



Camosun College
School of Arts & Science
Department of Social Sciences

Sociology 230
Aboriginal Research Methodology

Fall, 2008

Instructor:	Dr. Francis Adu-Febiri
Office hours:	Mondays & Wednesdays 1:30-2:30, Tuesdays & Thursdays 11:30-1:30 or by Appointment
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.

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 ***topic that focuses on a most pressing need of 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 feasibility of solution and 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 11 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
- Discussing ethical implications of the research
- Funding, costs and benefits of your research
- Schedule: Each Action and when it would be executed (provide approximate dates)
- 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 03, 2008. You lose marks for late submission of report--3 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 8-12 & 15-19, 2008)**. 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.

GRADING:

90 – 100	A+
85 - 89	A
80 - 84	A-
77 – 79	B+
73 - 76	B
70 - 72	B-
65 - 69	C+
60 - 64	C
50 - 59	D
0 - 49	F

COURSE SCHEDULE**READING ASSIGNMENTS****WEEK****DAY****DATE****TOPICS AND READINGS**

1

Wed

Sept. 03

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.**

<p>2. Monday Sept. 8</p> <p>Wednesday Sept. 10</p>	<p>GROUP DISCUSSION #1</p> <p>a) Problem & Question #1 Due (2%)</p> <p>b) Research Topic Due (1%)</p> <p>CLASS DISCUSSION #1</p>	<p>Relevance of participatory and collaborative research approaches to First Nations communities and issues. Pages 1-16 of Stringer, 1999.</p>
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3

Mon/Wed

Sept. 15/17

Interactive Lecture

Action Research: Principles and Theories behind the Practice. **Pages 17-42 of Stringer, 1997.**

<p>4. Monday Sept. 22</p> <p>Wednesday Sept. 24</p>	<p>GROUP DISCUSSION #2</p> <p>Research Problem Statement Due (4%)</p> <p>Guest Speaker</p>	<p>Setting the Stage for Research in First Nations' Communities: Experiences Pages 43-64 of Stringer, 1999 and Pages 47-58 of Leedy & Ormrod, 2001.</p>
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OCTOBER

5

Mon/Wed

Sep. 29/Oct1

Interactive Lecture

Major Research Decisions. **Chapter 1 of Bryman, 2001. Chapter 1 of Leedy and Ormrod, 2001**

6. Monday Oct. 6	GROUP DISCUSSION #3 a) Problem & Question #3 Due (2%) b) Research Question & Thesis or Hypothesis Due (4%)	Data Collection: Using Questionnaires and Interviews in First Nations' Research. Pages 68-70 of Stringer, 1999 and 158-160 & 199-208 of Leedy & Ormrod, 2001
Wednesday Oct. 8	CLASS DISCUSSION	

MONDAY OCTOBER 13: THANKSGIVING HOLIDAY
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7	Wed Oct. 15	Data Collection: Documents, Statistical Data and Artifacts on First Nations Issues. Page 73 of Stringer, 1999. Pages 177- 212; pp. 369-386 of Bryman, 2001.
	<u>Interactive Lecture</u>	

8. Monday Oct. 20	GROUP DISCUSSION #4 a) Problem & Question #4 Due (2%) b) Literature Review Due (3%) <u>Read Chapter 4 of Leedy & Ormrod as a guide</u>	Data Collection: Ethnography and Participant Observation in First Nations Communities. Pages 71-72 of Stringer, 1997 and Pages 151-153 .
Wednesday Oct. 22	CLASS DISCUSSION #4	

9	Mon/Wed Oct 27/29	Analyzing Data: The Relevance of Qualitative 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
	<u>Interactive Lecture</u>	

