



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr. Francis Adu-Febiri	
(b)	Office Hours:	Paul 228	
(c)	Location:	Mondays & Wednesdays 11:00-12:00; Tuesdays & Thursdays 11:30-1:30 or By appointment	
(d)	Phone:	250-370-3105	Alternative Phone:
(e)	Email:	http://faculty.camosun.ca/francisadufebiri	
(f)	Website:	adufebir@camosun.ca & 250-370-3105	

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)

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

Wilson, Shawn

2008. *Research Is Ceremony: Indigenous Research Methods*. Halifax: Fernwood Publishing

Absolon, Kathleen E.

2011. *Kaandossiwin: How We Come to Know*. Halifax & Winnipeg: Fernwood Publishing

(b) Other

4. Course Content and Schedule

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

WEEK	DAY	DATE	TOPICS, READINGS & GUIDING QUESTIONS
------	-----	------	--------------------------------------

SEPT			
<u>1</u>	<u>Tue/Thurs</u> <u>Thursday</u>	<u>6/8</u>	<p><u>Lecture Theme:</u> Statement of Research Problem/Opportunity: Indigenous Experiences with Social Research</p> <p><u>Readings:</u> Chapters 1 and 10 of Absolon (2011), Chapter 1 of Wilson (2008), & Smith Linda Tuhiwai (1999).</p> <p><u>Indigenous Ceremony</u></p>
<u>2</u>	<u>Tuesday</u> <u>Thursday</u>	<u>13</u> <u>15</u>	<p>ASSIGNMENTS TYPES 1 & 2:</p> <p><u>GROUP DISCUSSION #1:</u> Theme: Approaches to Research: Relevance of participatory and collaborative research approaches to Indigenous communities and issues.</p> <p><u>Readings:</u> Chapters 2 and 7 and p. 167 of Absolon (2011) & Chapter 4 of Wilson (2008)</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #1 Due (2%)</u> • <u>b) Research Topic Due (1%)</u> <p><u>CLASS DISCUSSION #1</u></p>
<u>3</u>	<u>Tue/Thurs</u>	<u>20/22</u>	<p><u>Lecture Theme:</u> Action Research: Principles and Theories behind the Practice.</p> <p><u>Readings:</u> Chapters 5 and 8 of Absolon (2011) & Chapter 2 of Stringer (1999 or 2015).</p>
<u>4</u>	<u>Tuesday</u> <u>Thursday</u>	<u>28</u> <u>30</u>	<p>ASSIGNMENTS TYPES 1 & 2:</p> <p><u>GROUP DISCUSSION #2:</u> Theme: Statement of Research Problem/Opportunity: Setting the Stage for Research in Indigenous Communities: Experiences</p> <p><u>Readings:</u> Chapters 1 and 3 of Absolon (2011) & Chapter 2 of Wilson (2008).</p> <ul style="list-style-type: none"> • <u>a) Statement of Research Opportunity Due (3%)</u> • <u>b) Refined Research Topic Due (1%)</u> <p><u>CLASS DISCUSSION #2: Guest Speaker</u></p>
OCT			
<u>5</u>	<u>Tues/Thurs</u>	<u>5/7</u>	<p><u>Lecture Theme:</u> Major Research Decisions: Their Relevance in Indigenous Research.</p>

	<u>Thursday</u>	<u>4</u>	<p>Data Collection: Doing Qualitative Interviews in Indigenous communities.</p> <p>Readings: Chapter 2 of Absolon (2011) & Pp. 110-116 of Wilson (2008)</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #4 Due (2%)</u> • <u>b) Research Question & Thesis or Hypothesis Due (4%):</u> <p><u>CLASS DISCUSSION #4</u></p>
<u>10</u>	<u>Tue/Thurs</u>	<u>8/11</u>	<p><u>Lecture Theme:</u> Data Analysis: The Relevance of Qualitative and Quantitative Data Analyses in Indigenous Research.</p> <p>Readings: Page 33-34 of Absolon (2011) & Chapters 1, 5 & 7 of Kovach (2009)</p>
<u>11</u>	<u>Tuesday</u>	<u>16</u>	<p>ASSIGNMENTS TYPES 1 & 2:</p> <p><u>GROUP DISCUSSION #5:</u> Theme: Interpretation: Interpreting Research Results on Indigenous Communities and Issues.</p> <p>Readings: Chapter 5 and 9 of Absolon (2011) & Pages 116-121 of Wilson (2008)</p> <ul style="list-style-type: none"> • <u>a) Problem Statement & Question #5 Due (2%)</u> • <u>b) Methodology Due (6%)</u>
	<u>Thursday</u>	<u>18</u>	<p><u>CLASS DISCUSSION #5</u></p>
<u>12</u>	<u>Tue/Thurs</u>	<u>23/25</u>	<p><u>Lecture Theme:</u> Reporting and Communicating Research Results: Formats and strategies relevant to Indigenous Communities.</p> <p>Readings: Pages 122-125 of Wilson (2008), Pages 459-474 of Bryman (2001). Chapter 12 of Leedy and Ormrod (2010).</p>
<u>13</u>	<u>Tuesday</u>	<u>30</u>	<p>ASSIGNMENTS TYPES 1&2:</p> <p><u>GROUP DISCUSSION #6:</u> Theme: Ethics and protocols: The Indigenous Community Contexts.</p> <p>Readings: Pages 64-66 of Absolon (2011) & Chapters 5 & 6 of Wilson (2008)</p>

	<u>Thursday</u>	<u>DEC. 2</u>	<ul style="list-style-type: none"> • <u>a) Problem Statement & Question #6 Due (2%)</u> • <u>b) Ethics/Protocols Due (2%)</u> <p><u>Students' Oral Presentations of Research Proposals</u></p>
DEC			
14	<u>Tue/Thurs</u>	<u>7/9</u>	<p><u>Lecture Theme:</u> Research for Our Common Humanity: Facilitating Research to fulfill desires/goals of Indigenous Communities.</p> <p><u>Readings:</u> Chapter 7 of Wilson (2008) & Pages 115-164 of Stringer (1999 or 2015).</p>

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

Group & Class Discussions	30%
Oral Presentation	10%
Research Proposal	20%
Final Examination	40%

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		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
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, 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. <i>(For these courses a final grade will be assigned to either the 3^d course attempt or at the point of course completion.)</i>
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.

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED