



Camosun College
School of Arts & Science
Department of Social Sciences

Sociology 230
Indigenous Research Methodology

Fall, 2011

Instructor: Dr. Francis Adu-Febiri

Office hours: Tuesdays 10:00-11:20 & Thursdays 11:00-11:20
Mondays 4:00-5:30 & Wednesdays 11:30-1:00
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.

2007. *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

2011. *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 (**statement that shows a substantive flaw/gap in a necessary new thing to add to the text**) 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 or needed improvement 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 to co-design research proposal with a chosen community focusing on actual project activity based on assessment of what is useful for the community (Dawn Currie, 2010, p. 4). Each team will be required to make an oral presentation and develop the presentation into a written research proposal. **Emphasis should be placed on**

- **1) co-designing the research proposal**
- **2) project activity based on assessment of what would be relevant/useful for the community**
- **3) do-able project activity given community resources and student's knowledge/skills**
- **4) following community protocol and ethical practices**
- **5) connecting the project to concepts, philosophy/vision/theory, methods, and techniques of Indigenous research methodologies**
- **6) 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 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 research 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/vision/theory, research design/methods and techniques
- How you would collect relevant information or data with the designed methodology
- How would you analyze the data for themes, patterns
- How would you Interpret the findings
- How would you report (communicate your research findings)
- What would be your implementation strategies, targets, rationale and beneficiaries of the action plan flowing from the research
- What would be the 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 07, 2011. 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 12-17 & 19-20, 2011)**. 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.**

EVALUATION FRAMEWORK:

Evaluation will be based on one in-class essay-type final examination, group/class discussions, oral presentations and a research proposal. All the components of the evaluation will be graded on the basis of their sociological quality and relevance to First Nations communities.

Group/Class Discussions	30%
Oral Presentation	10%
Research Proposal	20%
Final Examination	40%

NOTE: To attain a passing grade, students must complete all the evaluation components of the course.

GRADING:

90 – 100	A+
85 - 89	A
80 - 84	A-
77 – 79	B+
73 - 76	B
70 - 72	B-
65 - 69	C+
60 - 64	C
50 - 59	D
0 - 49	F

COURSE SCHEDULE**READING ASSIGNMENTS**

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed	Sept. 07	Indigenous Experiences with Social Research: What Works and What doesn't Work. <u>Readings:</u> Chapter 4 of Kovach (2009), Chapter 1 of Wilson (2008), Introduction of Brown & Strega (2005), Smith, Linda Tuhiwai (1999).

2. Monday Sept. 12	GROUP DISCUSSION #1 a) Problem & Question #1 Due (2%) b) Research Topic Due (1%) CLASS DISCUSSION #1	Relevance of participatory and collaborative research approaches to First Nations communities and issues. <u>Readings:</u> Chapter 1 of Kovach (2009) & Chapter 4 of Wilson (2008)
Wednesday Sept. 14		

3	Mon/Wed	Sept. 19/21	Action Research: Principles and Theories behind the Practice. <u>Readings:</u> Chapter 2 of Stringer (1990).
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4. Monday Sept. 26	GROUP DISCUSSION #2 Research Problem Statement Due (4%) Guest Speaker	Setting the Stage for Research in First Nations' Communities: Experiences <u>Readings:</u> Chapter 6 of Kovach (2009) & Chapter 2 of Wilson (2008).
Wednesday Sept. 28		

OCTOBER

5	Mon/Wed	Oct. 03/05	Major Research Decisions. <u>Readings:</u> Chapter 1 of Bryman, 2001. Chapter 1 of Leedy and Ormrod, 2010 Chapters 2,3 & 7 of Kovach (2009), Chapter 2 of Brown and Strega (2005) & Chapter 2 of Wilson (2008).
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MONDAY OCTOBER 10: THANKSGIVING HOLIDAY

6 Wed Oct. 12
Interactive Lecture
 Major Research Decisions.
Readings: Chapter 1 of Bryman, 2001.
 Chapter 1 of Leedy and Ormrod, 2010
 Chapters 2,3 & 7 of Kovach (2009), Chapter 2 of
 Brown and Strega (2005) & Chapter 2 of Wilson
 (2008).

7. Monday Oct. 17 Wednesday Oct. 19	<p>GROUP DISCUSSION #3</p> <p>a) Problem & Question #3 Due (2%)</p> <p>b) Literature Review Due (3%) <i>Read Chapter 4 of Leedy & Ormrod (2010) for guidance</i></p> <p>CLASS DISCUSSION #4</p>	Data Collection: Qualitative Research in Indigenous Communities. <u>Readings:</u> Chapter 3 of Wilson (2008), Chapter 5 and pp. 121-129 of Kovach (2009) .
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8 Wed Oct. 24/26
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.

OCTOBER - NOVEMBER:

9. Monday Oct. 31 Wednesday Nov. 02	<p>GROUP DISCUSSION #4</p> <p>a) Problem & Question #4 Due (2%)</p> <p>b) Research Question & Thesis or Hypothesis Due (4%)</p> <p>CLASS DISCUSSION</p>	Data Collection: Doing Qualitative Interviews in Indigenous communities. <u>Readings:</u> Pp. 110-116 of Wilson (2008) & Chapter 7 of Kovach (2009).
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10 Mon/Wed Nov.07/09 Analyzing Data: The Relevance of Qualitative and Quantitative Data Analysis in Indigenous Research.
Interactive Lecture
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)

<p>11. Monday Nov. 14</p> <p>Wednesday Oct. 16</p>	<p>GROUP DISCUSSION #5</p> <p>a) Problem & Question #5 Due (2%)</p> <p>b) Methodology Due (6%)</p> <p>CLASS DISCUSSION #5</p>	<p>Interpreting Research Results on First Nations' Communities and Issues.</p> <p>Readings: Pages 116-121 of Wilson (2008) and Pages 129-149 of Kovach (2009).</p>
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12 Mon/Wed Nov. 21/23 Writing Research Reports for Indigenous Communities.
Interactive Lecture
Readings: Pages 122-125 of Wison (2008), Pages 459-474 of Bryman (2001). Chapter 12 of Leedy and Ormrod (2010).

<p>13. Monday Nov. 28</p>	<p>GROUP DISCUSSION #6</p> <p>a) Problem & Question #6 Due (2%)</p> <p>b) Ethics Due (2%)</p>	<p>Doing Research Proposals that Work for Indigenous Communities.</p> <p>Readings: Chapters 5 & b 6 of Wilson (2008) & Chapter 8 of Kovach (2009).</p>
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NOVEMBER - DECEMBER:

13. Wednesday Nov.30
Interactive Lecture
 Managing Research to Resolve Social Problems in Indigenous Communities.
Readings: Chapter 7 of Wilson (2008) & Pages 115-164 of Stringer (1999).

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Mon/Wed Dec.05/ 07

Students' Oral Presentations of their Research Proposals