

Anthropology (ANTH) 390

Community-Based Research Methods

Delivery mode: [Grouped study](#).

Credits: 3 - Social Science.

Prerequisite: [ANTH 275](#) or introductory Sociology or Indigenous Studies course, or permission of the faculty.

Centre: [Centre for Work and Community Studies](#)

ANTH 390 is not available for challenge.

Overview

Community-based research takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions made by the community members involved in such research. In order to achieve these goals, the following principles should guide the development of research projects involving collaboration between researchers and community partners, whether the community partners are formally structured community-based organizations or informal groups of individual community members.

Principles

Community members and research partners should be involved at the earliest stages of the project, helping to define research objectives and having input into how the project will be organized. Community researchers, members, and partners should have influence on project direction—that is, enough leverage to ensure that the original goals, mission, and methods of the project are adhered to.

Research processes and outcomes should benefit the community. Emphasis in this course is on educating community members with the intent that the research should help build and enhance community assets. Community members are part of the analysis and interpretation of data, and should have input into how the results are distributed. Productive partnerships between researchers and community members should be encouraged to last beyond the life of the project. This will make it more likely that research findings will be incorporated into ongoing community programs and therefore provide the greatest possible benefit to the community from research.

ANTH 390 was developed for research projects in Indigenous communities, and the presentations and texts in this syllabus reflect this focus, but these resources would be

changed for other communities or community organizations interested in community-based research methods instruction for their members.

[Top](#)

Evaluation

To [receive credit](#) for ANTH 390, you must achieve a course composite grade of at least [“D” \(50 percent\)](#) on each of the assignments. The weighting of the composite grade is as follows:

Assign. 1, Statement of Intent and Questions for Interviews	Assign. 2, Annotated bibliographies on community	Assign. 3, Analysis of questionnaire responses	Project submission	Total
20%	20%	20%	40%	100%

To learn more about assignments and examinations, please refer to Athabasca University's [online Calendar](#).

Course Materials

Sample Texts

Hart, Elisa. 1995. *Getting Started in Oral Traditions Research*. Occasional Papers of the Prince of Wales Northern Heritage Centre, No. 4. Yellowknife: Prince of Wales Northern Heritage Centre.

Kirby, Sandra and Kate McKenna, 1989. *Experience, Research, Social Change: Methods from the Margins*. Toronto: Garamond Press.

Price, Richard, ed. 1979. *The Spirit of the Alberta Indian Treaties*. Montreal: Institute for Research on Public Policy.

Sample Articles

Colorado, Pam. 1988. *Bridging Native and Western Science*. *Convergence*. 21 (2/3).

Cruikshank, Julie. 1994. “Notes and Comments: Oral Tradition and Oral History: Reviewing Some Issues.” *Canadian Historical Review* LXXV, 3, University of Toronto, Pp, 403-418.

Ignace, Ron; Speck, George and Renee Taylor. 1993. "Some Native perspectives on Anthropology and Public Policy." In Dyck, N. and Waldram, J., eds. *Anthropology, Public Policy and Native Peoples in Canada*. Kingston, Montreal: McGill-Queen's university Press.

Neumann, W. Lawrence. 1991. "The Meanings of Methodology", Chapter 3, *Social Research Methods: Qualitative and Quantitative Approaches*. Boston, Mass: Allyn and Bacon.

Northern River Basin Study. 1996. *A Report of Wisdom Synthesized from the Traditional Knowledge Component Studies*. Extracts: Executive summary, I-ii; Introduction, pp. 1-20; Recommendations, pp. 364-6; Appendix B. Edmonton: Alberta Environmental Protection.

Palliser, Martha and Sylvie Cote-Chew. 1990. *The Inuit Genealogy Project*. Tunivut:1:52-57.

Richardson, Laurel. 1994. "Writing: a method of inquiry." In Denzin, M. K. and Y. S. Lincoln. *Handbook of Qualitative Research*. London: Sage Publications.

Royal Commission on Aboriginal Peoples. "Ethical Guidelines for Research," Appendix E. Report of the Royal Canadian on Aboriginal Peoples, Volume 5. Canada: Ministry of Supplies and Services.

Stevenson, Mark. 1996. *Indigenous Knowledge in Environmental Assessment*. Arctic. Vol. 49:3: 278-291.

Stevenson, Winona. 1996. *The Journals and Voices of Church of England Native Catechist: Askenootow (Charles Pratt), 1851-1884*. In Jennifer S. H. Brown and Elizabeth Vibert, eds. *Reading Beyond Words: Contexts for Native History*. Peterborough, Ontario: Broadview Press. Pp 304-329.

Webster, Schuyler and Herbert Nabigon. 1992. *First Nations Empowerment in Community-based Research*. Chapter 10 in *Transitions, Schooling and Employment in Canada*. P. Axelrod and P. Anisef, eds. Toronto: Thompson publications, pp. 159-167.