

**CAMOSUN COLLEGE
FIRST NATIONS COMMUNITY STUDIES**

**SOCIOLOGY 230: ABORIGINAL RESEARCH METHODOLOGIES.
FALL, 2002**

INSTRUCTOR: Dr. Francis Adu-Febiri
OFFICE : Ewing 242; PHONE: 370-3105
OFFICE HOURS: Mon/Th: 11:00 – 1:00; Wed: 11:00 – 12:00 or by Appointment.

CONTENT :

This course employs a variety of research approaches and techniques necessary to design and conduct solution-oriented studies of concrete issues of Aboriginal social problems in Canada.

Specifically, it guides students to:

- select feasible research topics.
- formulate relevant research questions and/or hypotheses.
- search and review pertinent literature.
- collect information from variety of sources.
- analyze collected information for pattern.
- interpret research results.
- develop feasible research proposals.
- write and present research reports.
- evaluate research projects.

These research processes are pursued in the framework of social problems relating to the life worlds of Aboriginal peoples and communities within the entire context of the Aboriginal experience in the Canadian social structure and history. It is within this context that the course introduces students to research knowledge, skills, strategies and designs, experiences and principles that will help them to carry out research that promises critical reflection, participation, collaboration, and improvement in Aboriginal communities.

RATIONALE:

Given the widespread distrust of non-indigenous researchers in First Nations communities due to abuses of research, it is expected that:

- Many First Nations graduates design and carry out research projects, do feasibility studies of development programs, and evaluate past and existing projects in ways that benefit their communities.
- Non-indigenous researchers work with indigenous peoples in ways that are ethical, and ensure respect and mutual benefit.

These responsibilities demand valid and reliable data. Such data are produced from relevant and rigorous research methods and techniques that sociology provides, and the sensitivity and respect that action research promises.

EXPECTED LEARNING OUTCOMES:

Students will be able to:

- ✓ Assess the relevance and limitations of existing sociological research methodologies/methods to researching First Nations communities and issues.
- ✓ Develop questionnaires and interview schedules that are sensitive to First Nations respondents and informants.
- ✓ Effectively analyze and assess the content of archival material, research reports, statistical data, and oral history from the perspectives of First Nations communities .
- ✓ Sensitively carry out observations and in-depth interviews.
- ✓ Create feasible research proposals focusing on selected First Nations communities or issues.
- ✓ Develop a critical understanding of the conceptual and technical tools of sociological research.

COURSE ORGANIZATION:

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.

REQUIRED READINGS:

Stringer, E.

1999. *Action Research*. Thousand Oaks, California: Sage Publications.

Leedy, Paul D. and Jeanne Ellis Ormrod

2001. *Practical Research: Planning and Design*, Seventh Edition, Upper Saddle River, NJ: Merrill-Prentice Hall.

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.

RECOMMENDED READINGS:

Smith, Linda Tuhiwai.

1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. London & New York: Zed Books Ltd.

Berg, Bruce L.

2001: *Qualitative Research Methods for the Social Sciences*. Fourth Edition. Boston: Allyn and Bacon.

COURSE SCHEDULE**READING ASSIGNMENTS**

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed	Sept. 04	First Nations' Experiences with Social Research: What Works and What doesn't Work. Smith, Linda Tuhiwai. 1999. <i>Decolonizing Methodologies: Research and Indigenous Peoples.</i> London & New York: Zed Books Ltd.
2	Mon/Wed	Sept. 09/11	The Relevance of Participatory and Collaborative Research Approaches to First Nations' Communities and Issues. Pages 1-16 of Stringer, 1999.
			<u>Group/Class Discussion #1</u> a) Review Questions (2%) b) Brainstorming for research Topic (1%).
3	Mon/Wed	Sept. 16/18	Action Research: Principles and Theories behind the Practice. Pages 17-42 of Stringer, 1997.
			<u>Interactive Lecture</u>
4	Mon/Wed	Sept. 23/25	Setting the Stage for Research in First Nations' Communities. Pages 43-64 of Stringer, 1999.
			<u>Guest Speaker</u> <u>Group Discussion #2</u> b) Research Problem and its background (4%) Pages 47-58 of Leedy & Ormrod, 2001
5	Mon/Wed	Se/Oc. 30/02	Major Research Decisions. Chapter 1 of Bryman, 2001. Chapter 1 of Leedy and Ormrod, 2001
			<u>Interactive Lecture</u>
6	Mon/Wed	Oct. 07/09	Data Collection: Using Questionnaires and Interviews in First Nations' Research. Pages 68-70 of Stringer, 1999. Pages 158-160 & 199-208 of Leedy, 2001
			<u>Group/Class Discussion #3</u> a) Review Questions (2%) b) Research Question and/or Hypothesis; Definitions (4%)
7	Wed	Oct. 16	Data Collection: Documents, Statistical Data and Artifacts on First Nations Issues.
			<u>Interactive Lecture</u>

- Page 73 of Stringer, 1999.**
Pages 177- 212; pp. 369-386 of Bryman, 2001.
- 8 Mon/Wed Oct. 21/23 Data Collection: Ethnography and Participant
Group/Class Discussion #4 Observation in First Nations Communities.
a) Review Questions (2%) **Pages 71-72 of Stringer, 1997.**
b) Literature Review (3%) **Pages 151-153 and Chapter 4 of Leedy, 2001.**
- 9 Mon/Wed Oct. 28/30 Analyzing Data: The Relevance of Qualitative
Interactive Lecture and Quantitative Data Analysis to First Nations'
Communities and Issues.
Pages 89-114 of Stringer, 1999.
Pages 213-262; 387- 426 of Bryman, 2001.
Chapter 11 of Leedy and Ormrod, 2001
- 10 Mon/Wed Nov. 04/06 Interpreting Research Results on First Nations'
Group/Class Discussion #5 Communities and Issues.
a) Review Questions (2%) **Pages 89-114 of Stringer, 1999.**
b) Methodology (6%) **Pages 147-157 & 191-197 of Leedy, 2001**
- 11 Wed Nov. 13 Writing Research Reports for First Nations'
Interactive Lecture Communities.
Pages 165-186 of Stringer, 1999.
Pages 459-474 of Bryman, 2001.
Chapter 12 of Leedy and Ormrod, 2001
- 12 Mon/Wed Oct. 18/20 Doing Research Proposals that Work for First
Group/Class Discussion #6 Nation's Communities.
a) Review Questions (2%) **Pages 488 – 499 of Bryman, 2001.**
b) Ethics and References (2%) **Chapter 6 of Leedy and Ormrod, 2001.**
- 13 Mon/Wed Nov. 25/27
Students' Oral Presentations of their Research Proposals
- 14 Mon/Wed Dec. 02/04 Managing Research to Resolve Social
Interactive Lecture Problems in First Nations' Communities.
Pages 115-164 of Stringer, 1999.

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 First Nations' communities/issues, and provide students with hands-on experience in developing feasible research proposals.

GROUP DISCUSSIONS

The group discussions focus on a) the review questions provided by the instructor based on those chapters designated for group discussion in the course schedule, and b) designated stages of research proposal development.

- a) In groups of three or four discuss the review questions thoroughly. Each group is to come up with one question that is different from all the review questions, but a relevant issue in the chapters that the review questions fail to address. Write this question on a piece of paper with the list of your group members, provide a justification for the question, and submit to the instructor.
- b) In groups of three or four discuss the development proposal stage indicated in the schedule. Submit a written synopsis of the discussion with a list of the names of group members to the instructor for grading.

CLASS DISCUSSIONS

The questions that the various groups generate will constitute the core of class discussions. In the class discussions each group is required to provide rationale for, and defend, the questions it creates. Evaluation of group discussions will be based on the critical questions created, supported and defended.

INTERACTIVE LECTURE:

This is the instructor's presentation on selected topics. Students are encouraged to ask questions, make comments and respond to questions during the presentation process.

ORAL PRESENTATION (10%) AND WRITTEN RESEARCH PROPOSAL (20%):

Get two or three partners from the class and come up with a relevant topic that focuses on a relevant issue in specific First Nations' community for your oral presentation and research proposal. Emphasis should be placed on a coherent, logical argument that integrates concepts, theory and empirical information. A clear presentation and critical thinking will also be rewarded.

The projects involve a collaborative work requiring students to join together with others in teams of not less than 3 and not more than 4. Each team will be required to make an oral presentation. The presentation must be approximately 15 minutes and the length of the research proposal may range between five and fifteen double-spaced typewritten pages. Grades for oral presentation and written report will be group-based. **Students who prefer individual grades should provide a convincing reason for that and should discuss it with the instructor before the deadline for the submission of the term paper.**

The oral presentation and term paper must address the following:

- Title
- Introducing the study: the problem background
- Stating the problem

- Formulating the research questions and/or hypotheses
- Providing rationale
- Stating the limitations
- Providing definitions
- Literature review
- Methodology
- Ethics
- References
- Appendices

➤ ***The due date of the written report is Friday December 06, 2002. You lose marks for late submission of report--2 marks a day.***

FINAL EXAMINATION: ESSAY-TYPE:

The instructor will give you FIVE study questions based on the required readings, group/class discussions, student oral presentations, and interactive lectures, one week before the final **examination day**. On the examination day two of the questions will be selected for you and you will be required to answer ANY ONE of them in 60 minutes.

EVALUATION PROCEDURES:

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 First Nations communities.

Group/Class Discussions	30%
Oral Presentation	10%
Research Proposal	30%
Final Examination	30%

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

GRADING:

95+	A+
90 - 94	A
85 - 89	A-
80 - 84	B+
75 - 79	B
70 - 74	B-
65 - 69	C+
60 - 64	C
50 - 59	D
<50	F