



# COURSE OUTLINE

SCHOOL OF RESOURCE &  
ENVIRONMENTAL MANAGEMENT

# REM 661-5 Spring 2012

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## REM 661. QUALITATIVE METHODS IN AN INTERDISCIPLINARY CONTEXT

Spring 2012

**Instructor:** Evelyn Pinkerton, Office TASC I - 8217, Telephone 778-782-4912

**Class Time:** Wednesdays 4:30-8:20 PM. TASC I REM Seminar Room.

**Office Hours:** TBA, or phone or email [epinkert@sfu.ca](mailto:epinkert@sfu.ca) to make appt.

**Course Description.** The course focuses on ethnographic and qualitative field methods and research design, complimenting the quantitative methods taught in 801. It also considers such issues as epistemology (how we know what we know) and how innovative interdisciplinary research can be conducted which recognizes, values, and sometimes integrates divergent ways of knowing (social science/natural science, local or traditional ecological knowledge/natural science, different traditions in social and natural science, etc.). Specific tools, skills, and approaches include: framing and operationalizing research questions, strategically combining qualitative and quantitative data, doing qualitatively representative sampling, interviewee selection, interviewing techniques for various settings (First Nations, rural communities, government bureaucracies), use of focus groups, participant observation, fieldnotes, landscape values mapping, oral history, environmental history, discourse analysis, grounded theory, rapid rural appraisal, and content analysis, judging when participatory action research is most appropriate, the use of experience and story (narrative inquiry). The course combines readings and viewings of ethnographic films with exercises in collecting qualitative data, sharing experiences in class. It provides opportunities to practice both the conceptualization and the actualization of interviewing and other types of fieldwork techniques in settings approximating those of an individual's 699, Masters or PhD research topic. The course will be designed around the particular concerns and needs of the enrolled students.

### COURSE REQUIREMENTS:

1. To attend and participate in every class unless you have a valid reason presented in advance.
2. To do one basic shared reading for each class selected from the listed possible readings AND to report on one additional reading from the list or the bibliography. [OR substitute a reading of greater interest to you for shared one].
3. To develop and present your own research question(s) and methodological explorations to the class for discussion and analysis; likewise to devote your full attention to discussing the research questions and methods of other class members. Class participation (1-3) constitutes 50% of your mark.
4. To write a 15-25 page paper on the methods which interest you, explaining why these particular methods will be most effective in approaching your research question as opposed to other possible methods (50% of your mark).

### Class Schedule.

#### WEEK 1. Jan. 4. Introduction

**Film viewing:** (88 min.) Akira Kurosawa's *Rashomon*. An account of an incident told from four different perspectives, as context for exploring the following questions:

- (1) How does a researcher establishing uncontested truths in the face of conflicting evidence?
- (2) What kinds of research questions require qualitative methods?
- (3) How do we achieve validity and reliability?

(4) What is the role of interpretation?

**Lecturette:** overview of qualitative methods and principles of qualitative research. Reliability and validity.

Discussion of students' research topics, and potential mix of approaches.

**Readings:** (to be revisited later)

(a) Cristina Soto. 2006. Chapter 2: The Research Approach and the First Phase of Research. p.21-33 in *Socio-cultural Barriers to Applying Fishers' Knowledge in Fisheries Management: an Evaluation of Literature Cases*. PhD dissertation. School of Resource and Environmental Management, Simon Fraser University. <http://research.rem.sfu.ca/theses/CristinaSoto.pdf>

(b) Schensul, Stephen L., Jean J Schensul, Margaret Diane LeCompte. 1999. Validity and Reliability in Ethnographic Research. Chapter 11 in *Essential Ethnographic Methods*. Walnut Creek, CA: AltaMira Press.

## **WEEK 2. Jan. 11. Paradigms: Which One(s) Are You Using in Research?**

Revisit topics of first class and integrate with this one.

**Lecture:** Conflicting paradigms about how to conserve biodiversity in National Parks: the case of Australia's Uluru National Park.

**Readings:**

(a) LeCompte, Margaret D. and Jean J. Schensul. 1999. Paradigms for Thinking About Ethnographic Research. P.41-60 in *Designing and Conducting Ethnographic Research*. Walnut Creek, CA: AltaMira Press. [brief overview]

(b) Petter Holm, 2000. Realism and Constructivism in the Science of Ecological Knowledge. Norwegian College of Fishery Science. MSS. 9pp.

(c) Jentoft, Svein, Ratana Chuenpagdee, Alida Bundy, Robin Mahon. 2010. Pyramids and roses: Alternative images for the governance of fisheries systems. *Marine Policy* 34:1315-1321.

**Film viewing:** (68 min) Richard Desjardins and Robert Monderie's *L'Erreur boreal* [*Quebec forests—different paradigms in viewing forests and forest practices*].

## **WEEK 3. Jan 18. The Case Study Method: building theory from case studies.**

**Readings:**

(a) Berg, Bruce. 2009. Chapter 10: Case Studies. pp. 317-337.

(b) Yin, Robert, 2003. *Case Study Research*. Chap. 4. Conducting Case Studies: collecting the evidence. Chapter 5: Analyzing case study evidence.

(c) LeCompte, Margaret D. and Jean J. Schensul. 1999. Qualitative Research Designs. pp. 82-95 in *Designing and Conducting Ethnographic Research*. Walnut Creek, CA: AltaMira Press. [brief overview]

(d) Kathleen M. Eisenhardt. 1989. Building Theories from Case Study Research. *Academy of Management Review* 4(4): 532-550.

(e) Glaser, B. and Strauss, A. 1967. *The Discovery of Grounded Theory*. p. 45-77. Theoretical Sampling. Aldine: New York. [classic foundational article]

(f) Matthew B. Miles, A. Michael Huberman. 1994. Ch.5: Within-case displays: Exploring and Describing. Ch. 6: Within-case Displays: Explaining and Predicting. Pp. 90-171 in *Qualitative Data Analysis: an expanded sourcebook*, 2<sup>nd</sup> edition. Sage. Thousand Oaks, Calif.

## **WEEK 4. Jan. 25. Participant observation.**

**Readings:**

(a) Adler, Patricia and Adler, Peter. 1994. Observation techniques. P.377-392 in Denzin and Lincoln. [read ONLY pp.382 from "Observational paradigms" through p.389]

(b) Sally Falk Moore. 1993. The Ethnography of the Present and the Analysis of Process. pp. 362-376 in Robert Borovsky, ed. *Assessing Cultural Anthropology*. New York: McGraw-Hill Higher Education. [Event analysis]

(b) Briggs, Jean. 1964. *Never in Anger: Portrait of an Eskimo Family*. Harvard U. Press: Cambridge, MA. Chapters 1,4,5,6.

(c) Rabinow, Paul. 1977. *Reflections on Fieldwork in Morocco*. Berkley: U. of California Press. [seven copies in library]

## **WEEK 5. Feb 1. Interviewing and Focus Groups**

### **Readings:**

(a) Huntington, H.P. 1998. Observations on the utility of the semi-directive interview for documenting traditional ecological knowledge. *Arctic* 51: 237-242.

(b) Kingsley, NP, S.M. Brock and PS deBald. 1988. Focus group interviewing of retired West Virginia non-industrial private forest landowners. *Northern Journal of Applied Forestry* 88:198-200.

(c) Spradley, J.P. 1979. *The Ethnographic Interview*. New York: Holt, Rinehart and Winston. Chap 3. Informants. p.25-43.

Step One. Locating an Informant. p.45-54.

Step Two: Interviewing an Informant. p.55-68.

Step Four: Asking Descriptive Questions. p.78-91.

## **WEEK 6. Feb. 8. Conceptualizing and integrating different forms of knowledge 1:**

### **Readings:**

(a) Wilson, Douglas C. 2003. Examining the Two Cultures Theory of Fisheries Knowledge: the Case of Bluefish Management. *Society & Natural Resources* 16: 491-508.

(b) Terrell, John. 2000. Anthropological Knowledge and Scientific Fact. *American Anthropologist* 102(4): 808-817.

(c) Scoones, I. 1999. New Ecology and the Social Sciences: What prospects for a fruitful engagement? *Annual Review of Anthropology* 28: 479-507

(d) Higgs, E. 2005. The two-culture problem: ecological restoration and the integration of knowledge. *Restoration Ecology* 13: 159-172.

**Video:** *The view from Gitxaala*.

## **Reading Break: No class Feb. 15th**

## **WEEK 7. Feb 22nd. Conceptualizing and integrating different forms of knowledge 2:**

### **Readings:**

(a) Berkes, Fikret and Helen Fast. 2007. Collaborative Integrated Management in Canada's North: The Role of Local and Traditional Knowledge and Community-Based Monitoring. *Coastal Management* 35: 143-162.

(b) Hawley, Alex, Erin Sherry and Chris Johnson. 2004. A biologist's perspective on amalgamating traditional environmental knowledge and resource management. *BC Journal of Ecosystems and Management* 5: 36-50.

(c) Maurstad, Anita. 2000. Trapped in Biology: an Interdisciplinary Attempt to Integrate Fish Harvesters' Knowledge into Norwegian Fisheries Management. p.135-152 in Neis and Felt. Eds. *Finding our sea legs: linking fishery people and their knowledge with science and management*. St. Johns. ISER.

(d) Ames, Edward, Stephen Watson, and James Wilson. 2000. Rethinking Overfishing: Insights from Oral Histories of Retired Groundfishermen. P. 153-164. in Neis and Felt. Eds. *Finding our sea legs: linking fishery people and their knowledge with science and management*. St. Johns. ISER.

(e) Pauly, D. 2006. Major trends in small-scale marine fisheries, with emphasis on developing countries, and some implications for the social sciences. *Maritime Studies (MAST)* 4(2): 7-22.

**Video:** *Return to Gitxaala*.

### **WEEK 8. Feb 29th. Conceptualizing and integrating different forms of knowledge 3:**

#### **Readings:**

(a) Bammer, G. 2005. Integration and Implementation Sciences. Building a new specialization. *Ecology and Society* 10(2): 6 <http://www.ecologyandsociety.org/vol10/iss2/art6/>

(b) McNabb, Steven L. 1990. The Uses of "Inaccurate" Data: A Methodological Critique and Applications of Alaska Native Data. *American Anthropologist* 92: 116-129.

(c) Murray, Grant, Barbara Neis, Craig Palmer, and David Schneider. 2008. Mapping Cod: Fisheries Science, Fish Harvests' Ecological Knowledge and Cod Migrations in the Northern Gulf of St. Lawrence. *Human Ecology* 36: 581-598.

(d) Neis, Barbara, David Schneider, Lawrence Felt, Richard Haedrich, Johanne Fischer, Jeffrey Hutchings. 1999. Fisheries assessment: what can be learned from interviewing resource users? *Canadian Journal of Fisheries and Aquatic Science* 56: 1949-1963.

(e) Carr, Anna. 2004. Why Do We All Need Community Science? *Society & Natural Resources* 17: 841-849.

### **WEEK 9. March 7th. Conceptualizing and integrating different forms of knowledge 4.**

#### **Readings:**

(a) Miller, Thaddeus, Timothy Baird, Caitlin Littlefield, Gary Kofinas, F. Stuart Chapin III, and Charles L. Redman. 2008. Epistemological Pluralism: Reorganizing Interdisciplinary Research. *Ecology and Society* 13(2):46 [online] <http://www.ecologyandsociety.org/vol13/iss2/art46/> [the shared reading, an answer to Bammer]

(b) Heaslip, Robyn. 2008. Monitoring salmon aquaculture waste: the contribution of First Nations rights, knowledge, and practices in British Columbia, Canada. *Marine Policy* 38: 988-996.

(c) Kofinas, Gary with the communities of Aklavik, Arctic Village, Old Crow and Fort McPherson. 2002. Community Contributions to Ecological Monitoring: Knowledge Co-production in the US-Canada Arctic Borderlands. In Igor Krupnik and Dyanna Jolly, eds. *The Earth is Faster Now: Indigenous Observations of Arctic Environmental Change*. Arctic Research Consortium of the United States in cooperation with the Arctic Studies Center, Smithsonian Institution: 55-91.

(d) Heather Boyd and Anthony Charles. 2006. Creating community-based indicators to monitor sustainability of local fisheries. *Ocean and Coastal Management* 49: 237-258.

(e) Moller, H., F. Berkes, P.O. Lyver and M. Kislalioglu. 2004. Combining science and traditional ecological knowledge: monitoring populations for co-management. *Ecology and society* 9(3).

### **WEEK 10. March 14th. Conceptualizing and integrating different forms of knowledge 5.**

(a) Abele, F. (1997). Traditional knowledge in practice. *Arctic*, 50(4), iii-iv. [GNWT policy on TEK]

(b) Ross, A. and K. Pickering. 2002. The politics of reintegrating Australian Aboriginal and American Indian indigenous knowledge into resource management. The dynamics of resource appropriation and cultural revival. *Human Ecology* 30: 187-214.

(c) Tsing, Anna Lowenhaupt. 1999. "Becoming a Tribal Elder, and Other Green Development Fantasies. pp. 159-199 in: Tania Murray Li, ed., *Transforming the Indonesian Uplands*. Harwood Academic Publishers. .

(d) Peters, E.J. 2003. Views of traditional ecological knowledge in co-management bodies in Nunavik, Quebec. *Polar Record* 39: 49-60.

**Video:** *Without the Forest, We are Not Tl'azt'enne*. Annie Booth, 2000. 25 minutes.

**WEEK 11.** March 21st. **Conceptualizing and measuring community and ecological sustainability and resilience:** economic, social, cultural, organizational, political indicators for measuring conditions and changes in conditions over time, qualitatively and quantitatively.

**Readings:**

(a) E. Sherry, R. Halseth, G. Fondahl, M. Karjala and B. Leon. 2005. Local-level criteria and indicators: an Aboriginal perspective on sustainable forest management. *Forestry* 78(5): 513-539.

(b) M.C. Adam and D. Kneeshaw. 2008. Local level criteria and indicator frameworks: A tool used to assess aboriginal forest ecosystem values. *Forest Ecology and Management* 255: 2024–2037.

(c) Jacob, Steve, Priscilla Weeks, Benjamin G. Blount, Michael Jepson. 2010. [Exploring fishing dependence in gulf coast communities](#). *Marine Policy* 34:1307-1314. [using qualitative primary data and quantitative secondary data]

(d) Natcher, D. C., & Hickey, C. G. 2002. Putting the community back into community-based resource management: A criteria and indicators approach to sustainability. *Human Organization* 61(4): 350-363.

(e) Pei, S., Zhang, G., & Huai, H. 2009. Application of traditional knowledge in forest management: Ethnobotanical indicators of sustainable forest use. *Forest Ecology and Management* 257(10): 2017-2021.

(f) Shearer, J., Peters, P., & Davidson-Hunt, I. J. 2009. Co-producing a Whitefeather forest cultural landscape monitoring framework. In M. G. Stevenson & D. C. Natcher eds., pp. 63-84. Edmonton, AB: CCI Press and Sustainable Forest Management Network.

(g) MacLean, Kirsten and Leanne Cullen. 2009. Research methodologies for the co-production of knowledge for environmental management in Australia. *Journal of the Royal Society of New Zealand* 39(4): 205-208.

(h) Barahona, Carlos and Sarah Levy. 2007. The Best of Both Worlds: Producing National Statistics Using Participatory Methods. *World Development* 35(2): 326-341.

(i) Poteete, Amy and Elinor Ostrom. 2008. Fifteen Years of Empirical Research on Collective Action in Natural Resource Management: Struggling to Build Large-N Databases Based on Qualitative Research. *World Development* 36(1): 176-195.

**WEEK 12.** March 28th. **Participatory Mapping of landscape values**

**Readings:**

(a) Brown, G. and P. Reed. 2009. Public Participation GIS: A new method for national forest planning. *Forest Science* 55(2):166-182. [mapping public landscape values]

(b) Beverly, Jennifer L., Uto, Kinga, Wilkes, J. and P. Bothwell. 2008. Assessing spatial attributes of forest landscape values: an internet-based participatory mapping approach. *Canadian Journal of Forest Research*. 38:289-303. Also available from [jbeverly@nrcan.gc.ca](mailto:jbeverly@nrcan.gc.ca).

(c) Brown, G. 2005. Mapping Spatial Attributes in Survey Research for Natural Resource Management: Methods and Applications. *Society & Natural Resources* 18(1):17-39.

(d) Curry, Michael. 1994. Image, practice, and the hidden impacts of geographic information systems. *Progress in Human Geography* 18(4): 441-459.

(e) Allen, S.D. 2005. Using perceptual maps to communicate concepts of Sustainable Forest Management –Collaborative research with the Office of the Wet’suwet’en Nation in British Columbia. *Forestry Chronicle* 81(3): 381-386.

(f) Irvine, R. J., Fiorini, S., Yearley, S., McLeod, J. E., Turner, A., Armstrong, H., et al. 2009. Can managers inform models? Integrating local knowledge into models of red deer habitat use. *Journal of Applied Ecology* 46(2): 344-352.

(g) Makivik Corp. 2008. *Aboriginal Mapping and Information Needs: Experiences from Ten Land Use Planning Exercises across Canada*. Vol. 1, Aboriginal Community Land and Resource Management: Geospatial Data Needs Assessment and Data Identification and Analysis. Ottawa, On: GeoConnections, Natural Resources Canada. 28pp. [http://www.geoconnections.org/publications/Key\\_documents/Volume1\\_E.pdf](http://www.geoconnections.org/publications/Key_documents/Volume1_E.pdf) [includes case studies on the Innu Nation, the Haida Nation, Pikangikum First Nation, Dehcho, Nunavut Planning Commission, Poplar River First Nation, Sahtu Land Use Planning Board, Prince Albert Grand Council, Algonquins of Barriere Lake and Tsleil-Waututh First Nation. It focuses on capturing high-level stories from interviews with community technicians and leadership regarding their experiences in completing Aboriginal land use plans. Their stories were organized into ten main themes: 1) access to data issues; 2) web-based mapping not being used; 3) problems locating and downloading geospatial data; 4) lack of standards and format issues; 5) access issues to satellite imagery; 6) investments needed to support cultural data inventories; 7) geomatics capacity; 8) data confidentiality and protocols; 9) land use planning in context of broader issues; and 10) need to continue the dialogue. These stories and themes provide the context to look at data needs and data sources in more detail in Vol. 2]

**WEEK 13.** April 4<sup>th</sup>. Presentation of student draft term papers.

### **Bibliography:**

Alcoze, T. (2008). International law and indigenous knowledge: Intellectual property, plant biodiversity, and traditional medicine. *The Canadian Journal of Native Studies*, 28(2), 446. [A review of Oguamanam, Chidi. *International Law and Indigenous Knowledge: Intellectual Property, Plant Biodiversity, and Traditional Medicine*. Toronto: University of Toronto Press, 2006. 416 pp.]

Ballard, H. L., Fernandez-Gimenez, M. E., & Sturtevant, V. E. (2008). Integration of local ecological knowledge and conventional science: A study of seven community-based forestry organizations in the USA. *Ecology and Society* 13(2): 37. [all the community-based forestry orgs incorporated local knowledge into management or monitoring activities, collaboratively designing monitoring programs with local ranchers, forest workers, and residents; involving local people in collecting data and interpreting results; documenting local knowledge of private forest landowners, long-time residents, and harvesters of non-timber forest products. Attitudes changes by local people and conventional scientists and jointly produced reports, integrated two types of knowledge]

Berg, Bruce. 2009. *Qualitative Research Methods for the Social Sciences*, Seventh Edition. Toronto: Allyn & Bacon.

Berlin, B. 1992. *Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies*. Princeton, N.J.: Princeton University Press. 364pp.

**Bishop, Russell. 2005. Freeing Ourselves from Neocolonial Domination in Research. A Kaupap Maori Approach to Creating Knowledge. Chapter 5. in Denzin, Norman K. and Yvonna S. Lincoln, eds. 2005. The SAGE handbook of qualitative research, 3<sup>rd</sup> edition. Sage: Thousand Oaks, CA: pp. 109-138.**

Brown, Leslie and Susan Strega, eds. 2005. *Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches*. Canadian Scholars Press.

Chase, Susan. 2005. Narrative Inquiry: Multiple Lenses, Approaches, Voices. In Denzin and Lincoln. Chapter 25: p. 651-680. [useful overview of theory]

- Clark, T. and Ashton, M. 2004. Interdisciplinary Rapid Field Appraisals: the Equadorian Condor. *Journal of Sustainable Forestry*. 18(2/3)
- Corsiglia, John and Gloria Snively. 1997. Knowing Home: NisGa'a traditional knowledge and wisdom improve environmental decision making. *Alternatives Journal* 23(3): 22-26.
- Cronon, William. 1992. A Place for stories: nature, history, and narrative. *The Journal of American History* 78: 1347-1376.
- Davis, A., & Wagner, J. R. 2003. Who knows? On the importance of identifying 'experts' when researching local ecological knowledge. *Human Ecology* 31(3): 463.**
- Davis, A. and Kenneth Ruddle. 2010. Constructing confidence: rational skepticism and systematic inquiry in Local ecological knowledge research. *Ecological Applications* 20(3): 880-894.**
- Dei, G. J. S., Rosenberg, D. G., & Hall, B. L. eds. 2000. *Indigenous Knowledges in Global Contexts: Multiple Readings of our World*. Toronto: OISE/UT book published in association with University of Toronto Press. 282pp.**
- Denzin, Norman K. and Yvonna S. Lincoln. eds. 2005. *The SAGE handbook of qualitative research, 3<sup>rd</sup> edition*. Sage: Thousand Oaks, CA**
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- Escobar, A. 2001. Culture sits in places: reflections on globalism and subaltern strategies of localization. *Political Geography* 20:139-174.
- Huntington, H., Callaghan, T., Fox, S., & Krupnik, I. 2004. Matching traditional and scientific observations to detect environmental change: A discussion on Arctic terrestrial ecosystems. *Ambio*: 18-23.
- Huntington, H. P. 2005. "We dance around in a ring and suppose": Academic engagement with traditional knowledge. *Arctic Anthropology* 42(1): 29-32.
- Huntington, H. P., Suydam, R. S., & Rosenberg, D. H. 2004. Traditional knowledge and satellite tracking as complementary approaches to ecological understanding. *Environmental Conservation*, 31(3), 177-180.
- Kenrick, J. 2006. Unthinking Eurocentrism: the political writing of Adam Cooper and Tim Ingold. MSS.
- Kirk, J., and Miller, M. 1986. Reliability and Validity in Qualitative Research. Newbury Park, CA: Sage.
- Krueger, R.A. 1988. Focus Groups: A Practical Guide for Research. CA: Sage.
- Henderson, Hazel, Jon Lickerman, and Patrice Flynn, eds. 2000. Calvert-Henderson Quality of Life Indicators: A New Tool for Assessing National Trends. Forward and Introduction. 25p. [www.flynnresearch.com/calvert.htm](http://www.flynnresearch.com/calvert.htm)
- LeCompte, Margaret D. and Jean J. Schensul. 1999. *Analyzing & Interpreting Ethnographic Data*. Walnut Creek, CA: AltaMira Press.
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- Lyvery, P. O'B. 2005. Co-managing environmental research: lessons from two cross-cultural research partnerships in New Zealand. *Environmental Conservation* 32 (4): 365-370.
- McDonald, James. 2004. The Tsimshian Protocols: Locating and Empowering community-based Research. *Canadian Journal of Native Education*. 28(1/2): 80-91.
- McDonald, M. A., Arragutainaq, L., & Novalinga, Z. (1997). *Voices from the Bay: Traditional Ecological Knowledge of Inuit and Cree in the Hudson Bay Bioregion*. Ottawa; Sanikiluaq, N.W.T: Canadian Arctic Resources Committee; Environmental Committee of Municipality of Sanikiluaq.
- McIntyre, Alice. 2008. Participatory action research. Los Angeles: Sage Publications

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- Miles, Matthew B. and A. Michael Huberman. 1994. *Qualitative Data Analysis: an expanded sourcebook*, 2<sup>nd</sup> edition. Sage. Thousand Oaks, Calif.
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- Parkins, John R., Jeji Varghese, Richard C. Stedman. 2004. Identifying indicators of community sustainability in the Robson Valley, British Columbia. *BC Journal of Ecosystem Management* 4(2): 1-19. <http://www.forrex.org/jem/2004/vol4/no2/art3.pdf> [well-being indicators]
- Percy, Rachel. 2005. The contribution of transformative learning theory to participatory research and extension: theoretical reflections. *Agriculture and Human Values*. 22: 127-136.
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[http://www.for.gov.bc.ca/hfd/library/FIA/2010/FSP\\_S104319c.pdf](http://www.for.gov.bc.ca/hfd/library/FIA/2010/FSP_S104319c.pdf). 96pp.
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- Weiss, Robert. 1994. *Learning from Strangers*. New York: Free Press
- Whittemore, Robin, Susan Chase, and Carol Mandle, 2001. Pearls, Pith, and Provocation. Validity in Qualitative Research. *Qualitative Health Research*, 11(4): 522-537. {Read only p.529-535 for the most useful portion of the article.}
- Whitney, Diana, Cooperrider, David, Trosten-Bloom, Amanda, Kaplin, Brian S. 2002. Encyclopedia of Positive Questions, volume one. Lakeshore Communications, Inc. Euclid, Ohio [*methods of appreciative inquiry*]
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