



**Camosun College**  
*School of Arts & Science*  
Department of Social Sciences

Sociology 230  
***Indigenous Research Methodology***

Fall, 2010

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Instructor:	Dr. Francis Adu-Febiri
Office hours:	Mondays & Wednesdays 1:00-11:20 & Fridays 1:00-2:00 Tuesdays & Thursdays 11:30-1:20 or by Appointment
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**Calendar Description:**

This course introduces students to qualitative research and indigenous research methodologies, methods, and techniques. It provide students with relevant research knowledge, strategies, skills, and tools to do their own research in, and evaluate existing research on, Indigenous communities. Hands-on experience is emphasized.

**EXPECTED LEARNING OUTCOMES:**

Students will be able to

1. Assess the relevance and limitations of existing sociological research concepts, methods and techniques to researching Indigenous communities and issues.
2. Develop questionnaires and interview schedules that are appropriate to Indigenous research respondents and informants.
3. Evaluate the importance of archival material, research reports, statistical data, and oral history to the research needs of Indigenous communities.
4. Successfully carry out observations and in-depth interviews in Aboriginal communities.
5. Create workable research proposals focusing on Indigenous communities and/or issues.

## **COURSE ORGANIZATION:**

The course will integrate instructor's interactive presentations, students' group/class discussions, oral presentations, essay-type examinations, guest speakers, and video presentations to facilitate students active interaction with and enhance their understanding of the course material.

## **REQUIRED READINGS:**

Wilson, Shawn

2008. *Research Is Ceremony: Indigenous Research Methods*. Halifax, Fernwood Publishing

Kovach, Margaret

2009. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press.

***The readings for the course will comprise:***

***a) the topics in the textbooks specified in the course schedule.***

***b) additional materials and illustrations introduced during interactive lectures.***

## **RECOMMENDED READINGS:**

Smith, Linda Tuhiwai.

1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. London & New York: Zed Books Ltd.

Stringer, E.

1999. *Action Research*. Thousand Oaks, California: Sage Publications.

Bryman, Alan.

2004. *Social Research Methods*. New York: Oxford University Press.

Leedy, Paul D. and Jeanne Ellis Ormrod

2010. *Practical Research: Planning and Design*, Seventh Edition, Upper Saddle River, NJ: Merrill-Prentice Hall.

### **GROUP/CLASS DISCUSSIONS (30%):**

The intentions of this aspect of the course are to engage the class in constructive discussions of the challenges of doing research in First Nations' communities/issues, and provide students with hands-on experience in developing feasible research proposals.

#### **GROUP DISCUSSIONS**

The group discussions focus on a) the review questions provided by the instructor based on those chapters designated for group discussion in the course schedule, and b) designated stages of research proposal development.

- a) **STATEMENT OF RESEARCH PROBLEM AND QUESTION:** i) Read the chapter(s) indicated in the course schedule and come up with one significant problem that the texts do not resolve. That is, what you think the chapters failed to teach you on that topic. State this PROBLEM in a statement of research problem format and formulate one QUESTION that flows from the problem statement; ii) Type/Write the problem statement and the question on paper with your name on it and bring it to the group discussion; iii) In groups of three or four thoroughly discuss the problem statement and question of each student in the group; iv) As a group select one of the problem statements with its accompanying question or formulate new relevant PROBLEM STATEMENT and accompanying QUESTION that the chapter(s) fail to address adequately; v) Submit the individual and the group problem statements and questions with a list of your group members to the instructor for grading.
  - **Note that a good problem statement is one that SHOWS a gap or flaw in the chapters you reviewed for the assignment.**
- b) **RESEARCH PROPOSAL STAGE:** i) In your proposal groups discuss the development proposal stage indicated in the schedule; ii) Write a synopsis of the specified proposal stage based on your research topic; iii) Submit it to the instructor with a list of the names of your group members for grading.

#### **CLASS DISCUSSIONS**

The problem statements and questions that the various groups generate will constitute the core of class discussions. In the class discussions each group, if necessary, will be asked to provide rationale for and defend the problem statements and questions it creates if necessary. **Evaluation of group discussions will be based on the statement of research problems formulated and questions created, supported and defended.**

### **INTERACTIVE LECTURE:**

This is the instructor's presentation on selected topics. Students are encouraged to ask questions, make comments and respond to questions during the presentation process.

### **ORAL PRESENTATION (10%) AND WRITTEN RESEARCH PROPOSAL (20%):**

Get two or three partners from the class and come up with a ***topic that focuses on a most pressing need of a specific Indigenous community*** for your oral presentation and research proposal.

The projects involve a collaborative work requiring students to join together with others in teams of not less than 2 and not more than 5. Each team will be required to make an oral presentation and develop the presentation into a written research proposal. **Emphasis should be placed on feasibility of solution and coherent/logical argument that integrates concepts, theory, philosophy, methods, and techniques of Indigenous research methodology. A clear presentation and critical thinking will also be rewarded.** The presentation must be

approximately 15 minutes and the length of the research proposal may range between 5 and 11 double-spaced typewritten pages. Grades for oral presentation and written report will be group-based. **Students who prefer individual grades should provide a convincing reason for that and should discuss it with the instructor before the deadline for the submission of the term paper.**

The oral presentation and written research proposal must address the following:

- Title Page
  - Abstract or Executive Summary
  - Introducing the study: Stating why your project is needed--the problem background, the problem statement and its significance, the research questions, and thesis/hypotheses
  - Stating the goals, objectives and limitations of the project
  - Providing definitions of major concepts
  - Doing/writing a knowledge review
  - Constructing the methodology: philosophy, theory, research design, research methods and techniques
  - Collecting relevant information or data
  - Analyzing the data for themes, patterns
  - Interpreting the findings
  - Reporting (communicating your research findings)
  - Implementation strategies, targets, rationale and beneficiaries of the action plan flowing from the research
  - Discussing ethical implications of the research
  - Funding, costs and benefits of your research
  - Schedule: Each Action and when it would be executed (provide approximate dates)
  - References/Bibliography
  - Appendices: Detailed budget and other document which if put in the main text would interrupt its flow.
- ***Please note that*** “The most likely projects to be funded will be rapid, sustainable, small scale, low budget interventions for the most pressing needs identified by the communities” Dr. Phil Bartle: <http://www.scn.org/cmp/modules/res-prp.htm>.
- ***The due date of the written report is Wednesday December 08, 2010. You lose marks for late submission of report--5 marks a day.***

### **FINAL EXAMINATION: ESSAY-TYPE:**

The default and other options of the final exam will be in Camosun College final exam week **(December 13-18 & 20-21, 2010)**. For the default final exam, the instructor will give you FOUR questions based on the required readings, group/class discussions, student oral presentations, and interactive lectures. You will be required to answer ANY ONE of them in 90 minutes. The other options are: 1) Open book exam, 2) Group written exam, and 3) Oral exam. **Note that the final exam is an essay exam and emphasis should be placed on a coherent, logical argument that integrates concepts, theory, philosophy, methods, techniques, and empirical information. A clear presentation and critical thinking will also be rewarded.**





8 Wed Oct. 25/27

**Interactive Lecture**

Data Collection: Documents, Statistical Data and Artifacts on Indigenous People.

**Readings: Page 73 of Stringer (1999), Pages 177- 212 & pp. 369-386 of Bryman, 2001.**

**NOVEMBER:**

9. Monday Nov. 01	<p><b>GROUP DISCUSSION #4</b></p> <p>a) Problem &amp; Question #4 Due (2%)</p> <p>b) Research Question &amp; Thesis or Hypothesis Due (4%)</p>	<p>Data Collection: Doing Qualitative Interviews in Indigenous communities.</p> <p><b><u>Readings:</u> Pp. 110-116 of Wilson (2008) &amp; Chapter 7 of Kovach (2009).</b></p>
Wednesday Nov. 03	<b>CLASS DISCUSSION</b>	

10 Mon/Wed Nov.08/10

**Interactive Lecture**

Analyzing Data: The Relevance of Qualitative and Quantitative Data Analysis in Indigenous Research.

**Readings: Pages 89-114 of Stringer (1999), Pages 213-262 & 387- 426 of Bryman (2001), Pages 152-154 & Chapter 11 of Leedy and Ormrod ( 2010), Chapters 1, 5 & 7 of Kovach (2009)**

11. Monday Nov. 15	<p><b>GROUP DISCUSSION #5</b></p> <p>a) Problem &amp; Question #5 Due (2%)</p> <p>b) Methodology Due (6%)</p>	<p>Interpreting Research Results on First Nations' Communities and Issues.</p> <p><b><u>Readings:</u> Pages 116-121 of Wilson (2008) and Pages 129-149 of Kovach (2009).</b></p>
Wednesday Oct. 17	<b>CLASS DISCUSSION #5</b>	

12            Mon/Wed    Nov. 22/24    Writing Research Reports for Indigenous Communities.  
Interactive Lecture  
**Readings: Pages 122-125 of Wilson (2008), Pages 459-474 of Bryman (2001). Chapter 12 of Leedy and Ormrod (2010).**

13. Monday Nov. 29	<b>GROUP DISCUSSION #6</b> a) Problem & Question #6 Due (2%) b) Ethics Due (2%)	Doing Research Proposals that Work for Indigenous Communities. <b>Readings: Chapters 5 &amp; 6 of Wilson (2008) &amp; Chapter 8 of Kovach (2009).</b>
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**DECEMBER:**

13. Wednesday    Dec. 01  
Interactive Lecture  
Managing Research to Resolve Social Problems in Indigenous Communities.  
**Readings: Chapter 7 of Wilson (2008) & Pages 115-164 of Stringer (1999).**

14            Mon/Wed    Dec. 06/08 <u>Students' Oral Presentations of their Research Proposals</u>
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