

School of Arts & Science SOCIAL SCIENCES DEPARTMENT

SOC 230-01
Aboriginal Research Methodology
2007F

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 & Wednesdays 1:30-2:30, Tuesdays & Thursdays 11:30-1:30, 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

		Stringer, E. 1999. Action Research. Thousand Oaks, California: Sage Publications.
(a)	Texts	Leedy, Paul D. and Jeanne Ellis Ormrod
		2001. Practical Research: Planning and Design, Seventh
		Edition, Upper Saddle River, NJ: Merrill-Prentice Hall

		RECOMMENDED READINGS:
		Smith, Linda Tuhiwai.
		1999. Decolonizing Methodologies: Research and
(b)	Other	Indigenous Peoples.London & New York:Zed Books Ltd.
		Bryman, Alan.
		2004. Social Research Methods. New York: Oxford
		University Press.

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. 05	First Nations' Experiences with Social
<u>Inte</u>	eractive Lec	ture	Research: What Works and What
doesn't W	ork.		
			Smith, Linda Tuhiwai. 1999. Decolonizing Methodologies:
Research	and		
			Indigenous Peoples.London & New
Yor	k:		
			Zed Books Ltd.

2. Monday Sept. 10	GROUP DISCUSSION #1	Relevance of
	a) Problem & Question #1	participatory and
	Due (2%)	collaborative research
	b) Research Topic Due	approaches to First
	(1%)	Nations communities
Wednesday Sept.		and issues.
12	CLASS DISCUSSION #1	Pages 1-16 of Stringer,
		1999.

3 Mon/Wed Sept. 17/19 Action Research: Principles and Interactive Lecture Theories behind the Practice. Pages 17-42 of Stringer, 1997.

4. Monday Sept. 24	GROUP DISCUSSION #2	Setting the Stage for
	Research Problem Statement	Research in First
	Due (4%)	Nations' Communities:
		Experiences
		Pages 43-64 of Stringer,
Wednesday Sept.		1999 and Pages 47-58 of
26	Guest Speaker	Leedy & Ormrod, 2001.

OCTOBER

5 Mon/Wed Oct. 01/03 Major Research Decisions.

Interactive Lecture Chapter 1 of Bryman, 2001.

Chapter 1 of Leedy and Ormrod, 2001

MONDAY OCTOBER 08: THANKSGIVING HOLIDAY

6. Wednesday Oct.	GROUP DISCUSSION #3	Data Collection: Using
10	a) Problem & Question #3	Questionnaires and
	Due (2%)	Interviews in First
	b) Research Question &	Nations' Research.
	Thesis or Hypothesis	Pages 68-70 of
	Due (4%)	Stringer, 1999 and 158-
		160 & 199-208 of Leedy
		& Ormrod, 2001

7 Mon/Wed Oct. 15/17 Data Collection: Documents, Statistical

Data

<u>Interactive Lecture</u> and Artifacts on First Nations Issues.

Page 73 of Stringer, 1999. Pages 177- 212; pp. 369-386 of

Bryman, 2001.

8. Monday Oct. 22	GROUP DISCUSSION #4	Data Collection:
	a) Problem & Question #4	Ethnography and
	Due (2%)	Participant Observation
	b) Literature Review Due	in First Nations
	(3%)	Communities.
Wednesday Oct.	Read Chapter 4 of Leedy &	Pages 71-72 of
24	Ormrod as a guide	Stringer, 1997 and
	CLASS DISCUSSION #4	Pages 151-153.

9 Mon/Wed Oct 29/31 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

10. Monday Nov. 05	GROUP DISCUSSION #5	Interpreting Research
	a) Problem & Question #5	Results on First
	Due (2%)	Nations' Communities
	b) Methodology Due (6%)	and Issues.
		Pages 89-114 of
Wednesday Oct.	CLASS DISCUSSION #5	Stringer, 1999 and
07		151-157 of Leedy &
		Ormrod, 2001

11 Mon/Wed Nov. 12/13 Writing Research Reports for First

Nations'

Interactive Lecture Communities.

Pages 165-186 of Stringer, 1999. Pages 459-474 of Bryman, 2001.

12. Monday Nov. 19	GROUP DISCUSSION #6	Doing Research
	a) Problem & Question #6	Proposals that Work for
	Due (2%)	First Nation's
	b) Ethics Due (2%)	Communities.
		Pages 488 – 499 of
Wednesday Nov.	CLASS DISCUSSION #6	Bryman, 2001 and
21		Chapter 6 of Leedy &
		Ormrod, 2001.

13 Mon/Wed Nov. 26/28

Students' Oral Presentations of their Research Proposals

DECEMBER

14 Mon/Wed Dec. 03/05 Managing Research to Resolve Social

Interactive Lecture Problems in First Nations'

Communities.

Pages 115-164 of Stringer, 1999.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

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) STATEMENT OF RESEARCH PROBLEM AND QUESTION: i) 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 statement of research problems 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 <u>Wednesday December</u> <u>05, 2007</u>. 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 10-15 & 17-18, 2007). 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.

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	20%
Final Examination	40%

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

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
90-100	A+		9
85-89	Α		8
80-84	A-		7
77-79	B+		6
73-76	В		5
70-72	B-		4
65-69	C+		3
60-64	С		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at **camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
1	Incomplete: 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	In progress: A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
cw	Compulsory Withdrawal: 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.

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