

**Camosun College**  
*School of Arts & Science*

Sociology 230  
***Aboriginal Research Methodology***

Fall, 2004

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**The Approved Course Description is available on the web @ [www.camosun.bc.ca](http://www.camosun.bc.ca)**

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Instructor:	Dr. Francis Adu-Febiri
Office hours:	Mondays 11:30 – 12:30; Wednesdays 10:30 – 11:30; Thursdays 12:30 – 1:30.
Location:	Paul 228
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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, First Nations 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 First Nations communities and issues.
2. Develop questionnaires and interview schedules that are appropriate to First Nations research respondents and informants.
3. Evaluate the importance of archival material, research reports, statistical data, and oral history to the research needs of First Nations communities.
4. Successfully carry out observations and in-depth interviews in Aboriginal communities.
5. Create workable research proposals focusing on First Nations communities and/or issues.

## 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.

Bryman, Alan.

2004. *Social Research Methods*. New York: Oxford University Press.

<u>COURSE SCHEDULE</u>			<u>READING ASSIGNMENTS</u>
WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed	Sept. 08	First Nations' Experiences with Social Research: What Works and What doesn't Work. <b>Smith, Linda Tuhiwai. 1999.</b> <b><i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. London &amp; New York: Zed Books Ltd.</b>
2	Mon/Wed	Sept. 13/15	The Relevance of Participatory and Collaborative Research Approaches to First Nations' Communities and Issues. <b><u>Group/Class Discussion #1</u></b> <b><i>a) Problem &amp; Questions (2%)</i></b> <b><i>b) Brainstorming for research Topic (1%).</i></b> <b>Pages 1-16 of Stringer, 1999.</b>
3	Mon/Wed	Sept. 20/22	Action Research: Principles and

- Interactive Lecture** Theories behind the Practice.  
**Pages 17-42 of Stringer, 1997.**
- 4 Mon/Wed Sept. 27/29 Setting the Stage for Research in First Nations' Communities: Experiences.  
**Guest Speaker**  
**Group Discussion #2** **Pages 43-64 of Stringer, 1999.**  
***b) Research Problem and its background (4%)*** **Pages 47-58 of Leedy & Ormrod, 2001**
- 5 Mon/Wed Oct. 04/06 Major Research Decisions.  
**Interactive Lecture** **Chapter 1 of Bryman, 2001.**  
**Chapter 1 of Leedy and Ormrod, 2001**
- 6 Wed Oct. 13 Data Collection: Using Questionnaires and Interviews in First Nations' Research.  
**Group/Class Discussion #3** **Pages 68-70 of Stringer, 1999.**  
***a) Problem & Questions (2%)*** **Pages 158-160 & 199-208 of Leedy, 2001**  
***b) Research Question and Thesis/Hypothesis; Definitions (4%)***
- 7 Mon/Wed Oct. 18/20 Data Collection: Documents, Statistical Data and Artifacts on First Nations Issues.  
**Interactive Lecture** **Page 73 of Stringer, 1999.**  
**Pages 177- 212; pp. 369-386 of Bryman, 2001.**
- 8 Mon/Wed Oct. 25/27 Data Collection: Ethnography and Participant Observation in First Nations Communities.  
**Group/Class Discussion #4** **Pages 71-72 of Stringer, 1997.**  
***a) Problem & Questions (2%)*** **Pages 151-153 and Chapter 4 of Leedy, 2001.**  
***b) Literature Review (3%)***
- 9 Mon/Wed Nov. 01/03 Analyzing Data: The Relevance of Qualitative and Quantitative Data Analysis to First Nations' Communities and Issues.  
**Interactive Lecture** **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. 08/10 Interpreting Research Results on First Nations' Communities and Issues.  
**Group/Class Discussion #5** **Pages 89-114 of Stringer, 1999.**  
***a) Problem & Questions (2%)*** **Pages 147-157 & 191-197 of Leedy, 2001**  
***b) Methodology (6%)***



creates. Evaluation of group discussions will be based on the 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 a specific First Nations' community for your oral presentation and research proposal.

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 and develop the presentation into a written 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 presentation must be approximately 15 minutes and the length of the research proposal may range between 5 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 reason for that and should discuss it with the instructor before the deadline for the submission of the term paper.**

The oral presentation and written research proposal must address the following:

- Title
- Introducing the study: the problem background
- Stating the problem
- Formulating the research questions and thesis/hypotheses
- Providing rationale
- Stating the limitations
- Providing definitions
- Doing/writing a literature review
- Constructing the methodology or research design
- Discussing ethical implications of the research
- References/Bibliography
- Appendices

➤ ***The due date of the written report is Friday December 10, 2003. 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. **Note that this is an essay exam and 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**

**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 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