



Camosun College
School of Arts & Science
Department of Social Sciences

Sociology 230
Indigenous Research Methodologies

Fall, 2019

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

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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/or interview schedules that are appropriate to Indigenous research respondents and informants/participants.
3. Evaluate the importance of data (archival, ethnographic, research reports, statistical, ceremony, and oral) 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 READING:

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

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.

OPTIONAL 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

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.

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 Indigenous communities.

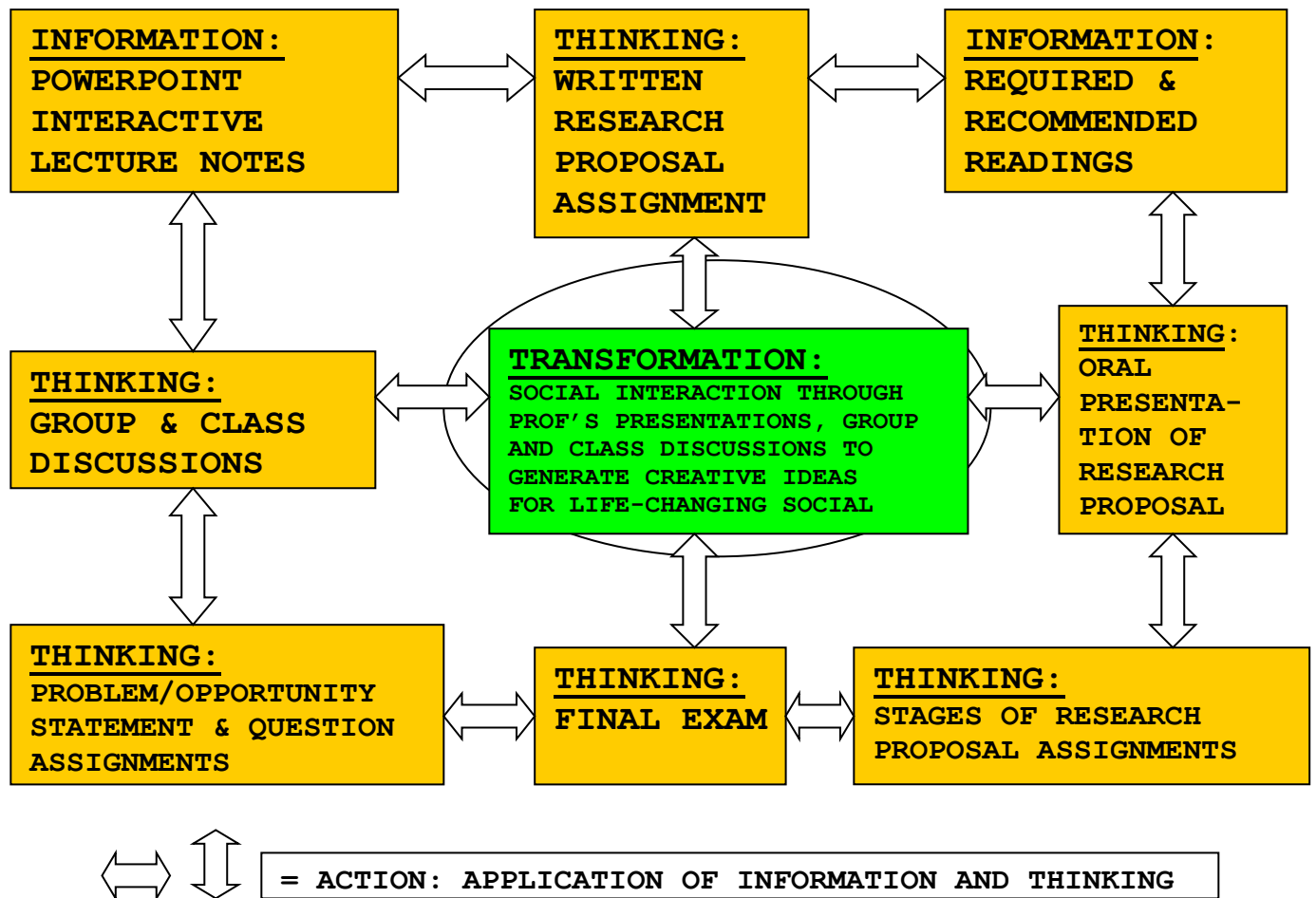
Group & Class Discussions	30%
Oral Presentation	12%
Written Research Proposal	40%
Final Examination	18%

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



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>	<p><u>Lecture Theme: Essential of Indigenous Research:</u> Relationships, Proposal, and Data/Knowledge,</p> <p><u>Readings: Required:</u> Introduction and Epilogue of McGregor, Restoule and Johnston eds. (2018).</p>
<u>2</u>	<u>Tuesday</u>	<u>10</u>	<p>ASSIGNMENTS TYPES 1 & 2:</p> <p><u>GROUP DISCUSSION #1: Theme: Research journeys:</u> Unlearning colonial research and making room for Indigenous knowledges and respectful relationships</p> <p><u>Readings: Required:</u> Chapter 2 of McGregor, Restoule and Johnston eds. (2018).</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #1 Due (2%)</u> • <u>b) Research Topic Due (1%)</u>
	<u>Thursday</u>	<u>12</u>	<p><u>CLASS DISCUSSION #1</u></p>
<u>3</u>	<u>Tue/Thurs</u>	<u>17/19</u>	<p><u>Lecture Theme: Participatory Action Research:</u> Decolonizing Praxis.</p> <p><u>Readings: Required:</u> Chapters 9, 13 and 14 of McGregor, Restoule and Johnston eds. (2018) <u>Optional:</u> Chapter 2 of Stringer (1999 or 2015).</p>

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

<u>8</u>	<u>Tue/Thurs</u>	<u>22/24</u>	<p><u>Lecture Theme: Quantitative Data Gathering:</u> Unobtrusive Research—The Relevance of digitized and non-digitized Documents, Statistical information and Artifacts in Indigenous People and Issues.</p> <p><u>Readings: Required: Pages 233-237 of McGregor, Restoule and Johnston eds. (2018)</u> <u>Optional: Page 73 of Stringer (1999 or 2015), pp 177- 212 & pp. 369-386 of Bryman (2001).</u></p>
<u>9</u>	<u>Tuesday</u>	<u>29</u>	<p>ASSIGNMENTS TYPES 1&2:</p> <p><u>GROUP DISCUSSION #4: Theme: Qualitative Data Gathering:</u> Doing Qualitative Interviews in Indigenous communities.</p> <p><u>Readings: Required: Pages 225-227 of McGregor, Restoule and Johnston eds. (2018).</u> <u>Optional: Chapter 2 of Absolon (2011) & Pp. 110-116 of Wilson (2008)</u></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>
	<u>Thursday</u>	<u>31</u>	<p><u>CLASS DISCUSSION #4</u></p>
<u>NOV.</u> <u>10</u>	<u>Tue/Thurs</u>	<u>5/7</u>	<p><u>Lecture Theme: Data Analysis:</u> The Relevance of Qualitative and Quantitative Data Analyses in Indigenous Research.</p> <p><u>Readings: Required: Pages 136 and pp. 266-267 of McGregor, Restoule and Johnston eds. (2018).</u> <u>Optional: Page 33-34 of Absolon (2011) & Chapters 1, 5 & 7 of Kovach (2009)</u></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> <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>Lecture Theme: Reporting and Communicating Research Results: Formats and strategies relevant to Indigenous Communities. Readings: Required: Page 253 of McGregor, Restoule and Johnston eds. (2018). Optional: 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: GROUP DISCUSSION #6: Theme: Ethics and protocols: The Indigenous Community Contexts.</p> <p>Readings: Required: Chapter 4 and pp. 52-58, 69-72, and 136 of McGregor, Restoule and Johnston eds. (2018). Optional: Pages 64-66 of Absolon (2011) & Chapters 5 & 6 of Wilson (2008)</p> <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			

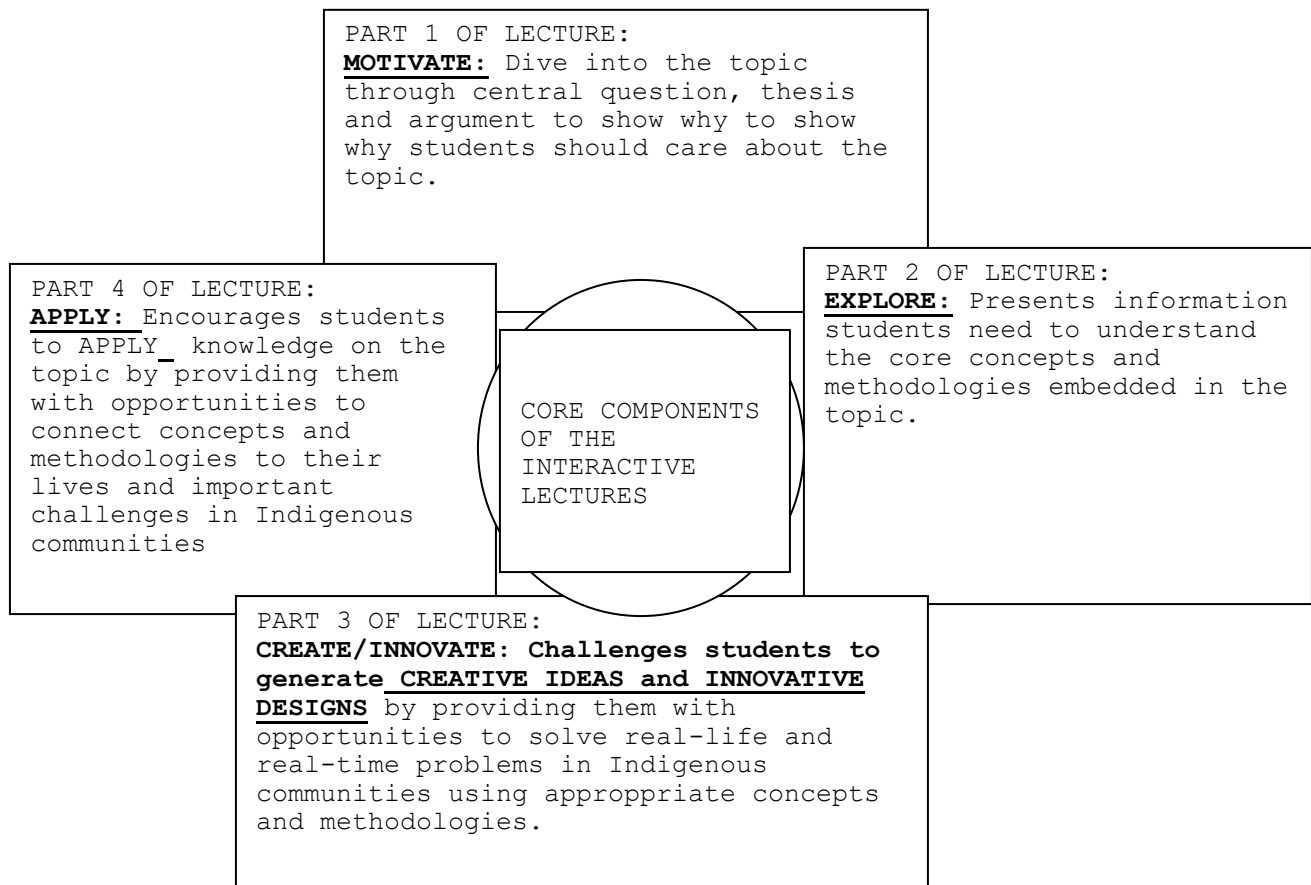
<u>DEC</u>	<u>Tuesday</u>	<u>3</u>	<p><u>Lecture Theme: Research for Our Common Humanity:</u> Facilitating Research to fulfill desires/goals of Indigenous Communities.</p> <p><u>Readings: Required: Chapters 5 and 13 of McGregor, Restoule and Johnston eds. (2018)</u> <u>Optional: Pages 115-164 of Stringer (1999 or 2015).</u></p>
	<u>Thursday</u>	<u>5</u>	<p><u>FINAL EXAM (18%)</u></p>
			<p><u>Written Report of Research Proposal due: Friday December 6, 2019</u></p>

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.***

PROBLEM/OPPORTUNITY STATEMENT is to provide student opportunity to learn academic critique or critical analysis. This means students analyze the positive features as well as negative ones of the selected readings for this assignment type. "It is important to identify strengths and satisfactory aspects, rather than just weaknesses, to evaluate what works as well as what does not. Good critical analysis accounts for *why* something is good or poor, *why* it works or fail. It is not enough merely to list good and bad points" (Stella Cottrell 2011. *Critical Thinking Skills*).

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/opportunities formulated and questions generated, supported and defended by your group.**

c) ORAL PRESENTATION AND WRITTEN RESEARCH PROPOSAL (52%):

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 (**not hypothetical**) 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 (problem statement) 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, DESIGN THINKING, and SUSTAINABILITY 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 and people to implement creative ideas. Sustainability Thinking is the ability to solve problems without putting human relationships, cultures, health, the ecology, and future at risk.

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 green in the course schedule/readings 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 substantive content of the chapter(s)/pages or a necessary new idea to improve the substantive chapter(s)/pages**) 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 and with its accompanying question. 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 professor for grading.
- **Note that a good problem statement is one that SHOWS a gap or flaw or necessary 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 course schedule (**see "b)" in the green 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 November 28, 2019

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 any of the processes of**

- **1) co-designing and constructing the research opportunity statement, literature review, research question, and thesis statement: 2/10**
- **2) situating yourself as an individual in the proposal processes/stages (read Chapter 1 of required textbook for guidance: 2/10**
- **3) co-designing and co-managing proposal tasks based on assessment of what would be relevant/useful for your group and the community 2/10**
- **4) co-designing the action or implementable section/stage of the proposal based on community resources and your group's knowledge/skills**
- **5) applying community protocol and ethical practices: 2/10**
- **6) connecting the project to major concepts, community philosophy/vision/theory, Indigenous research designs/methods, and techniques: 2/10**

The presentation must be approximately 15 minutes and the length of the research proposal may range between 6 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 (40%):

Develop the oral presentation into a written research proposal (between 6 – 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 are our connections to the community?:** Self-introductions
- **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 procedures and/or interview schedule and/or

questionnaire, and/or secondary information gathering 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, research question, and thesis.
- **What knowledge already exists in your community and the existing literature on the topic relevant to your community's goals/desires?**
- **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 community's 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 Friday December 6, 2019. 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 class time on Thursday December 5 in our classroom: **Please don't make any arrangements to be away during the exam date and time.**

APPLICATION OF SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING, DESIGN THINKING, SUSTAINABILITY 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 (December 5)**. 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, design thinking, and sustainability thinking are also rewarded.

The questions for all the exam types cover material from the interactive lectures, 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 in the context of Indigenous research methodologies, 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.