



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-230-001
Indigenous Research Methodology
Fall 2018

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Professor	Dr. Francis Adu-Febiri
Office Location	Paul 228
Office Hours	Mondays & Wednesdays 2:30-3:20 & 5:00-5:30; Tuesdays & Thursdays 12:30-1:50 or By appointment
Class Schedule	Tuesdays & Thursdays 2:00 – 3:20 in Fisher 212
Website	http://sites.camosun.ca/francisadufebiri
Email & Phone	adufebir@camosun.ca & 250-370-3105

2. Intended Learning Outcomes

Upon completion of this course a student will be able to:

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

3. Required Materials

(a) Texts

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

4. Course Content and Schedule

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>TOPICS, READINGS & GUIDING QUESTIONS</u>
<u>1</u> SEPT	<u>Tue/Thurs</u> <u>Thursday</u>	<u>4/6</u>	<p><u>Lecture Theme: Statement of Research</u> Problem/Opportunity: Indigenous Experiences with Social Research Readings: 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>11</u> <u>13</u>	<p>ASSIGNMENTS TYPES 1 & 2: <u>GROUP DISCUSSION #1: Theme: Approaches to Research:</u> Relevance of participatory and collaborative research approaches to Indigenous communities and issues. Readings: 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>18/20</u>	<p><u>Lecture Theme: Action Research:</u> Principles and Theories behind the Practice. Readings: Chapters 5 and 8 of Absolon (2011) & Chapter 2 of Stringer (1999 or 2015).</p>
<u>4</u>	<u>Tuesday</u> <u>Thursday</u>	<u>25</u> <u>27</u>	<p>ASSIGNMENTS TYPES 1 & 2: <u>GROUP DISCUSSION #2: Theme: Statement of Research Problem/Opportunity:</u> Setting the Stage for Research in Indigenous Communities: Experiences Readings: 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>

OCT			
<u>5</u>	<u>Tues/Thurs</u>	<u>2/4</u>	<p>Lecture Theme: Major Research Decisions: Their Relevance in Indigenous Research.</p> <p>Readings: 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>9/11</u>	<p>Lecture Theme: Major Research Decisions: Their Relevance in Indigenous Research.</p> <p>Readings: 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>16</u>	<p>ASSIGNMENTS TYPES 1 & 2:</p> <p>GROUP DISCUSSION #3: Theme: Qualitative Data Collection: Ethnographic Strategies in Indigenous Communities.</p> <p>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> <p><i>Read pp. 24-31 of Absolon (2011), Chp. 4 of Wilson (2008) & Chapter 4 of Leedy & Ormrod (2010) for guidance</i></p>
	<u>Thursday</u>	<u>18</u>	<p>CLASS DISCUSSION #3</p>
<u>8</u>	<u>Tue/Thurs</u>	<u>23/25</u>	<p>Lecture Theme: Quantitative Data Collection: The Relevance of Documents, Statistical Data and Artifacts in Indigenous People and Issues.</p>

			Readings: Pages 73 of Stringer (1999 or 2015), Pages 177- 212 & pp. 369-386 of Bryman, 2001.
9	Tuesday	Oct 30	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) <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> CLASS DISCUSSION #4
NOV.	Thursday	Nov 1	
10	Tue/Thurs	6/8	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)
11	Tuesday	13	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"> • <u>a) Problem Statement & Question #5 Due (2%)</u> • <u>b) Methodology Due (6%)</u> CLASS DISCUSSION #5
	Thursday	15	
12	Tue/Thurs	20/22	Lecture Theme: Reporting and Communicating Research Results: Formats and strategies relevant to Indigenous Communities. Readings: Pages 122-125 of Wison (2008), Pages 459-474 of Bryman (2001). Chapter 12 of Leedy and Ormrod (2010).
13	Tuesday	27	ASSIGNMENTS TYPES 1&2:

	<u>Thursday</u>	<u>29</u>	<p><u>GROUP DISCUSSION #6: Theme: Ethics and protocols: The Indigenous Community Contexts.</u> <u>Readings: Pages 64-66 of Absolon (2011) & Chapters 5 & 6 of Wilson (2008)</u></p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #6 Due (2%)</u> • <u>b) Ethics/Protocols Due (2%)</u> <p><u>Students' Oral Presentations of Research Proposals</u></p>
DEC			
<u>14</u>	<u>Tuesday</u>	<u>4</u>	<p><u>Lecture Theme: Research for Our Common Humanity:</u> Facilitating Research to fulfill desires/goals of Indigenous Communities. <u>Readings: Chapter 7 of Wilson (2008) & Pages 115-164 of Stringer (1999 or 2015).</u></p>
	<u>Thursday</u>	<u>6</u>	<p>FINAL EXAM (18%)</p>
			Written Report of Research Proposal due: Friday December 7, 2018

5. Basis of Student Assessment (Weighting)

Group & Class Discussions	30%
Oral Presentation	12%
Research Proposal	40%
Final Examination	18%

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

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
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COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.