterloo	M.A.	Tourism and Recreation	NWT/Inuit
20	Jeremy J. Shute	Co-management under the Wendapan Stewardship Authority: An inquiry into cross-cultural environmental values	1994	Carleton University	M.A.	Environment and Resources	Ontario, Northeastern/ Anishinaabe FN

21	Anne Kendrick	Community perspectives, caribou user participation and the Beverly-Qamanirjauq Caribou Management Board in northcentral Canada	1994	McGill University	M.A.	Wildlife Management and Conservation	Nunavut, Arviat and Manitoba, Tadoule Lake/ Inuit
22	Helen Anne Bromley	Take precautions against the Natives': Life as a sick Indian at Lytton, British Columbia, 1910-1940	1994	Simon Fraser University	M.A.	Health Geography	British Columbia, Southern Interior/ Nlakápmux FN
23	Paul Omondi	Wildlife-human conflict in Kenya: Integrating wildlife conservation with human needs in the Masai Mara region	1995	McGill University	PhD	Protected Areas and Indigenous Peoples	Kenya/Outside Canada
24	Michael R. Ripmceester	Vision quests into sight lines: Negotiating the place of the Mississaugas in southeastern Ontario, 1700-1876	1995	Queen's University	PhD	Historical Geography	Ontario, Southeastern/ Mississauga FN
25	Kenneth George Brealey	Mapping them 'out': Euro-Canadian cartography and the appropriation of First Nations' territories in British Columbia, 1793-1916	1995	Simon Fraser University	M.A.	Cartography and GIS	British Columbia, Northwest Coast/ Gitksan and Wet'suwet'en FN
26	Daniel Wright Clayton	Islands of truth: Vancouver Island from Captain Cook to the beginnings of colonialism	1995	The University of British Columbia	PhD	Historical Geography	British Columbia, Vancouver Island/FN
27	Jennifer Christine Schwartz	GIS applications and Indigenous Land Use Information in the Canadian north: An evaluation	1995	University of Guelph	M.A.	Cartography and GIS	Canada, North, Arctic
28	Warren Thomas Beatch	Metis and reserve housing of Northern Saskatchewan a comparison of quality 1981-1991	1995	University of Saskatchewan	M.A.	Health Geography	Saskatchewan, Northern/ Métis
29	Paul Emile Blais	Economic development and local agency in Pond Inlet: A community in Baffin Region, Northwest Territories	1995	Wilfrid Laurier University	M.A.	Development Projects and Indigenous Peoples	NWT, Pond Inlet, Baffin Region/Inuit
30	Paula C. Saunders	Linking northern native communities and economic development: Assessing the role of air transportation	1996	Queen's University	M.A.	Economic Geography	Manitoba, Ontario, and Quebec: Arctic
31	Mathew Sparte	Negotiating nation-states: North American geographies of culture and capitalism	1996	The University of British Columbia	PhD	Political/Legal	National
32	Karen S. E. Stock	The traditional land-use of the Waterhen First Nation vis-a-vis a forest management plan	1996	University Of Manitoba	M.A.	Environment and Resources	NWT, Pond Inlet, Baffin Region/Inuit and Waterhen FN
33	Tony M. Isaac	Aboriginal land claims and cultural preservation: a cultural geography of the Mackenzie Delta Inuvialuit	1996	University of Saskatchewan	M.A.	Social/Cultural Geography	NWT, Aklavik and Yukon, Inuvik/ Inuit (Inuvialuit)
34	James Cuane Saku	The socio-economic impact of the Inuvialuit Final Agreement	1996	University of Saskatchewan	PhD	Economic Geography	Quebec, North and NWT/Inuit
35	Christine Clara Earnshaw	Obstetrical care in the Baffin Region, Northwest Territories: Geographical, medical and cultural perspectives	1996	Wilfrid Laurier University	M.A.	Health Geography	NWT, Pond Inlet, Baffin Region/Inuit
36	William T. L. Hipwell	"They've got no stake in where they're at": Radical ecology, the fourth world and local identity in the Bella Coola region	1997	Carleton University	M.A.	Political/Legal	British Columbia, Northwest Coast/Nuxalk FN
37	Rosemary J. E. Fincham	Sensitizing structuration theory: A literature review and proposal for further studies	1997	Queen's University	M.A.	Social/Cultural Geography	National
38	Bruce Lloyd Willis	The environmental effects of the Yukon Gold Rush, 1896-1906: Alterations to land, destruction of wildlife, and disease	1997	The University of Western Ontario	M.A.	Historical Geography	Yukon, Yukon River and Klondike
39	Theresa Lynn Frayne	An examination of the Development Assessment Process, Yukon	1997	University of Guelph	M.A.	Environment and Resources	Yukon, White Horse
40	Robert Brent Anderson	Economic development among First Nations: A contingency perspective	1997	University of Saskatchewan	PhD	Development Projects and Indigenous Peoples	Saskatchewan
41	Burke R. Wayne	Shaping the edge of empire: Dominica and the Antillean colonial experience, 1493-1686	1998	Queen's University	M.A.	Historical Geography	Dominica Island/Outside Canada
42	Linda Yvonne Wilson	The re-imaging of place identity: Tourism, totems and the totem pole project in Duncan, British Columbia	1998	Simon Fraser University	M.A.	Tourism and Recreation	British Columbia, Vancouver Island/FN
43	Deena Lynn Clayton	Developing a knowledge base to incorporate traditional knowledge with geographic information systems	1998	University of Calgary	M.Sc.	Cartography and GIS	NWT/Gwich'in FN

44	Jason David Thomson	Protected area co-management in the Yukon	1998	University of Guelph	M.A.	Protected Areas and Indigenous Peoples	Yukon, Whitehorse and Haines Junction
45	Anna Nieminen	The cultural politics of place naming in Quebec: Toponymic negotiation and struggle in Aboriginal territories	1998	University of Ottawa	PhD	Social/Cultural Geography	Quebec, North, James Bay
46	Judith Stamp	Indigenous agroforestry and sustainable development in Mutoko Communal District, Zimbabwe	1998	University of Toronto	PhD	Environment and Resources	Zimbabwe/Outside Canada
47	Kristen Lynn Smith	Fisheries co-management and the Tahltan First Nation: From the Aboriginal fisheries strategy to a treaty regime (British Columbia)	1998	Wilfrid Laurier University	M.E.S.	Environment and Resources	British Columbia, Northwest/Tahltan FN
48	Vesna Madjaric	Vuntut Gwitchin traditional knowledge and sustainable use practices associated with their subsistence harvest of the Porcupine caribou herd	1999	Carleton University	M.A.	Environment and Resources	Yukon, North/Vuntut Gwitchin FN
49	Kimberly Ann McFarlane	Educating First-Nation children in Canada: The rise and fall of residential schooling	1999	Queen's University	M.A.	Education	National
50	Carolyn Reine Oliver	Aboriginal community relocation: The Naskapi of northeastern Quebec	1999	University of Guelph	M.A.	Historical Geography	Quebec, Northeastern/Naskapi FN (Cree)
51	Philip Kluane Morris	Negotiating the production of space in Tl'azt'en Territory, 1969-1984	1999	University of Northern British Columbia	M.A.	Political/Legal	British Columbia, Northern Interior/Tl'azt'en FN
52	Christy Ann Davis	A case study of polar bear co-management in the eastern Canadian arctic	1999	University of Saskatchewan	M.A.	Wildlife Management and Conservation	NWT, Baffin Bay, Clyde River, Broughton Island
53	Shaun Greig Carson	Increased solar ultra violet radiation and possible links to health effects in Nunavut	1999	Wilfrid Laurier University	M.E.S.	Health Geography	Nunavut/ Inuit
54	Nancy Diane Kingsbury	Increasing pressure on increasing resources: A case study of Pemón Amerindian shifting cultivation in the Gran Sabana, Venezuela	1999	York University	PhD	Environment and Resources	Venezuela/Pemón/Outside Canada
55	Gillian Corless	Community-based tourism planning and policy: The case of the Baffin Region, Nunavut	2000	McGill University	M.A.	Tourism and Recreation	Nunavut, Baffin Region/Inuit
56	Scot Nickels	Importance of experiential context for understanding indigenous ecological knowledge: The Algonquins of Barriere Lake, Quebec	2000	McGill University	PhD	Environment and Resources	Quebec, Northwestern/Algonquin FN
57	Iannis Hespel	Le developpement du tourisme integre au Nunavik: Definition et evolution depuis les vingt dernieres annees	2000	Universite Laval	M.A.	Tourism and Recreation	Quebec, North/Inuit (Nunavik)
58	Ben Lawrence Moffat	Traditional places and modernist spaces: Regional geography and northwestern landscapes of power in Canada, 1850--1990	2000	University of Saskatchewan	PhD	Historical Geography	North West Canada, Saskatchewan, Alberta, NWT/ FN and Inuit
59	William T. L. Hipwell	Taking charge of the Bras d'Or: Ecological politics in the 'land of fog'	2001	Carleton University	PhD	Environment and Resources	Nova Scotia, Cape Breton/Mi'kmaq FN
60	Margaret Jean Webb	An assessment and review of currently existing databases as a foundation for the monitoring of health status of a population within a defined geographic location	2001	Memorial University of Newfoundland	M.Sc.	Health Geography	Newfoundland & Labrador, North/Inuit
61	Marijke Elizabeth Huitema	"Land of which the savages stood in no particular need": Dispossessing the Algonquins of South-Eastern Ontario of their lands, 1760--1930	2001	Queen's University	M.A.	Historical Geography	Ontario, Souteastern/Algonquin FN
62	Kathleen Joan Wilson	The role of mother Earth in shaping the health of Anishinabek: A geographical exploration of culture, health and place	2001	Queen's University	PhD	Health Geography	Ontario, Lake Huron, Manitoulin District/Anishnaabe FN
63	Susan B. DeLisle	Coming out of the shadows: Asserting identity and authority in a layered homeland. The 1979--1982 Mud Lake wild rice confrontation	2001	Queen's University	M.A.	Environment and Resources	Ontario, Souteastern, Mud lake/Algonquin and Mississauga FN
64	Shawn Donaldson	Re-thinking the mercury contamination issue in Arctic Canada	2002	Carleton University	M.A.	Environmental Hazards, Impacts, and Adaptation	Canada, Arctic

65	Eleni Panagiotaraku	Native women, the built environment and community well-being: A comparative study of two James Bay Cree communities	2002	Concordia University	M.A.	Women's Studies	Quebec, North, Eastern James Bay/Cree FN
66	Caroline Desbiens	Power from the north: The poetics and politics of energy in Quebec	2002	The University of British Columbia	PhD	Political/Legal	Quebec, North, James Bay/Cree FN
67	Kenneth George Brealey	First (national) space: (Ab)original (re)mappings of British Columbia	2002	The University of British Columbia	PhD	Cartography and GIS	British Columbia
68	Siobhan Sutherland	First Nations and nuclear fuel waste management: An analysis of stakeholder positions	2002	University of Guelph	M.A.	Environmental Hazards, Impacts, and Adaptation	National
69	Bettina Tania Koschade	"The Tay River watershed is our responsibility": The Ardoch Algonquins and the 2000--2002 Environmental Review Tribunal hearings	2003	Queen's University	M.A.	Political/Legal	Ontario, Souteastern/Ardoch Algonquin FN
70	Bruno Bond	L'Entente sur les repercussions et les avantages (ERA) dans le secteur minier: Un instrument qui permet de minimiser les risques et de maximiser les avantages d'un projet minier pour les communautes autochtones.	2003	University of Ottawa	PhD	Development Projects and Indigenous Peoples	Quebec, North/Inuit (Nunavik)
71	Yael Mina Levitte	Social capital and Aboriginal economic development: Opportunities and challenges	2003	University of Toronto	PhD	Economic Geography	Ontario, North
72	Elizabeth M. Scarborough	Perceptions of a northern landscape and society: Inuit views from Iqaluit	2003	York University	M.A.	Social/Cultural Geography	Nunavut, Iqualit/ Inuit
73	Ioana Radu	Download in progress...Offline meets online at Nemaska James Bay: The use of information and communication technologies among the youth of a remote Cree community	2004	Concordia University	M.A.	Social/Cultural Geography	Quebec, North, Eastern James Bay/Cree FN
74	Lauren Penney	Empowerment strategies for native groups facing resource crises: A case-study of the Nuxalk Nation, Bella Cooola, British Columbia	2004	Concordia University	M.A.	Environment and Resources	British Columbia, Northwest Coast/Nuxalk FN
75	Leah Alexandra Huff	Being Maya: The (re)construction of indigenous cultural identity in Guatemala	2004	Queen's University	M.A.	Social/Cultural Geography	Guatemala/Maya/Outside Canada
76	Madelaine Christine Jacobs	Committed to paper: The Great War, The Indian Act , and hybridity in Alnwick, Ontario	2004	Queen's University	M.A.	Political/Legal	Ontario, Central, Alnwick/Alderville FN
77	Nicole Gombay	Making a living: Place and the commoditisation of country foods in a Nunavik community	2004	Queen's University	PhD	Food Security	Nunavut/ Inuit
78	Nicole Simms	Women's indigenous knowledge and community forest management in British Columbia: A case study with the Huu-ay-aht First Nation	2004	University of Toronto	M.A.	Women's Studies	British Columbia, Vancouver Island/Huu-ay-aht FN
79	Marc-Andre Dunn	Re-interpreting the impacts of indigenous hunting: A participatory geographic analysis of Miskito wildlife use in eastern Honduras	2005	Carleton University	M.A.	Wildlife Management and Conservation	Honduras/Miskito/Ouside Canada
80	Véronique Bussièrès	Towards a culturally-appropriate locally-managed protected area for the James Bay Cree community of Wemindji, Northern Quebec	2005	Concordia University	M.A.	Protected Areas and Indigenous Peoples	Quebec, North, James Bay/Cree FN
81	Philippe Charland	Definition et reconstitution de l'espace territorial du nord-est ameriquain: La reconstruction de la carte du W8banaki par la toponymie abenakise au Quebec.	2005	McGill University	PhD	Cartography and GIS	Quebec, South/Abenaki FN
82	Alexandra D.M. Taylor	Inuit Qaujimajatuqangit about Population Changes and Ecology of Peary Caribou and Muskoxen on the High Arctic Islands of Nunavut	2005	Queen's University	M.A.	Wildlife Management and Conservation	Nunavut, High Arctic islands/Inuit
83	Ryan Christopher Walker	Urban citizenship and Aboriginal self-determination in the Winnipeg low-cost housing sector	2005	Queen's University	PhD	Urban Geography	Manitoba, Winnipeg
84	Lindsay Galbraith	Understanding the need for supraregulatory agreements in environmental assessment: An evaluation from the Northwest Territories, Canada	2005	Simon Fraser University	M.A.	Political/Legal	NWT, Mackenzie Valley

85	Mary Subedar	When states design: Making space on Native reserves	2005	The University of British Columbia	PhD	Political/Legal	Manitoba
86	Etienne Rivard	Prairie and Quebec Metis territoriality: Interstices territoriales and the cartography of in-between identity	2005	The University of British Columbia	PhD	Historical Geography	Quebec and Prairie/Métis
87	Karen S. E. Stock	The Skownan First Nation model for sustainable development and Aboriginal stewardship	2005	University Of Manitoba	PhD	Environment and Resources	Manitoba/Skownan FN (Ojibwe)
88	Katherine Elizabeth Swanson	Begging for dollars in Gringopampa: Geographies of gender, race, ethnicity and childhood in the Ecuadorian Andes	2005	University of Toronto	PhD	Social/Cultural Geography	Ecuador, Andes/Outside Canada
89	David A. Rossiter	The normal forest: Producing British Columbia, 1859--1945	2005	York University	PhD	Political/Legal	British Columbia
90	Patricia Ballamingie	Paradoxes of power: The Lands for Life public consultations	2006	Carleton University	PhD	Political/Legal	Ontario
91	Gwilym Lucas Eades	Decolonizing geographic information systems	2006	Carleton University	M.A.	Cartography and GIS	British Columbia, Northwestern
92	C. Leah Gold	Negotiating health and identity: Peruvian villagers' discourses on the uneasy co-existence of primary health care and indigenous medicine	2006	Simon Fraser University	M.A.	Health Geography	Peru/Andes/Outside Canada
93	Becky Rosalee Hamilton	Francophone settlement in the Gravelbourg Block Settlement and Francophone and Metis Settlement in the Willow Bunch Block Settlement in southwestern Saskatchewan, 1870--1926	2006	The University of Regina	M.A.	Historical Geography	Saskatchewan, Southwestern/Métis
94	Anna E. Stanley	Marginalization and challenge: The production of knowledge and landscape in Canadian nuclear waste management policy making	2006	University of Guelph	PhD	Environmental Hazards, Impacts, and Adaptation	Ontario, Lake Huron/Serpent River FN (Anishinaabe)
95	Tristan D. Pearce	Vulnerability and adaptation to environmental change in Uluhaktok	2006	University of Guelph	M.A.	Climate Change and Adaptation	NWT, Uluhaktok/Inuit (Inuvialuit)
96	Melissa Louise Baxter (IA)	Devolution and post-secondary education: Challenging First Nations geo-legal spatiality	2006	University of Northern British Columbia	M.A.	Education	Ontario
97	Teresa Chang-Hung Tao	Tourism as a Livelihood Strategy in Indigenous Communities: Case Studies from Taiwan	2006	University of Waterloo	PhD	Tourism and Recreation	Taiwan/Cou/Outside Canada
98	Julie Marie Sperling	The influence of poverty and violence on the therapeutic landscapes of the Kaqchikel	2006	University of Waterloo	M.A.	Social/Cultural Geography	Guatemala, San Lucas Tolimán/Kaqchikel/Outside Canada
99	Michael William Hitch	Impact and Benefit Agreements and the political ecology of mineral development in Nunavut	2006	University of Waterloo	PhD	Development Projects and Indigenous Peoples	Nunavut/ Inuit
100	Anita Kushwaha	Monitoring environmental change using Inuit Qaujimajatuqanjit in Cape Dorset, Nunavut	2007	Carleton University	M.A.	Climate Change and Adaptation	Nunavut, Cape Dorset/Inuit
101	Margaret Anne Forrest	Stewardship as partnership: A comparative study of positive human-environment relationships in East Cree and suburban Montreal communities	2007	McGill University	M.A.	Social/Cultural Geography	Quebec, North, Wemindji, and Montreal/ North and East Cree FN
102	Alexandre Germain	Seeking common ground/trouver un terrain d'entente: Politics of national park establishment in the Torngat Mountains, Arctic Canada	2007	McGill University	M.A.	Political/Legal	Quebec, North, Nunavik and Nunatsiavut/ Inuit
103	Chantelle Anne Marie Richmond	Social support, material circumstance and health: Understanding the links in Canada's Aboriginal population	2007	McGill University	PhD	Health Geography	National

104	Scott Heyes	Inuit knowledge and perceptions of the land-water interface	2007	McGill University	PhD	Environment and Resources	Quebec, North, Kangiqsualujjuaq/Inuit
105	Jamie Reschny	Mining, Inuit traditional activities and sustainable development: A study of the effects of winter shipping at the Voisey's Bay Nickel Mine	2007	Memorial University of Newfoundland	M.A.	Development Projects and Indigenous Peoples	Newfoundland & Labrador, North/Inuit
106	Naohiro Nakamura	Managing cultural representation: Ainu and First Nations museums in Japan and Canada	2007	Queen's University	PhD	Social/Cultural Geography	Canada and Japan/National and Nibutani Ainu/Outside Canada
107	Sarah de Leeuw	Artful places: Creativity and colonialism in British Columbia's Indian residential schools	2007	Queen's University	PhD	Historical Geography	British Columbia
108	Jason Prno	Assessing the effectiveness of Impact and Benefit Agreements from the perspective of their Aboriginal signatories	2007	University of Guelph	M.A.	Environment and Resources	NWT
109	Justin Gilligan	Environmental change and off-road transportation in Churchill, Manitoba	2007	University Of Manitoba	M.A.	Climate Change and Adaptation	Manitoba, North, Churchill/ Cree, Dené FN , Inuit and Métis
110	Karen Ann Heikkila	Teaching through toponymy: Using indigenous place-names in outdoor science camps	2007	University of Northern British Columbia	M.A.	Education	British Columbia, Northern Interior/Tl'azt'en FN
111	Jessica Place	Expanding the mine, killing a lake: A case study of First Nations' environmental values, perceptions of risk and health	2007	University of Northern British Columbia	M.A.	Development Projects and Indigenous Peoples	British Columbia, Northern Interior and Northern/Tsay Keh Dene and Takla Lake FN
112	Suzanne Elizabeth Mills	Women's experiences and representations of diversity management and organizational restructuring in a multinational forest company	2007	University of Saskatchewan	PhD	Women's Studies	Prairies, Northern, Alberta, Manitoba, and Saskatchewan
113	Mami Yushimura	Weaving and identity of the Atayal in Wulai, Taiwan	2007	University of Waterloo	M.A.	Women's Studies	Taiwan, Wulai/Atayal/Outside Canada
114	Douglas Andrew Clark	Local and regional-scale societal dynamics in grizzly bear conservation	2007	Wilfrid Laurier University	PhD	Wildlife Management and Conservation	Alberta, Kluane region, Yukon, Inuvialuit, NWT, and Nunavut/ FN and Inuit
115	Jesse Sayles	Tapaiitam: Human modifications of the coast as adaptations to environmental change, Wemindji, eastern James Bay	2008	Concordia University	M.Sc.	Protected Areas and Indigenous Peoples	Quebec, North, James Bay/Cree (Wemindji) FN
116	Miriam Atkinson	Caring for the Land: Nemaska Cree strategies of resistance to the EM-1-A and Rupert Diversion Project in eastern James Bay, northern Quebec	2008	Concordia University	M.A.	Political/Legal	Quebec, North, Eastern James Bay/Nemaska Cree FN
117	Christopher Wellen	Ontologies of Cree hydrography: Formalization and realization	2008	McGill University	M.Sc.	Cartography and GIS	Quebec/Cree FN
118	Dawn Hoogeveen	What is at stake? Diamonds, mineral regulation, and the law of free-entry in the Northwest Territories	2008	Simon Fraser University	M.A.	Political/Legal	NWT, Yellowknife
119	Dianne lapierre	Corporate rationales for the use of Impact and Benefit Agreements in Canada's mining sector	2008	University of Guelph	M.A.	Political/Legal	National
120	Meghan Elizabeth McKenna	Youth-led research: Assessing the vulnerability of Inuit youth in Arctic Bay to social and environmental change	2008	University of Guelph	M.A.	Climate Change and Adaptation	Nunavut, Arctic bay/Inuit
121	Ruth Amy Marie Desantis	Vulnerability and adaptation to environmental conditions in Hopedale, Nunatsiavut	2008	University of Guelph	M.A.	Climate Change and Adaptation	Newfoundland & Labrador, North, Hopedale,Nunatsiavut/Inuit
122	Sarah E. Quinn	Locally defined measures of successful forest co-management: A case study of Tl'azt'en Nation and the John Prince Research Forest	2008	University of Northern British Columbia	M.A.	Environment and Resources	British Columbia, Northern Interior/Tl'azt'en FN

123	Pierre Mathieu Lebel	The capacity of Montreal Lake, SK to provide safe drinking water	2008	University of Saskatchewan	M.A.	Environment and Resources	Saskatchewan, Montreal lake
124	Benita Tam	A climate change impact assessment on the spread of furunculosis in the Ouje-Bougoumou region	2008	University of Toronto	M.Sc.	Climate Change and Adaptation	Quebe, North, Oujé-Bougoumou/Cree FN
125	Louisa M. Clementino	A critical examination of sustainability considerations in Yukon environmental assessment---past and present	2008	Wilfrid Laurier University	M.A.	Environment and Resources	Yukon
126	Brian Francis Egan	From dispossession to decolonization: Towards a critical indigenous geography of Hul'qumi'num territory	2009	Carleton University	PhD	Political/Legal	British Columbia, Southern Gorgia Region/Hul'qumi'num, Coast Salish FN
127	Sarah Szirtes	Exploring linkages between indigenous community-based planning strategies and environmental management Developing best-practices for a holistic approach	2009	Carleton University	M.A.	Environment and Resources	Ontario
128	Emilie Susanne Cameron	The Ordering of Things: Narrative geographies of Bloody Falls and the Central Canadian Arctic	2009	Queen's University	PhD	Historical Geography	NWT, and Nunavutl, Central Arctic/ Inuit and Dene FN
129	Jeremy Baron Pittman	The vulnerability of the James Smith and Shoal Lake First Nations to climate change and variability	2009	The University of Regina	PhD	Climate Change and Adaptation	Saskatchewan/James Smith and Shoal Lake FN
130	Peter Siebenmorgen	Developing an ideal mining agenda: Impact and benefit agreements as instruments of community development in northern Ontario	2009	University of Guelph	M.A.	Development Projects and Indigenous Peoples	Ontario, North
131	Pamela Quart	The Saskatoon Indian and Métis Friendship Centre and the Community Liaison Committee : laying the groundwork for self-government, 1968-1982	2009	University of Saskatchewan	M.A.	Political/Legal	Saskatchewan, southwestern, Saskatoon/FN and Métis
132	Anne Catherine Bajard	Indigenous peoples in action beyond the state: The Lowlands of Bolivia, 1982--2002	2009	University of Victoria	M.A.	Political/Legal	Bolivia, Lowlands/Outside Canada
133	Aaron T. Dale	Inuit <i>Qaujimagatuqangit</i> and Adaptive Co-Management: A Case Study of Narwhal Co-Management in Arctic Bay, Nunavut	2009	Wilfrid Laurier University	M.E.S.	Wildlife Management and Conservation	Nunavut, Arctic Bay/Inuit
134	Sonia Darienne Wesche	Responding to change in a Northern Aboriginal community (Fort Resolution, NWT, Canada): Linking social and ecological perspectives	2009	Wilfrid Laurier University	PhD	Climate Change and Adaptation	NWT, Fort Resolution
135	Justine Townsend	On Haida terms: Self-determination and land use planning on Haida Gwaii	2009	York University	M.A.	Political/Legal	British Columbia, West coast, Haida Gwaii/Haida FN
136	France-Lise Colin	"Nosotros no solamente podemos vivir de cultura ": Identity, Nature, and Power in the Comarca Embera of Eastern Panama	2010	Carleton University	PhD	Social/Cultural Geography	Panama, East, Comarca Embera/Emberá/Outside Canada
137	Jessica Labrecque	Cree Agency and Environment: Rethinking Human Development in the Cree Nation of Wemindji	2010	McGill University	M.A.	Development Projects and Indigenous Peoples	Quebec, North, Eastern James Bay/Cree FN
138	C. Drew Bednasek	Aboriginal and colonial geographies of the File Hills farm colony	2010	Queen's University	PhD	Historical Geography	Saskatchewan, Southwestern/Peepeekisis Cree FN
139	Priya Vadi	Rights, rituals, and repercussions: Aboriginal participation in the 2010 Olympic Games planning process	2010	Simon Fraser University	M.A.	Political/Legal	British Columbia,Vancouver
140	Paul G. Beaudin	A contemporary socio-cultural exploration of health and healing: Perspectives from members of the Oneida Nation of the Thames (Onyota'a:ka)	2010	The University of Western Ontario	PhD	Health Geography	Ontario, Southwestern/Oneida Nation (Thames) FN

141	Lauren Lochat	Entre conservation et développement local : étude des projets écotouristiques dans deux groupes quechua au Pérou	2010	Université de Montréal	M.Sc.	Tourism and Recreation	Peru/Quechua/Outside Canada
142	Nadja Paloma Contreras	La gestion des plantes médicinales chez les communautés autochtones Nahuas de la Huasteca Potosina, Mexique	2010	Université de Montréal	M.Sc.	Environment and Resources	Mexico, Huasteca Potosina/Nahuas/Outside Canada
143	Olesya Elikan	Integrated Analysis of Primary Health Care Accessibility for Aboriginal communities in Alberta	2010	University of Calgary	M.Sc.	Health Geography	Alberta
144	Suzanne M. Smith	Exploring the source water protection interface between Six Nations of the Grand River and the province of Ontario	2010	University of Guelph	M.A.	Environment and Resources	Ontario/Six Nations of the Grand River (Iroquois) FN
145	Misty Faith Potts-Sanderson (IA)	Ina Makoce Daca Yusbemakina: identifying environmental impacts and changes within Alberta's Isga Nation	2010	University Of Manitoba	M.Env.	Environment and Resources	Alberta, Central/Isga FN
146	Darryn Anne DiFrancesco	Fishing for Foresters: A New Institutional Analysis of Community Participation in an Aboriginal-owned Forest Company	2010	University of Ottawa	M.A.	Environment and Resources	British Columbia, North/ Lax Kw'alaams FN
147	Pamela Rose Irvine	From reserves to cities (and back) : the significance of reserves in Registered Indian women's migration	2010	University of Saskatchewan	M.A.	Social/Cultural Geography	Saskatchewan, Southwestern, Saskatoon
148	John Victor Gyepi-Garbrah	Understanding diversity and interculturalism between Aboriginal peoples and Newcomers in Winnipeg	2010	University of Saskatchewan	M.A.	Social/Cultural Geography	Manitoba, Winnipeg
149	Andre Legare	The construction of Nunavut the impact of the Nunavut Project on Inuit identity, governance, and society	2010	University of Saskatchewan	PhD	Political/Legal	Nunavut/ Inuit
150	Merle Mary Muriel McGowan Massie	At the Edge: The North Prince Albert Region of the Saskatchewan Forest Fringe to 1940	2010	University of Saskatchewan	PhD	Historical Geography	Saskatchewan, Central, Prince Albert Region
151	Zoe Katherine Dalton	As we move ahead together: Foregrounding reconciliation and renewed First Nations/non-Aboriginal relations in environmental management and research---an examination of the Species at Risk conservation and recovery scenario in southwestern Ontario	2010	University of Toronto	PhD	Environment and Resources	Ontario, Southwestern/Walpole Island FN
152	Sarah McKenna	Aboriginal Participation in Tourism Planning in British Columbia	2010	University of Waterloo	M.E.S.	Tourism and Recreation	British Columbia
153	Magdalena García Pérez de Arce	Protected Areas and Indigenous Peoples in Chile	2011	Concordia University	M.Sc.	Protected Areas and Indigenous Peoples	Chile/Outside Canada
154	Andra L. Syvänen	Wemindji Cree Observations and Interpretations of Climate Change: Documenting Vulnerability and Adaptability in the Sub-Arctic	2011	Concordia University	M.Sc.	Climate Change and Adaptation	Quebec, North, James Bay/Cree (Wemindji) FN
155	Nicolas Houde	"Experimenting with what will become our traditions": Adaptive co-management as a bridge to an Atikamekw Nehirowisiw post-treaty world in Nitaskinan, Canada	2011	McGill University	PhD	Environment and Resources	Quebec, Central/Atikamekw FN
156	Gwilym Lucas Eades	Geoweb: Indigenous Mapping of Intergenerational Knowledge	2011	McGill University	PhD	Cartography and GIS	Quebec, North, Eastern James Bay/Cree FN
157	Cameron E. Owens	Contesting sustainability in the Valley of the Grizzly Spirit: Models of justice in environmental conflict and assessment	2011	Simon Fraser University	PhD	Political/Legal	British Columbia, Southeastern/Ktunaxa FN

158	Sean Robertson	Postdevelopmental properties in the age of the exception: The political and affective lives of the traditional environmental knowledge of Plateau peoples in British Columbia	2011	Simon Fraser University	PhD	Political/Legal	British Columbia, Southern Interior/ Secwepemc FN
159	Christine Amber Creyke	The Tahltan Nation and our consultation process with mining industry: How a land use plan might improve the process	2011	University of Northern British Columbia	M.A.	Political/Legal	British Columbia, Northern Interior/Tahltan (Heiltsuk) FN
160	Laura C. Senese	Exploring Gendered Relationships Between Aboriginal Urbanization, Aboriginal Rights And Health	2011	University of Toronto	M.A.	Urban Geography	Ontario, Southern, Toronto
161	Dana Copithorne	A GIS approach for improving transportation and mobility in Iqaluit, Nunavut Territory	2011	University of Victoria	M.A.	Cartography and GIS	Nunavut, Iqualit/ Inuit
162	Yvonne Prusak	An Examination of First Nations Comprehensive Community Planning in Saskatchewan	2011	Wilfrid Laurier University	M.A.	Environment and Resources	Saskatchewan
163	Jessica Francis	Aboriginal tourism in the Southern Interior of British Columbia: Identities, representations, and expectations	2011	York University	M.A.	Tourism and Recreation	British Columbia, Southern Interior
164	Bryan S. R. Grimwood	Picturing the Thelon: Natures, Ethics, and Travel within an Arctic Riverscape	2012	Carleton University	PhD	Social/Cultural Geography	Nunavut, Baffin Region/Inuit
165	Geri Blinick	Manomin (Wild Rice) in the Kiji Sibi (Ottawa River) Valley: An Exploration of Traditional Food, Development and Decolonization	2012	Carleton University	M.A.	Food Security	Ontario, Eastern/Ardoch Algonquin FN
166	Adele Michon	Conservation of natural resources within mature tropical forests : how an indigenous community uses and manages wild plants in the Comarca Ngöbe-Buglé, Panama	2012	Carleton University	M.A.	Food Security	Panama, West/Ngöbe/Ouside Canada
167	Julia Blythe Christensen	Homeless in a homeland: Housing (in)security and homelessness in Inuvik and Yellowknife, Northwest Territories, Canada	2012	McGill University	PhD	Social/Cultural Geography	NWT, Inuvik and Yellowknife
168	Maude Beaumier	Vulnerability of Inuit women's food system to climate change in the context of multiple socio-economic stresses--a case study from Arviat, Nunavut	2012	McGill University	M.A.	Food Security	Nunavut, Arivat/ Inuit
169	Sara Statham	Inuit food security: Vulnerability of the traditional food system to climatic extremes during winter 2010/2011 in Iqaluit, Nunavut	2012	McGill University	M.Sc.	Food Security	Nunavut, Iqualit/ Inuit
170	Jean-Sebastien Boutet	An Innu-Naskapi ethnohistorical geography of industrial iron mining development at Schefferville, Quebec	2012	Memorial University of Newfoundland	M.A.	Development Projects and Indigenous Peoples	Quebec, North/Innu and the Naskapi FN
171	Kathleen Parewick	Things change, we change: Planning for resilience in the Canadian Arctic	2012	Memorial University of Newfoundland	PhD	Climate Change and Adaptation	NWT, Arctic
172	Laura M. Schaepli	Indigenous People and Quebec Identity: Revelations from the 2007 Bouchard-Taylor Commission on Reasonable Accommodation	2012	Queen's University	M.A.	Political/Legal	Quebec
173	Madelaine Christine Jacobs	Assimilation through incarceration: The geographic imposition of Canadian law over Indigenous Peoples	2012	Queen's University	PhD	Political/Legal	Ontario, Lake Huron, Manitoulin Island/Anishnaabe FN
174	Paul Joseph Andre Chaput	Native studies in Ontario high schools Revitalizing Indigenous Cultures in Ontario	2012	Queen's University	M.A.	Education	Ontario
175	Kassandra Kulmann	"We Should be Listening to Our Elders": Evaluation of Transfer of Indigenous Knowledge between Anishinabe Youth and Elders	2012	The University of Western Ontario	M.A.	Social/Cultural Geography	Ontario, Lake Superior/ Anishinaabe; Batchewana and Pic River FN

176	Marie-Jeanne S. Royer	L'interaction entre les savoirs ecologiques traditionnels et les changements climatiques: les Cris de la Baie-James, la bernache du Canada et le caribou des bois	2012	Universite de Montreal	PhD	Climate Change and Adaptation	Quebec, North, Eastern James Bay/Cree FN
177	Kelsey C. R. Peterson	Community Experiences of Mining in Baker Lake, Nunavut	2012	University of Guelph	M.A.	Environment and Resources	Nunavut, Baker Lake
178	Linda Chow	Youth and Elders: Perspectives on Intergenerational Knowledge Transfer in Churchill, Manitoba	2012	University Of Manitoba	M.Env.	Social/Cultural Geography	Manitoba, North, Churchill
179	Emily Anne Skinner	Aboriginal Youth, Hip Hop, and the Right to the City: A Participatory Action Research Project	2012	University Of Manitoba	M.A.	Health Geography	Manitoba, Winnipeg
180	Karlah Rae Rudolph	Close to the Land Connecting Northern Indigenous Communities and Southern Farming Communities Through Food Sovereignty	2012	University Of Manitoba	M.Env.	Food Security	Prairie Provinces, North and South, Alberta, Manitoba, and saskatchewan
181	R. G. Christopher Turner	"Overlap": Causes and implications of contested indigenous claims to territory in the context of the BC treaty process	2012	University of Northern British Columbia	M.A.	Political/Legal	British Columbia
182	Lynn Barwin	Places of Tradition, Places of Research: The evaluation of traditional medicine workshops using culturally and locally relevant methods	2012	University of Ottawa	M.A.	Health Geography	Ontario, Lake Huron, Manitoulin Island/Anishnaabe FN
183	Miguel Sioui	Asserting Miyo-Pimaadiziwin on Unceded Algonquin Territory: Experiences of a Canadian 'Non-Status' First Nation in Re-establishing its Traditional Land Ethic	2012	University of Ottawa	M.A.	Environment and Resources	Ontario, Eastern/ Ardoch Algonquin FN
184	Nadine Lemoine	Exploring Water Governance in Northern Saskatchewan: Opportunities for a Watershed Council	2012	University of Saskatchewan	M.A.	Environment and Resources	Saskatchewan, North
185	Heather Jeanne Dorries	Rejecting the "False Choice": Foregrounding Indigenous Sovereignty in Planning Theory and Practice	2012	University of Toronto	PhD	Political/Legal	Ontario, Southern
186	Benita Tam	The Effects of Weather and Climate Variability on the Well-being of a Rural and Urban Aboriginal Group in Ontario, Canada	2012	University of Toronto	PhD	Health Geography	Ontario, Forth Albany and Toronto/ Cree FN
187	Deirdre Anne Wilcock	Living Landscapes: 'Ethnogeomorphology' as an ethical frame of communication in environmental decision-making	2012	York University	PhD	Environment and Resources	British Columbia, Australia; Victoria, and New Zealand; South Island/Maiyoo Keyoh, Yorta Yorta FN, and Tia Kina Te Taiao
188	Stephanie Kittmer	Neoliberal conservation: Legitimacy and exclusion in the Canadian Boreal Forest Agreement	2013	Carleton University	M.A.	Wildlife Management and Conservation	National, Boreal Forest
189	Anita Kushwaha	The Significance of Nuna (the Land) and Urban Place-making for Inuit living in Ottawa, Ontario, Canada	2013	Carleton University	PhD	Urban Geography	Ontario, Southeastern, Ottawa/Inuit (Ottawamiut)
190	Amelie Sonya Andaiye Byam	Strengthening the Integration of Traditional Knowledge in Environmental Impact Assessment: An Analysis of Inuit Place Names near Steensby Inlet, NU	2013	Carleton University	M.A.	Environment and Resources	Nunavut, Qikiqtaaluk Region, Steensby Inlet/ Inuit
191	Carmelle Sullivan	Integrating Culturally Relevant Learning in Nunavut High Schools: Student and educator perspectives from Pangnirtung, Nunavut, and Ottawa, Ontario	2013	Carleton University	M.A.	Education	Nunavut and Ontario, Pangnirtung and Ottawa/Inuit
192	Karen G. Heisler	Scales of Benefit and Territories of Control: A Case Study of Mineral Exploration and Development in Northwest British Columbia	2013	Simon Fraser University	PhD	Political/Legal	British Columbia, Northwestern

193	Dominic A. Alaazi	Aboriginality, Homelessness, and Therapeutic Landscapes of Home: Mapping the Experiences of Aboriginal Housing First Participants in Winnipeg	2013	University Of Manitoba	M.A.	Social/Cultural Geography	Manitoba, Winnipeg
194	Shiri Pasternak	On Jurisdiction and Settler Colonialism: The Algonquins of Barriere Lake Against the Federal Land Claims Policy	2013	University of Toronto	PhD	Political/Legal	Quebec, Rapid Lake/Algonquins of Barriere Lake FN
195	Marcie Rachel Synder	Aboriginal Peoples' Mobility and Health in Urban Canada: Traversing Ideological and Geographical Boundaries	2013	University of Toronto	PhD	Health Geography	Manitoba, Winnipeg
196	Brian Justin Tucker	Inventing the Salish Sea: Exploring the Performative Act of Place Naming off the Pacific Coast of North America	2013	University of Victoria	M.A.	Social/Cultural Geography	British Columbia and Washington State, U.S./Outside Canada, West Coast, Salish Sea
197	Sheri A. Longboat	First Nations Water Security and Collaborative Governance. Chippewas of Kettle and Stony Point First Nation, Ontario, Canada	2013	Wilfrid Laurier University	PhD	Environment and Resources	Ontario, Southwestern/Kettle and Stony Point (Chippewa) FN
198	Tyler Allan McCreary	New Relationships on the Northwest Frontier: Episodes in the Gitksan and Witsuwit'en Encounter with Colonial Power	2013	York University	PhD	Political/Legal	NWT/ Gitksan and Witsuwit'en FN
199	Parastu Mirabzadeh-Ardakani	Political ecology of conservation in the 'Alagol, Ulmagol, and Ajigol' global wetlands, Turkmen Sahra, northeast Iran	2014	Carleton University	PhD	Environment and Resources	Iran, Northeast, Turkmen Sahra/ Turkmen/Outside Canada
200	Stephanie Anne Pyne	Sound of the Drum, Energy of the Dance – Making the Lake Huron Treaty Atlas the Anishinaabe Way	2014	Carleton University	PhD	Cartography and GIS	Ontario, Lake Huron/Anishnaabe FN
201	Geneviève Layton-Cartier	Facilitating Mechanisms in Support of Emerging Collaborative Governance of MPAs in Québec	2014	Concordia University	M.Sc.	Protected Areas and Indigenous Peoples	Quebec
202	Michelle Braiden	The Nomos of Border-Making Practices: The Chaco War, League of Nations and Indigenous Dispossession	2014	Concordia University	M.Sc.	Political/Legal	Bolivia and Paraguay/Outside Canada
203	Mya Sherman	Vulnerability and adaptive capacity of community food systems in the Peruvian Amazon: a case study from Panaiillo	2014	McGill University	M.A.	Food Security	Peru/Amazon Rainforest/Outside Canada
204	Rudolf Riedlsperger	Vulnerability to changes in winter trails and travelling: a case study from Nunatsiavut	2014	Memorial University of Newfoundland	M.A.	Climate Change and Adaptation	Newfoundland & Labrador, Nunatsiavut, Makkovik and Postville /Inuit
205	Jessica Place	Law, property and power : A critical legal geography of matrimonial real property on reserve	2014	Simon Fraser University	PhD	Political/Legal	National
206	Sarah Elizabeth Hunt	Witnessing the Colonialscape : Lighting the intimate fires of Indigenous legal pluralism	2014	Simon Fraser University	PhD	Political/Legal	British Columbia
207	Stéphane Guimont Marceau	Territoires émergents de citoyenneté pour des jeunes des Premières Nations du Québec : contraintes et ouvertures de dialogues aux voix/es multiples	2014	Université de Montréal	PhD	Political/Legal	Quebec
208	Jeremy John Escobar Torio	The Roles of Information and Communication Technologies (ICTs) in Indigenous Political Participation and Representation: A Case Study of the 2008--2009 Peruvian Amazon Conflict	2014	University of Calgary	M.A.	Political/Legal	Peru/Amazon Rainforest/Outside Canada
209	Shauna Zahariuk	Food Insecurity within the Island Lake First Nation Communities in Northern Manitoba, Canada	2014	University Of Manitoba	M.Env.	Food Security	Manitoba, North, Island Lake
210	Sheldon Christopher Lee Ratuski	Cultural Landscapes of the Common Ground: Mapping Traditional Anishinaabe Relationships to the Land	2014	University Of Manitoba	M.A.	Cartography and GIS	Ontario, Northeastern/ Anishinaabe FN

211	Gale Hagblom	Aboriginal Women and Urban Housing: Realizing the Community Benefits	2014	University of Saskatchewan	M.A.	Urban Geography	Saskatchewan, Southwestern, Saskatoon and Regina
212	Kathryn Tebbutt	Coastal aquaculture in British Columbia: Perspectives on finfish, shellfish, seaweed, and Integrated Multi-Trophic Aquaculture (IMTA) from three First Nation communities	2014	University of Victoria	M.A.	Environment and Resources	British Columbia, Coast
213	Brandon A. Pike	Evaluating the Yukon's regional land use planning framework as a tool for managing cumulative effects in the Kluane region	2014	Wilfrid Laurier University	M.A.	Political/Legal	Yukon, Kluane Region
214	Peter Larivière	Métis Identity in Canada	2015	Carleton University	M.A.	Social/Cultural Geography	National
215	Kaitlin Patterson	Prevalence, determinants and seasonal variation of food security among the Batwa of Kanungu District, Uganda	2015	McGill University	M.A.	Food Security	Uganda
216	Michelle L. Maillet	Is the United Nations framework convention on climate change an effective (or appropriate) institution for supporting indigenous peoples' adaptation to climate change?	2015	McGill University	M.A.	Climate Change and Adaptation	National
217	Joanna Petrusek MacDonald	From the minds of youth: Exploring Inuit youth resilience within a changing climate and applications for climate change adaptation in Nunatsiavut, Labrador, Canada	2015	McGill University	M.A.	Climate Change and Adaptation	Newfoundland & Labrador/Inuit (Nunatsiavut)
218	Carmella Gray-Cosgrove	Bedrock stories: a critical geography of radium and uranium mining in the Sahtu region, Northwest Territories	2015	Memorial University of Newfoundland	M.A.	Development Projects and Indigenous Peoples	NWT, Sahtu region/Sahtu and Dene FN
219	Paula E. Loh	What is wrong with this picture?: Indigenous artists contest the "place" of Indigenous people in Canada	2015	Queen's University	M.A.	Social/Cultural Geography	National
220	Christopher Lamb	(Neo)Liberal Scripts: Settler Colonialism and the British Columbia School Curriculum	2015	Queen's University	M.A.	Education	British Columbia
221	Gretchen Ferguson (Hernandez)	From Spaces of Marginalization to Places of Participation : Indigenous Articulations of the Social Economy in the Bolivian Highlands	2015	Simon Fraser University	PhD	Economic Geography	Bolivia, Highlands/Outside Canada
222	Julian Sebastian Yates	Re-animating Andean worlds : kamayoq, the politics of 'culturally appropriate' knowledge extension, and ethnodevelopment in the Peruvian Andes	2015	The University of British Columbia	PhD	Social/Cultural Geography	Peru/Andes/Outside Canada
223	Joshua K. Tobias	"We are the Land": Researching Environmental Repossession with Anishinaabe Elders	2015	The University of Western Ontario	PhD	Health Geography	Ontario, Lake Superior/ Anishinaabe(Ojibway) FN
224	Caitlin Kenny	Navigating Complex Planning Processes: The Experiences of Two Aboriginal Governments with Large Mineral Development Proposals in their Traditional Territories	2015	University of Guelph	M.A.	Environment and Resources	Newfoundland & Labrador/ Inuit (Nunatsiavut)
225	Maria Shallard	Herring (Wanai) and Well-being: Accounting for Heiltsuk values to inform future resource management and economic development opportunities	2015	University of Guelph	M.A.	Environment and Resources	British Columbia, Central coast/ Heiltsuk FN
226	Atiya Jaffar	Establishing A Clean Economy or Strengthening Indigenous Sovereignty: Conflicting & Complementary Narratives for Energy Transitions	2015	University of Guelph	M.A.	Economic Geography	British Columbia and Ontario/Various FN
227	Paul Stephany	Cartography and contested ocean space: an analysis of intertidal shellfish harvest spaces in the territory of the Heiltsuk First Nation	2015	University of Guelph	M.A.	Cartography and GIS	British Columbia, Central coast/ Heiltsuk FN
228	Katherine Anne Peterson	Charting a new course: Collaborative environmental health mapping with the Isga Nation in Alberta, Canada	2015	University Of Manitoba	M.A.	Health Geography	Alberta, West-Central/Isga FN
229	Tabitha Robin Martens	Good news in food: Understanding the value and promise of Indigenous food sovereignty in western Canada	2015	University Of Manitoba	M.A.	Food Security	Canada, western

230	John-Paul Laplante	La Voz del Pueblo: Maya Consultas and the Challenge of Self-Determination for Socially Responsible Investment in the Mining Sector	2015	University of Northern British Columbia	M.A.	Political/Legal	Guatemala/Highlands/Outside Canada
231	Rachel Harris	"We Exist. We're Not Just Some Fairytale in a Book": Migration Narratives of LGBTQ2S Aboriginal People in Toronto	2015	University of Toronto	M.A.	Social/Cultural Geography	Ontario, Toronto
232	Marie-Line Sarrazin	The Political Ecology of Indigenous Territorial Struggles in the Darién, Panama: Land Invasions, Partial State Recognition, and Racialized Discrimination in the Emberá-Wounaan Collective Land Struggle	2015	University of Toronto	M.A.	Political/Legal	Panama/Darién/Outside Canada
233	Rosanna Breiddal	When consultation becomes a checkbox, what's the fracking point?: Colonial constraints on social learning processes in Northeast BC and the Fort Nelson First Nation's New Approach to resource governance	2015	University of Victoria	M.A.	Environment and Resources	British Columbia, Northeast/Fort Nelson FN
234	Jennifer A. Fresque-Baxter	'Water is Life': Exploring the Relationship between Place Identity, Water and Adaptive Capacity in Fort Resolution, Northwest Territories, Canada	2015	Wilfrid Laurier University	PhD	Environment and Resources	NWT, Southern/ Dene FN and Métis
235	David Warren Huggill	The Urban Politics of Settler-Colonialism: Articulations of the Colonial Relation in Postwar Minneapolis, Minnesota, 1945-1975 (AND BEYOND)	2015	York University	PhD	Urban Geography	U.S., Minneapolis, Minnesota/Outside Canada
236	Katherine Louise MacDonald	Rupununi Imaginaries	2015	York University	PhD	Social/Cultural Geography	Guyana/Rupununi/Outside Canada
237	Erica Oberndorfer	The Shared Stories of People and Plants: Cultural and Ecological Relationships Between People and Plants in Makkovik, Nunatsiavut (Labrador, Canada)	2016	Carleton University	PhD	Social/Cultural Geography	Newfoundland & Labrador, Nunatsiavut, Makkovimiut/ Inuit
238	Leah Ronayne	Towards a tailored vision of water security in the North: A case study of the Inuvialuit Settlement Region in the Canadian Arctic	2016	Carleton University	M.A.	Environment and Resources	NWT/Inuit (Inuvialuit)
239	Dana Holtby	The Community Readiness Initiative in Kugluktuk, Nunavut: Mining, neoliberalism, and state interventions in arctic Indigenous community development	2016	Carleton University	M.A.	Environment and Resources	Nunavut/ Inuit (Kugluktuk)
240	Kanwaljeet Dewan	Towards an improved understanding of community-based monitoring: A case study of the Wemindji Community Fisheries Program	2016	Concordia University	M.Sc.	Environment and Resources	Quebec, North/Wemindji, Cree FN
241	Cassandra Lamontagne	"This change isn't good": Gitga'ata Traditional Ecological Knowledge of Environmental Change	2016	Concordia University	M.Sc.	Climate Change and Adaptation	British Columbia, West Coast/Ts'msyen FN, Gitga'ata
242	Dylan G. Clark	Vulnerability to Injury: assessing biophysical and social determinants of land-user injuries in Nunavut, Canada	2016	McGill University	M.Sc.	Social/Cultural Geography	Nunavut/ Inuit
243	Kaitlyn Finner	Food from here and there, from us and them: characterizing the food system of Rigolet, Nunatsiavut, Canada	2016	McGill University	M.A.	Food Security	Newfoundland & Labrador, Nunatsiavut, Rigolet/Inuit
244	Magalie Quintal-Marineau	Near the floe edge: Inuit women's role in the Nunavut mixed economy	2016	McGill University	PhD	Economic Geography	Nunavut, Clyde River/ Inuit
245	Anna Bunce	Gender and the human dimensions of climate change: Global discourse and local perspectives from the Canadian Arctic	2016	McGill University	M.A.	Climate Change and Adaptation	Nunavut, Iqualit/ Inuit
246	Lewis Archer	A Decadal reanalysis of climate vulnerability in the Canadian Arctic: The case of Arctic Bay	2016	McGill University	M.A.	Climate Change and Adaptation	Nunavut, Ikpiarjuk (Arctic Bay)/Inuit (Ikpiarjukmiut)
247	Blánaid M. Donnelly	Indigenous health, livestock, and climate change adaptation in Kanungu District, Uganda	2016	McGill University	PhD	Climate Change and Adaptation	Uganda/Batwa/Outside Canada

248	Jeanette Craney	Asbestos Hill: Inuit experiences with Nunavik's first mine	2016	Memorial University of Newfoundland	M.A.	Development Projects and Indigenous Peoples	Quebec, North/Inuit (Nunavik)
249	Robert Stefaneli	An Examination of Current Approaches to Integrative Indigenous and Western Knowledge System Implementation in Water Research and Management: A Case Study Encompassing the Colonized Geographies of Canada, Australia, New Zealand, and the United States	2016	Queen's University	M.A.	Environment and Resources	National
250	Molly Clarkson	Speaking for sockeye, speaking for themselves : First Nations engagement in the Cohen Commission (2009 - 2012)	2016	The University of British Columbia	M.Sc.	Environment and Resources	British Columbia (Fraser Valley and Haida Gwaiy)
251	Dawn Hoogeveen	Geographies of settler colonial dispossession : Rejecting gold and prosperity on Tsilhqot'in territory	2016	The University of British Columbia	PhD	Development Projects and Indigenous Peoples	British Columbia, Cariboo Region/ Tsilhqot'in FN
252	Samantha da Rosa Holmes (IA)	Beyond the Edge of the Planted Field: Exploring Community-Based Environmental Education, and Invisible Losses in Settler and Indigenous Cultural Contexts	2016	The University of Western Ontario	M.A.	Social/Cultural Geography	Ontario, Southern, Bkejwanong Territory/Anishinaabe FN
253	Colleen Parker	Examining the Vulnerability of an Inuit Food System to Climate Change in the Context of Climatic and Non-Climatic Stressors: A Case Study of Ulukhaktok, NT	2016	University of Guelph	M.Sc.	Food Security	NWT/Inuit (Ulukhaktok)
254	Linnaea Jasiuk	Inuit Women's Conceptualizations of, and Approaches to, Health in a Changing Climate	2016	University of Guelph	M.A.	Climate Change and Adaptation	NWT, Ulukhaktok/Inuit
255	Madeline Whetung (IA)	Nishnaabeg Encounters: Living Indigenous Landscapes	2016	University of Toronto	M.A.	Historical Geography	Ontario, Lake Ontario/ Nishnaabeg FN
256	Deborah Theresa Pine (IA)	Ziisabaakodakaan: The Place Where Sugar is Made	2016	University of Toronto	M.A.	Climate Change and Adaptation	Ontario, Northeastern/ Anishinaabe, Whitefish River FN
257	Rebecca Mearns (IA)	Nunavut, Uqausivut, Piqqusivullu Najuqsittiarlavu (Caring for our Land, Language and Culture): The use of land camps in Inuit knowledge renewal and research	2017	Carleton University	M.A.	Social/Cultural Geography	Nunavut, Gjoa Haven/Inuit
258	Tariq Hossein	Polar bear wildlife viewing in Eeyou Istchee: An assessment of different perspectives and considerations	2017	Concordia University	M.Sc.	Environment and Resources	Quebec, North/Wemindji, Cree FN
259	Knut T. Kitching	Tuktu and environmental change: Inuit caribou harvesting on southern Baffin Island	2017	McGill University	M.A.	Climate Change and Adaptation	Nunavut, Iqualit/ Inuit
260	Caitlynn Beckett	Rethinking remediation: mine closure and community engagement at the Giant Mine, Yellowknife, Northwest Territories, Canada	2017	Memorial University of Newfoundland	M.A.	Environmental Hazards, Impacts, and Adaptation	NWT, Yellowknife/Dene FN
261	Shyra L. Barberstock	"A New Way Forward": Reconciliation through Indigenous Social Innovation	2017	Queen's University	M.A.	Social/Cultural Geography	National
262	Vanessa Sloan Morgan	Learning New Relationships: Settler Responsibilities, HUU-AY-AHT First Nations' Self-Government, and Implementing the MAA-NULTH Treaty	2017	Queen's University	PhD	Political/Legal	British Columbia, Vancouver Island/Huu-ay-aht FN
263	Marc Calabretta	"Ancient Spirit, Modern Mind": Documenting Huu-ay-aht First Nations' Journey to the Maa-Nulth Treaty Through Community-Based Archival Research	2017	Queen's University	M.A.	Political/Legal	British Columbia, Vancouver Island/Huu-ay-aht FN
264	Scott Leitch	Did FSC certification add value in BC's Central Coast?	2017	Simon Fraser University	M.A.	Environment and Resources	British Columbia, Central Coast, Great Bear Rainforest/ FN
265	Sarah C. E. Desrosiers	The productivity of culturally important berry species in the Kugluktuk region of Nunavut, and their use in land-based education programs connecting Elders and youth	2017	The University of British Columbia	M.Sc.	Social/Cultural Geography	Nunavut, Kugluktuk/Inuit (Qaujimatjuqangit)

266	Noémie Boulanger-Lapointe	Importance of berries in the Inuit biocultural system : A multidisciplinary investigation in the Canadian North	2017	The University of British Columbia	PhD	Food Security	Nunavut, Arivat/ Inuit (Nunangat)
267	Cindy Smithers Graeme	Rekindling the Flame: An Exploration of the Relationships Between Health, Culture and Place Among Urban First Nations Men Living in London, Ontario	2017	The University of Western Ontario	PhD	Health Geography	Ontario, Southwestern
268	Samantha McGee	Examining the reintroduction of Indigenous cultivation and management practices in state-led parks and protected areas in BC	2017	University of Guelph	M.A.	Protected Areas and Indigenous Peoples	British Columbia
269	Geneviève Lalonde	Inuit Perceptions of Learning and Formal Education in the Canadian Arctic	2017	University of Guelph	M.A.	Education	NWT, Ulukhaktok/Inuit
270	David Fawcett	A Longitudinal Approach to Climate Change Vulnerability Assessment in Ulukhaktok, NT	2017	University of Guelph	M.A.	Climate Change and Adaptation	NWT, Ulukhaktok/Inuit
271	Hillary A. Beattie	Resurgence of the ocean-going canoe: An exploration of the impacts of Tribal Canoe Journeys on the Heiltsuk Nation through participatory video	2017	University Of Manitoba	M.A.	Social/Cultural Geography	British Columbia, Central coast/ Heiltsuk FN
272	Cheryl Veronica Sobie	Women's right to food in the city: Indigenous single mothers confronting unjust foodscapes, poverty, and racism in Winnipeg	2017	University Of Manitoba	M.A.	Food Security	Manitoba, Winnipeg
273	Thomas Randi	Assessing youth experiences of hydroelectric development in Fox Lake Cree Nation's traditional territory	2017	University Of Manitoba	M.A.	Environment and Resources	Manitoba, Norther/Cree (Fox lake) FN
274	Laura Christine Bryson	Spatial Patterns of Natural Resource Depletion among Rain Forest Communities in the Peruvian Amazon: The Role of Protected Areas and Indigenous Territories in the Conservation of Key Species	2017	University of Toronto	M.Sc.	Protected Areas and Indigenous Peoples	Peru/Amazon Rainforest/Outside Canada
275	Nicole Latulippe (IA)	Belonging to Lake Nipissing: Knowledge, Governance, and Human-Fish Relations	2017	University of Toronto	PhD	Environment and Resources	Ontario, Lake Nipissing/Nipissing, Nishnaabeg
276	Philip Akins	Making collaboration work: An evaluation of marine protected area planning processes on Canada's Pacific Coast	2017	University of Victoria	PhD	Protected Areas and Indigenous Peoples	British Columbia, Gwaii Haanas and Race Rocks FN (Vancouver Island)
277	Heidi Karst	Protected areas and ecotourism: Charting a path toward social-ecological wellbeing	2017	University of Waterloo	PhD	Protected Areas and Indigenous Peoples	Bhutan, Merak-Sakteng Region/Outside Canada
278	Thomas Dyck	First Nations and Adaptive Water Governance in Southern Ontario, Canada	2017	Wilfrid Laurier University	PhD	Environment and Resources	Ontario, Southern/Six Nations, Oneida Nation, and Mississauga FN
279	Miguel Paul Sastaretsi Sioui	Being Part of the Land: The Responsibility-Based Yucatec Maya Land Ethos	2018	Carleton University	PhD	Social/Cultural Geography	Mexico, Yucatan/Maya/Outside Canada
280	Monika Krzywania	Protecting the providers of Indigenous maternal care	2018	Carleton University	M.A.	Social/Cultural Geography	Ontario and Quebec/Algonquin Territory
281	Teall Hall	Advancing Reconciliation? Inclusion of Indigenous Peoples and Perspectives in the Mackenzie River Basin Transboundary Agreements	2018	Carleton University	M.A.	Political/Legal	Alberta and NWT, Mackenzie River Basin
282	Romola Vasantha Thumbadoo	Ginawaydaganuc and the Circle of All Nations: The Remarkable Environmental Legacy of Elder William Commanda	2018	Carleton University	PhD	Historical Geography	Quebec, Outaouais region/ Anishnaabeg
283	Alex de Paiva	Understanding the Role and Value of Participatory Mapping in an Inuit Knowledge Research Context	2018	Carleton University	M.A.	Cartography and GIS	National, Northern Communities/Inuit
284	Thomas McGurk	Indigenous Online Mapping in Canada - Decolonizing or Recolonizing Forms of Spatial Expressions?	2018	Concordia University	M.Sc.	Cartography and GIS	National

285	Claudia Zavaleta Cortijo	Food insecurity and climate change adaptation among Peruvian Indigenous Shawi	2018	McGill University	PhD	Food Security	Peru, Amazon/Shawi/Outside Canada
286	Darya Anderson	The impacts of permafrost thaw and social changes on bakeapple picking	2018	McGill University	M.Sc.	Climate Change and Adaptation	Newfoundland & Labrador, Cartwright Community /Inuit
287	Ryan Barberstock	Change on the Sacred Hill and Plains: Haudenosaunee Perspectives of Camp Mohawk and the Thunderwater Movement in Tyendinaga Territory, Ontario (1917-1918)	2018	Queen's University	M.A.	Historical Geography	Ontario, Tyendinaga Territory/ Mohawk
288	Laura Schaepli	Exposing the Colonial Mind: Epistemologies of Ignorance and Education in Ontario, Canada	2018	Queen's University	PhD	Education	Ontario
289	Max Jacob Ritts	Audible developments : geographies of capitalism, nature, and sound on BC's North Coast	2018	The University of British Columbia	PhD	Development Projects and Indigenous Peoples	British Columbia, North Coast
290	Laura J. Peach (IA)	"You can't just take a piece of land from the university and build a garden on it": A case study of the Indigenous food and medicine garden at Western University	2018	The University of Western Ontario	M.A.	Social/Cultural Geography	Ontario, London
291	Kathleen Mikraszewicz	Paddling the Biigtig: A case study of Environmental Repossession through canoeing	2018	The University of Western Ontario	M.A.	Social/Cultural Geography	Ontario, Lake Superior/Biigtigong Nishnaabeg (Pic River FN)
292	Erich Keyser	Collaborative Conservation: Reconnecting People, Land, and Bison through the Innii Initiative	2018	University of Guelph	M.A.	Wildlife management and Conservation	Alberta and Montana, Waterton-Glacier region/Blackfeet FN
293	Roberta Nakoochee	Reconnection with Asi Kéyi: Healing Broken Connections' Implications for Ecological Integrity in Canadian National Parks	2018	University of Guelph	M.A.	Protected Areas and Indigenous Peoples	Yukon/Kluane and Aishihik FN
294	Emily Martin	Free Prior and Informed Consent to mine development in the Yukon: Norms, Expectations, and the Role of Novel Governance Mechanisms	2018	University of Guelph	M.A.	Political/Legal	Yukon/Little Salmon Carmacks First Nation
295	Joanne Schantz	Community Energy Planning in Remote Indigenous Communities: A Case Study with Eabametoong First Nation	2018	University of Guelph	M.A.	Environment and Resources	Ontario, Noth/Eabametoong FN
296	Devin Waugh	Inuvialuit Traditional Ecological Knowledge (TEK) of Beluga Whale (<i>Delphinaterus leucas</i>) in a Changing Climate in Tuktoyaktuk, NT	2018	University of Guelph	M.Sc.	Climate Change and Adaptation	NWT, Tuktoyaktuk/Inuit (Inuvialuit)
297	Sarem Malek Mohammad Nejad	City Planning, Design, and Programming for Indigenous Urbanism and Ethnocultural Diversity in Winnipeg	2018	University of Saskatchewan	PhD	Urban Geography	Manitoba, Winnipeg
298	Awume Obadiah	Indigenizing Water Security	2018	University of Saskatchewan	M.A.	Environment and Resources	Saskatchewan
299	Lauren Kepkiewicz	Unsettling Food Sovereignty in Canada: Settler Roles and Responsibilities; Tensions and (Im)possibilities	2018	University of Toronto	PhD	Food Security	National
300	Emily Dicken	Informing disaster resilience through a Nuu-chah-nulth way of knowing	2018	University of Victoria	PhD	Climate Change and Adaptation	British Columbia, Vancouver Island/Nuu-chah-nulth FN
301	Konstantinos Karanasios	Community choices: Pathways to integrate renewable energy into indigenous remote community energy systems	2018	University of Waterloo	PhD	Environment and Resources	National, Northern Communities
302	Heather J. Sanguins	"Inconvenient Neighbours, Whom It Was Desirable Ultimately Wholly to Remove": Differing Factors in the Disposessions of Studied Anishinaabe Groups of the Great Lakes Basin, 1820-1865	2018	Wilfrid Laurier University	PhD	Historical Geography	Ontario, eastern Great Lakes Basin/Anishinaabeg
303	Andrew Spring	Capitals, climate change and food security: Building sustainable food systems in northern Canadian Indigenous communities	2018	Wilfrid Laurier University	PhD	Climate Change and Adaptation	NWT, Délı̄ne and Kakisa Communities/Dene FN

304	Colin John O'Neil	Protecting the Peel: Environmental Conservation in the Age of First Nations Self-Government, an Examination of Conservation in Yukon's Peel Watershed	2018	York University	M.A.	Protected Areas and Indigenous Peoples	Yukon, Peel Watershed
305	Victoria Catharine Watson	Perceptions of Water among the Inuit Community in Iqaluit, Nunavut: An Anti-Colonialist, Feminist Political Ecology	2018	York University	M.A.	Environment and Resources	Nunavut, Iqualit/ Inuit
306	John Newton	Coping in context: Adaptation to environmental hazards in the northern regions of Canada	2018	University of Toronto	PhD	Climate Change and Adaptation	NWT, Aklavik and Fort Liard and Ontario/ Inuit and Attawapiskat FN