



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT
SOC 230-01
Aboriginal Research Methodology
2006F

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Francis Adu-Febiri		
(b)	Office Hours:	Mondays 1:00-2:30, Tuesdays 2:00-3:00, Wednesdays 2:00-2:50, Thursdays 1:00-3:00, or By Appointment		
(c)	Location:	Paul 228		
(d)	Phone:	370-3105	Alternative Phone:	
(e)	Email:	adufebir@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Assess the relevance and limitations of existing sociological research concepts, methods and techniques for 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 according to the research needs of First Nations communities.
4. Carry out observations and in-depth interviews in Aboriginal communities.
5. Create workable research proposals focusing on First Nations communities and/or issues.

3. Required Materials

(a)	Texts	Stringer, E. 1999. <i>Action Research</i> . Thousand Oaks, California: Sage Publications. Leedy, Paul D. and Jeanne Ellis Ormrod 2001. <i>Practical Research: Planning and Design</i> , Seventh Edition, Upper Saddle River, NJ: Merrill-Prentice Hall
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(b)	Other	RECOMMENDED READINGS: Smith, Linda Tuhiwai. 1999. <i>Decolonizing Methodologies: Research and Indigenous Peoples.</i> London & New York: Zed Books Ltd. Bryman, Alan. 2004. <i>Social Research Methods.</i> New York: Oxford University Press.
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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.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

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.

COURSE SCHEDULE

READING ASSIGNMENTS

WEEK DAY DATE

TOPICS AND READINGS

1 Wed Sept. 06

Interactive Lecture

First Nations' Experiences with Social Research: What Works and What doesn't Work.
Smith, Linda Tuhiwai. 1999.
Decolonizing Methodologies: Research and Indigenous Peoples. London & New York: Zed Books Ltd.

2. Monday Sept. 11 Wednesday Sept. 13	GROUP DISCUSSION #1 a) Problem & Question #1 Due (2%) b) Research Topic Due (1%) CLASS DISCUSSION #1	Relevance of participatory and collaborative research approaches to First Nations communities and issues. Pages 1-16 of Stringer, 1999.
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<p>Wednesday Oct. 25</p>	<p>a) Problem & Question #4 Due (2%) b) Literature Review Due (3%) CLASS DISCUSSION #4</p>	<p>Ethnography and Participant Observation in First Nations Communities. Pages 71-72 of Stringer, 1997 and Pages 151-153 and Chapter 4 of Leedy & Ormrod 2001.</p>
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9 Mon/Wed Oct 30/N01 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**

NOVEMBER

<p>10. Monday Nov. 06 Wednesday Oct. 08</p>	<p>GROUP DISCUSSION #5 a) Problem & Question #5 Due (2%) b) Methodology Due (6%) CLASS DISCUSSION #5</p>	<p>Interpreting Research Results on First Nations' Communities and Issues. Pages 89-114 of Stringer, 1999 and 147-157 & 191-197 of Leedy & Ormrod, 2001</p>
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11 Mon/Wed Nov. 13/15 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,**

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) **PROBLEM STATEMENT AND QUESTION:** i) Using the review questions provided as a guide, read the chapter(s) indicated in the course schedule and come up with one problem that the texts do not resolve. State this PROBLEM and formulate one QUESTION that flows from the problem statement; ii) Write the problem statement and the question on paper with your name on it and bring it to the group discussion; iii) In groups of three or four thoroughly discuss the problem statement and question of each student in the group; iv) As a group select one of the problem statements with its accompanying question or formulate new relevant PROBLEM and accompanying QUESTION that the chapter(s) fail to address adequately; v) Submit the individual and the group problem statements and questions with a list of your group members to the instructor for grading.
- b) **RESEARCH PROPOSAL STAGE:** i) In your proposal groups discuss the development proposal stage indicated in the schedule; 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.

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 if necessary. **Evaluation of group discussions will be based on the problem statements formulated and 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 Page
 - Abstract or Executive Summary
 - Introducing the study: Stating why your project is needed--the problem background, the problem statement and its significance, the research questions, and thesis/hypotheses
 - Stating the goals, objectives and limitations of the project
 - Providing definitions of major concepts
 - Doing/writing a knowledge review
 - Constructing the methodology: philosophy, theory, research design, research methods and techniques
 - Reporting (communicating your research findings)
 - Implementation strategies, targets, rationale and beneficiaries of the action plan flowing from the research
 - Funding, costs and benefits of your research
 - Schedule: Each Action and when it would be executed (provide approximate dates)
 - Discussing ethical implications of the research
 - References/Bibliography
 - 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 Wednesday December 06, 2006. You lose marks for late submission of report--2 marks a day.**

FINAL EXAMINATION: ESSAY-TYPE:

The default and other options of the final exam will be in Camosun College final exam week (**December 11-16 & 18-19, 2006**). For the default final exam, the instructor will give you FOUR questions based on the required readings, group/class discussions, student oral presentations, and interactive lectures. You will be required to answer ANY ONE of them in 60 minutes. The other options are: 1) Open book exam, 2) Group written exam, and 3) Oral exam. **Note that the final exam 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.**

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED