



Camosun College
School of Arts & Science
Department of Social Sciences

Sociology 230
Indigenous Research Methodologies

Fall, 2017

Professor	Dr. Francis Adu-Febiri
Office Location	Paul 228
Office Hours	Mondays & Wednesdays 2:30-3:45; Tuesdays & Thursdays 3:30-4:30; Thursdays 11:30-12:20 or By appointment
Class Schedule	Tuesdays & Thursdays 2:00 – 3:20 in Fisher 212
Website	http://faculty.camosun.ca/francisadufebiri
Email & Phone	adufebir@camosun.ca & 250-370-3105

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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 Indigenous communities.
5. Create workable research proposals focusing on Indigenous communities and/or issues.

REQUIRED READINGS:

Wilson, Shawn

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

Absolon, Kathleen E.

2011. *Kaandossiwin: How We Come to Know*. Halifax & Winnipeg: Fernwood Publishing

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 or 2015. *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.

Kovach, Margaret

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

Brown, Leslie and Strega, Susan

2005. *Research as Resistance: critical, indigenous and anti-oppressive approaches*.
Toronto : Canadian Scholars' Press.

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.

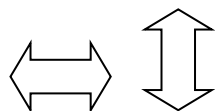
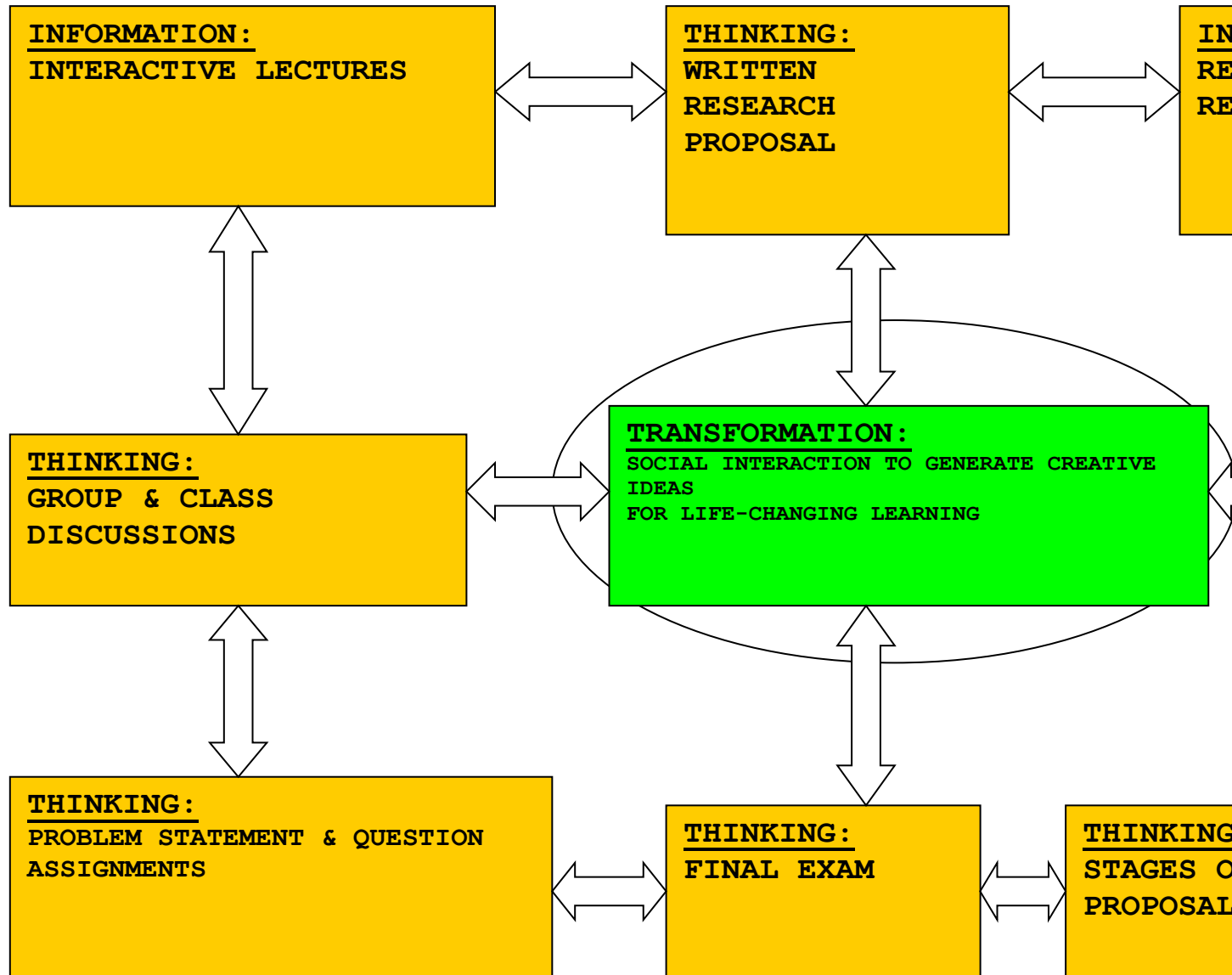
Group & Class Discussions	30%
Oral Presentation	10%
Research Proposal	20%
Final Examination	40%

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 ORGANIZATION DESIGN



= ACT: APPLICATION OF INFORMATION AND THINKING SKILLS

COURSE SCHEDULE AND READINGS:

- ***Read to a) understand and apply sociological and Indigenous concepts and methods of research, 2) generate questions that matter to Indigenous communities, and 3) answer questions that make a difference in Indigenous communities. In this way reading becomes a MISSION instead of MISERY***

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>TOPICS, READINGS & GUIDING QUESTIONS</u>
<u>1</u>	<u>Tue/Thurs</u> <u>Thursday</u>	<u>5/7</u>	<p><u>Lecture Theme:</u> Statement of Research <u>Problem/Opportunity:</u> Indigenous Experiences with Social Research <u>Readings:</u> Chapters 1 and 10 of Absolon (2011), Chapter 1 of Wilson (2008), & Smith Linda Tuhiwai (1999).</p> <p><u>Indigenous Ceremony</u></p>
<u>2</u>	<u>Tuesday</u> <u>Thursday</u>	<u>12</u> <u>14</u>	<p>ASSIGNMENTS TYPES 1 & 2: <u>GROUP DISCUSSION #1:</u> Theme: Approaches to Research: Relevance of participatory and collaborative research approaches to Indigenous communities and issues. <u>Readings:</u> Chapters 2 and 7 and p. 167 of Absolon (2011) & Chapter 4 of Wilson (2008)</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #1 Due (2%)</u> • <u>b) Research Topic Due (1%)</u> <p><u>CLASS DISCUSSION #1</u></p>

<u>3</u>	<u>Tue/Thurs</u>	<u>19/21</u>	<p><u>Lecture Theme:</u> Action Research: Principles and Theories behind the Practice.</p> <p><u>Readings:</u> Chapters 5 and 8 of Absolon (2011) & Chapter 2 of Stringer (1999 or 2015).</p>
<u>4</u>	<u>Tuesday</u>	<u>26</u>	<p>ASSIGNMENTS TYPES 1 & 2:</p> <p>GROUP DISCUSSION #2: Theme: Statement of Research Problem/Opportunity: Setting the Stage for Research in Indigenous Communities: Experiences</p> <p><u>Readings:</u> Chapters 1 and 3 of Absolon (2011) & Chapter 2 of Wilson (2008).</p> <ul style="list-style-type: none"> • <u>a) Statement of Research Opportunity Due (3%)</u> • <u>b) Refined Research Topic Due (1%)</u> <p><u>CLASS DISCUSSION #2: Guest Speaker</u></p>
	<u>Thursday</u>	<u>28</u>	
OCT			
<u>5</u>	<u>Tues/Thurs</u>	<u>3/5</u>	<p><u>Lecture Theme:</u> Major Research Decisions: Their Relevance in Indigenous Research.</p> <p><u>Readings:</u> Chapters 5 and 7 of Absolon (2011), Chapter 2 of Wilson (2008) 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).</p>
<u>6</u>	<u>Tue/Thurs</u>	<u>10/12</u>	<p><u>Lecture Theme:</u> Major Research Decisions: Their Relevance in Indigenous Research.</p> <p><u>Readings:</u> Chapters 5 and 7 of Absolon (2011), Chapter 2 of Wilson (2008) 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).</p>

<u>7</u>	<u>Tuesday</u>	<u>17</u>	<p>ASSIGNMENTS TYPES 1 & 2: GROUP DISCUSSION #3: Theme: Qualitative Data Collection: Ethnographic Strategies in Indigenous Communities. Readings: Chapters 3 & 9 of Absolon (2011) & Chapter 3 of Wilson (2008)</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #3 Due (2%)</u> • <u>b) Literature Review Due (3%):</u> <i>Read pp. 24-31 of Absolon (2011), Chp. 4 of Wilson (2008) & Chapter 4 of Leedy & Ormrod (2010) for guidance</i> <p><u>CLASS DISCUSSION #3</u></p>
	<u>Thursday</u>	<u>19</u>	
<u>8</u>	<u>Tue/Thurs</u>	<u>24/26</u>	<p>Lecture Theme: Quantitative Data Collection: The Relevance of Documents, Statistical Data and Artifacts in Indigenous People and Issues. Readings: Pages 73 of Stringer (1999 or 2015), Pages 177- 212 & pp. 369-386 of Bryman, 2001.</p>
<u>9</u>	<u>Tuesday</u>	<u>Oct 31</u>	<p>ASSIGNMENTS TYPES 1&2: GROUP DISCUSSION #4: Theme: Qualitative Data Collection: Doing Qualitative Interviews in Indigenous communities. Readings: Chapter 2 of Absolon (2011) & Pp. 110-116 of Wilson (2008)</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #4 Due (2%)</u> • <u>b) Research Question & Thesis or Hypothesis Due (4%):</u> <p><u>CLASS DISCUSSION #4</u></p>
NOV.	<u>Thursday</u>	<u>Nov 2</u>	
<u>10</u>	<u>Tue/Thurs</u>	<u>7/9</u>	<p>Lecture Theme: Data Analysis: The Relevance of Qualitative and Quantitative Data Analyses in Indigenous Research. Readings: Page 33-34 of Absolon (2011) & Chapters 1, 5 & 7 of Kovach (2009)</p>

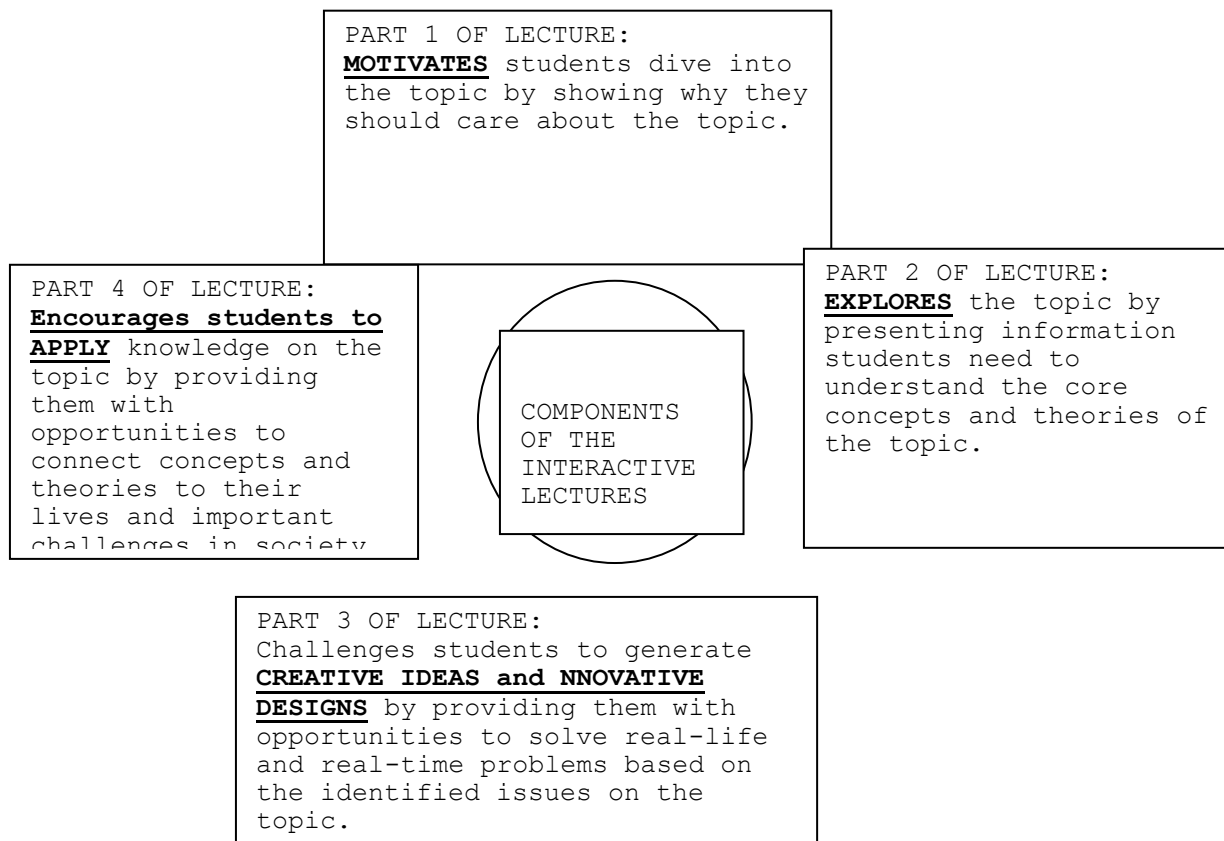
<u>11</u>	<u>Tuesday</u>	<u>14</u>	ASSIGNMENTS TYPES 1 & 2: GROUP DISCUSSION #5: Theme: Interpretation: Interpreting Research Results on Indigenous Communities and Issues. Readings: Chapter 5 and 9 of Absolon (2011) & Pages 116-121 of Wilson (2008) <ul style="list-style-type: none"> • a) <u>Problem Statement & Question #5 Due (2%)</u> • b) <u>Methodology Due (6%)</u>
	<u>Thursday</u>	<u>16</u>	<u>CLASS DISCUSSION #5</u>
<u>12</u>	<u>Tue/Thurs</u>	<u>21/23</u>	<u>Lecture Theme: Reporting and Communicating Research Results:</u> Formats and strategies relevant to Indigenous Communities. <u>Readings:</u> Pages 122-125 of Wilson (2008), Pages 459-474 of Bryman (2001). Chapter 12 of Leedy and Ormrod (2010).
<u>13</u>	<u>Tuesday</u>	<u>28</u>	ASSIGNMENTS TYPES 1&2: GROUP DISCUSSION #6: Theme: Ethics and protocols: The Indigenous Community Contexts. Readings: Pages 64-66 of Absolon (2011) & Chapters 5 & 6 of Wilson (2008) <ul style="list-style-type: none"> • a) <u>Problem Statement & Question #6 Due (2%)</u> • b) <u>Ethics/Protocols Due (2%)</u>
	<u>Thursday</u>	<u>30</u>	<u>Students' Oral Presentations of Research Proposals</u>
DEC			
<u>14</u>	<u>Tuesday</u>	<u>5</u>	<u>STUDENTS ORAL PRESENTATIONS</u>
	<u>Thursday</u>	<u>7</u>	<u>Lecture Theme: Research for Our Common Humanity:</u> Facilitating Research to fulfill desires/goals of Indigenous Communities. <u>Readings:</u> Chapter 7 of Wilson (2008) & Pages 115-164 of Stringer (1999 or 2015).
			Written Report of Proposal due: Thursdayb December 7, 2017

COURSE ORGANIZATION DETAILS:

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.

a) INTERACTIVE LECTURES:

These are the instructor's and guest speakers’ presentations on selected topics. Students are encouraged to ask questions, make comments and respond to questions during the presentation process.



b) 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 Indigenous communities, and provide students with hands-on experience in developing feasible research proposals.

GROUP DISCUSSIONS

The group discussions focus on *i) the problem statement and question exercises and ii) designated stages of research proposal development.*

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. **Evaluation of group & class discussions will be based on i) presence in class and ii) quality of the statement of research problems formulated and questions generated, supported and defended by your group.**

c) ORAL PRESENTATION AND WRITTEN RESEARCH PROPOSAL:

Get four or more partners from the class and come up with a *topic that focuses on a most cherished desire or goal of a specific Indigenous community in BC or Canada* for your oral presentation and written research proposal.

This project involves a collaborative work requiring students to join together with others in teams of not less than four to co-design a research proposal with a chosen Indigenous community focusing on actual project activity based on assessment of what is relevant to and 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

ASSIGNMENT TYPES aim at engaging students **to transform information and to apply integrated thinking skills to make a sustainable difference** in Indigenous communities through their proposed research **as a service-learning opportunity**:

ASSIGNMENT TYPE 1: Statement of Research Problem and Question: Learn and apply CRITICAL THINKING

ASSIGNMENT TYPE 2: Research Proposal Stages: Learn and apply SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE THINKING, and DESIGN THINKING

ASSIGNMENT TYPE 3: Oral Presentation: Learn and apply SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE THINKING, and DESIGN THINKING

ASSIGNMENT TYPE 4: Written Research Proposal: Learn and apply SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE THINKING, and DESIGN THINKING

THE MEANING OF THINKING:

Synthetic thinking is the ability to process, connect and reproduce information. Critical thinking is the ability to assess/evaluate or question. Creative thinking is the ability to produce original ideas that are life-changing. Design thinking is the ability to create plans, source resources, and coordinate tasks to implement creative ideas.

INSTRUCTIONS FOR ASSIGNMENT TYPES 1 & 2

ASSIGNMENT TYPE 1:

STATEMENT OF RESEARCH PROBLEM AND QUESTION:

- i) Read the chapters indicated in the “a)” part of the boxes below or pages 9-12 in the course outline and come up with one significant issue that the texts do not resolve. That is, what you think the chapter(s) failed to teach you on that topic. State this ISSUE in a statement of research problem format (**statement that shows a substantive flaw/gap in the chapter(s) or a necessary new idea to improve the chapter(s)**) and formulate one QUESTION that flows directly from the problem statement. The Problem Statement and the Question should have the same scope and focus as well as reflect the main theme of the readings stated in the assignment box..
- ii) Write (typed or hand-written) the problem statement and the question on paper with your name on it and bring it to the group discussion
- iii) In groups of four or more thoroughly discuss the problem statement and the question of each student in the group
- iv) As a group select one of the problem statements with its accompanying question that the chapter(s) fail to address adequately. If none of them meets the assignment criteria, create a new problem statement and a new question as a group
- v) Submit the chosen problem statement and question with a list of your group members' names to the instructor for grading.
 - **Note that a good problem statement is one that SHOWS a gap or flaw or needed improvement in the chapter(s) you reviewed for the assignment.**

ASSIGNMENT TYPE 2:

RESEARCH PROPOSAL STAGES: i) In your proposal groups discuss the development proposal stage indicated in the schedule (**see “b)” in the above boxes**); 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.

INSTRUCTIONS FOR ASSIGNMENT TYPES 3 & 4

ASSIGNMENT TYPE 3:

ORAL PRESENTATION (10%)

Thursday December 05, 2017

Students' Oral Presentations of Research Proposals

Each research proposal team will be required to make a 15-minutes clear oral presentation and develop the presentation into a written research proposal. **Emphasis should be placed on your a) excitement, b)frustrations, and c) breakthroughs in the processes of**

- **1) co-designing the research proposal and the specific design produced**
- **2. situating yourself as an individual in the processes (read Chapter 6 of Absolon (2011) for guidance.**
- **3) co-designing project activities based on assessment of what would be relevant/useful for the community**
- **4) implementing do-able project activities based on community resources and your group's knowledge/skills**
- **5) following community protocol and ethical practices**
- **6) connecting the project to concepts, philosophy/vision/theory, methods, and techniques of Sociological and Indigenous research methodologies**
- **7) co-designing the observation procedures, interview schedule or questionnaire**

The presentation must be approximately 15 minutes and the length of the research proposal may range between 4 and 10 double-spaced typewritten pages. Grades for oral presentation and written report will be group-based. **Students who prefer individual grades should provide a convincing rationale for that and should discuss it with the professor before the deadline for the submission of the written proposal.**

ASSIGNMENT TYPE 4:

WRITTEN RESEARCH PROPOSAL (20%):

Develop the oral presentation into a written research proposal (between 4 – 10 pages long excluding appendix) that answers the following questions adapted from Trevor Day, Sociology 230, Fall 2011 research proposal report:

- **What is our community's dream about research?:** Title/Topic
- **What is our community's overview of the proposal?:** Abstract
- **What opportunities do we see in our community?:** State why your proposed project is necessary and how the research statement, the research questions, thesis/hypothesis, and the observation procedure or interview schedule or questionnaire you have proposed connect to this necessity.
- **What is our community and where is it located, what does our community really need [what is relevant/useful based on community desire/goal], and what are our identities and roles in the community?**

- **What will we do to help our community?:** State the goals, objectives and limitations of the project: Focus on opportunities to create solutions with the community to meet community desire/goal.
- **What concepts are valid in and relevant to our community?:** Provide brief definitions of major concepts or terminologies used in your research statement and research question.
- **What teachings of our community will inform our proposal?** Articulate the community's philosophy/vision/theory and its connection to the main conclusion of your knowledge review for the proposal.
- **What/How will we learn from/with and protect our community?:** Connect the communities philosophy/vision/theory to the knowledge review and use it to construct your research methods, techniques, observation procedures or interview schedule or questionnaire, and ethics/protocol:
 - How you would collect relevant information or data with the designed methodology (research methods and techniques of observation, interviews, questionnaire, etc.), and why.
 - How you would analyze the data for themes & patterns and why.
 - How you would display the pattern(s) your data analysis could reveal and why.
 - How you would interpret the research findings and why.
 - What protocols and ethical codes will guide your methodology and why.
- **How will we share knowledge and wisdom with our community?:** How you will report or communicate the research outcomes, insights, challenges, and breakthroughs to the community.
- **How will we lead and/or help guide leadership in our community?:** What would be your implementation strategies, targets, and rationale of the action plan that will flow from the research?
- **How will we facilitate, guide and contribute to our community's resources for the research project?:** Funding needs and funding sources of your proposed research
- **How will we facilitate and optimize our community's time for this research project?** Schedule each research activity proposed and when it would be executed (provide approximate time-frame)
- **How will we acknowledge and recognize those whose works have helped us with wisdom for this project?:** Citations/References/Bibliography.
- **How will we add to the contents of our community chest/box?:** 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 Thursday December 7, 2017. You lose marks for late submission of report--5 marks a day.***

FINAL EXAMINATION: LONG ESSAY-TYPE:

The final examination will be held during the official examination weeks: **Please don't make any arrangements to be away during the exam weeks.**

APPLICATION OF SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING, DESIGN THINKING, SOCIOLOGICAL/INDIGENOUS CONCEPTS, SOCIOLOGICAL THEORIES/PARADIGMS, AND COMPOSITIONAL ABILITY/SKILL:

- *The professor will require you to choose, in the last week of classes, any one of the following three examination options: Whatever option you choose you can decide to do it as an individual or with a group of your choice. There is no restriction on group size.*
- **All the three OPTIONS are Long-Essay type of Exam**

OPTION #1: **Closed Book Exam**: The instructor will post on his website FOUR or FIVE final exam study questions [based on the required readings, group/class discussions, student oral presentations, and interactive lectures], one week before the final **examination day in the official Final Examination Weeks**. On the examination day two of the questions will be randomly selected for you and you will be required to answer ANY ONE of them in 60 minutes.

OPTION #2: **Open Book Exam**: In the exam room on the examination day/time you will be given two essay-type final exam questions. You will be required to answer ANY ONE of them within 60 minutes. You are allowed to a) access the professor's powerpoint lectures on his website and b) bring any materials (your textbooks, notes, laptops, smart phones, etc) in the exam room.

OPTION #3: **Oral Exam**: This option involves the following: a) the professor will schedule a time on the examination day for you, b) you come to the professor's office (Paul 228) on the scheduled date and time, c) you answer orally one of the two randomly selected option #1 final exam study questions posted on the website, d) the professor will not ask you any questions and you are not allowed to ask him any questions once you start answering the question, and e) you tell the professor when you finish answering the question.

The essay-type examination types reward coherent, logical argument that integrates concepts, theory/paradigm and empirical information rather than points dropping and regurgitation of information. A clear presentation, synthetic thinking, critical thinking, creative thinking, and design thinking are also rewarded.

The questions for all the exam types cover material from the interactive presentations, sustainable Development principles assignment, country profile assignment, critical reviews, problem statements and their accompanying questions, class discussions, and readings. The essay-type final examination will be graded on the basis of its sociological quality, its content relevance, and clarity of thought and communication.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious.