



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-230-001/X01
Indigenous Research Methodology
Fall 2019

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

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| Professor | Dr. Francis Adu-Febiri |
| Office Location | Paul 228 |
| Office Hours | Mondays & Wednesdays 1:00-2:20; Tuesdays & Thursdays 1:00-1:50 & 5:00-5:30 or By appointment |
| Class Schedule | Tuesdays & Thursdays 2:00 – 3:20 in Fisher 208 |
| 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

REQUIRED READING:

McGregor, Deborah; Restoule, Jean-Paul and Johnston, Rochelle (Eds.)
2018. *Indigenous Research: Theories, Practices, and Relationships*. Toronto:
Canadian Scholars

(b) Other

4. Course Content and Schedule

COURSE SCHEDULE AND READINGS:

- **Read/review course materialsto a) understand and apply sociological and Indigenous concepts and research designs, 2) generate questions that matter to Indigenous communities, and 3) answer questions that make a difference in Indigenous communities. In this way reading/reviewing 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>3/5</u> | Lecture Theme: Essential of Indigenous Research: Relationships, Proposal, and Data/Knowledge, Readings: Required: Introduction and Epilogue of McGregor, Restoule and Johnston eds. (2018). |
| <u>2</u> | <u>Tuesday</u> <u>Thursday</u> | <u>10</u> <u>12</u> | ASSIGNMENTS TYPES 1 & 2: GROUP DISCUSSION #1: Theme: Research journeys: Unlearning colonial research and making room for Indigenous knowledges and respectful relationships Readings: Required: Chapter 2 of McGregor, Restoule and Johnston eds. (2018). <ul style="list-style-type: none">• a) Problem Statement & Question #1 Due (2%)• b) Research Topic Due (1%) <u>CLASS DISCUSSION #1</u> |
| <u>3</u> | <u>Tue/Thurs</u> | <u>17/19</u> | Lecture Theme: Participatory Action Research: Decolonizing Praxis. Readings: Required: Chapters 9, 13 and 14 of McGregor, Restoule and Johnston eds. (2018) Optional: Chapter 2 of Stringer (1999 or 2015). |

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| <u>4</u> | <u>Tuesday</u> | <u>24</u> | ASSIGNMENTS TYPES 1 & 2: GROUP DISCUSSION #2: Theme: Community-Based Research: Rich lessons in developing Indigenous research proposal Readings: Required: Chapter 7 of McGregor, Restoule and Johnston eds. (2018). |
| | <u>Thursday</u> | <u>26</u> | <ul style="list-style-type: none"> • <u>a) Statement of Research Opportunity Due (3%)</u> • <u>b) Refined Research Topic Due (1%)</u> <u>CLASS DISCUSSION #2: Guest Speaker</u> |
| OCT | | | |
| <u>5</u> | <u>Tues/Thurs</u> | <u>1/3</u> | <u>Lecture Theme: Major Sociological Research Decisions:</u> Their Relevance in Indigenous Research. Readings: Required: Chapter 10 of McGregor, Restoule and Johnston eds. (2018) Optional: Chapter 1 of Bryman, (2001), Chapter 1 of Leedy and Ormrod (2010) |
| <u>6</u> | <u>Tue/Thurs</u> | <u>8/10</u> | <u>Lecture Theme: Major Research Decisions:</u> Their Relevance in Indigenous Research. Readings: Required: Chapter 10 of McGregor, Restoule and Johnston eds. (2018) Optional: Chapter 1 of Bryman, (2001), Chapter 1 of Leedy and Ormrod (2010) |
| <u>7</u> | <u>Tuesday</u> | <u>15</u> | ASSIGNMENTS TYPES 1 & 2: GROUP DISCUSSION #3: Theme: Qualitative Data Gathering: Ethnographic Strategies in Indigenous Communities. Readings: Required: Chapters 11,14 and 15 of McGregor, Restoule and Johnston eds. (2018). |
| | <u>Thursday</u> | <u>17</u> | <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #3 Due (2%)</u> • <u>b) Literature Review Due (3%):</u> <u>Optional:</u> You may read pages 24-31 of Absolon (2011), Chp. 4 of Wilson (2008) & Chapter 4 of Leedy & Ormrod (2010) for guidance <u>CLASS DISCUSSION #3</u> |

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| <u>8</u> | <u>Tue/Thurs</u> | <u>22/24</u> | <p>Lecture Theme: Quantitative Data Gathering: Unobtrusive Research—The Relevance of digitized and non-digitized Documents, Statistical information and Artifacts in Indigenous People and Issues.</p> <p>Readings: Required: Pages 233-237 of McGregor, Restoule and Johnston eds. (2018) Optional: Page 73 of Stringer (1999 or 2015), pp 177- 212 & pp. 369-386 of Bryman (2001).</p> |
| <u>9</u> | <u>Tuesday</u> <u>Thursday</u> | <u>29</u> <u>31</u> | <p>ASSIGNMENTS TYPES 1&2: GROUP DISCUSSION #4: Theme: Qualitative Data Gathering: Doing Qualitative Interviews in Indigenous communities.</p> <p>Readings: Required: Pages 225-227 of McGregor, Restoule and Johnston eds. (2018). Optional: Chapter 2 of Absolon (2011) & Pp. 110-116 of Wilson (2008)</p> <ul style="list-style-type: none">• <u>a) Problem/Opportunity 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>10</u> | <u>Tue/Thurs</u> | <u>5/7</u> | <p>Lecture Theme: Data Analysis: The Relevance of Qualitative and Quantitative Data Analyses in Indigenous Research.</p> <p>Readings: Required: Pages 136 and pp. 266-267 of McGregor, Restoule and Johnston eds. (2018). Optional: Page 33-34 of Absolon (2011) & Chapters 1, 5 & 7 of Kovach (2009)</p> |
| <u>11</u> | <u>Tuesday</u> | <u>12</u> | <p>ASSIGNMENTS TYPES 1 & 2: GROUP DISCUSSION #5: Theme: Interpretation: Interpreting Research Results on Indigenous Communities and Issues.</p> <p>Readings: Required: Page 136 of McGregor, Restoule and Johnston eds. (2018). Optional: Chapter 5 and 9 of Absolon (2011) & Pages 116-121 of Wilson (2008)</p> |

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| | <u>Thursday</u> | <u>14</u> | <ul style="list-style-type: none"> • <u>a) Problem/Opportunity Statement & Question #5 Due (2%)</u> • b) Methodology Due (6%) <p><u>CLASS DISCUSSION #5</u></p> |
| <u>12</u> | <u>Tue/Thurs</u> | <u>19/21</u> | <p><u>Lecture Theme: Reporting and Communicating Research Results:</u> Formats and strategies relevant to Indigenous Communities.</p> <p><u>Readings: Required:</u> Page 253 of McGregor, Restoule and Johnston eds. (2018).</p> <p><u>Optional:</u> Pages 122-125 of Wison (2008), Pages 459-474 of Bryman (2001). Chapter 12 of Leedy and Ormrod (2010).</p> |
| <u>13</u> | <u>Tuesday</u> | <u>26</u> | <p>ASSIGNMENTS TYPES 1&2:</p> <p><u>GROUP DISCUSSION #6: Theme: Ethics and protocols:</u> The Indigenous Community Contexts.</p> <p><u>Readings: Required:</u> Chapter 4 and pp. 52-58, 69-72, and 136 of McGregor, Restoule and Johnston eds. (2018).</p> <p><u>Optional:</u> Pages 64-66 of Absolon (2011) & Chapters 5 & 6 of Wilson (2008)</p> |
| | <u>Thursday</u> | <u>28</u> | <ul style="list-style-type: none"> • <u>a) Problem/Opportunity 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>DEC</u> | <u>Tuesday</u> | <u>3</u> | <p><u>Lecture Theme: Research for Our Common Humanity:</u> Facilitating Research to fulfill desires/goals of Indigenous Communities.</p> <p><u>Readings: Required:</u> Chapters 5 and 13 of McGregor, Restoule and Johnston eds. (2018)</p> <p><u>Optional:</u> Pages 115-164 of Stringer (1999 or 2015).</p> |
| | <u>Thursday</u> | <u>5</u> | |

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| | | | FINAL EXAM (18%) |
| | | | Written Report of Research Proposal due: Friday December 6, 2019 |

5. Basis of Student Assessment (Weighting)

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 Indigenous communities.

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

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 |
|-------|---|
| 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. |

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| 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. |
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