



UNIVERSITY OF CALGARY

Faculty of Arts

Department of Sociology

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

SOCI 301

Community-Engaged Research

Fall 2018	Tues/Thurs 12:30-1:45	ST 131
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Instructor: Robert Henry

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Office Hours: Wed 1-3

Course Description

Community engaged research practices have become more popular in recent years and differs from community-based research. Community engaged research has increased in its usage within Indigenous communities and partners. Through the building of community partnerships, community engaged research moves the power of the research project from that of the research to a collaboration with community. This course is developed to provide students with opportunities to gain an understanding of community engagement; theoretical understandings related to community engaged research; and ethical considerations when undertaking Indigenous community engaged research projects.

Course Objectives/Learning Outcomes

- gain a deeper understanding of the nature and value of community-engaged research;
- grapple with the ethics of community-engaged research, specifically with Indigenous partners;
- develop a range of research skills, including arts-based approaches;
- participate in conversations and active learning activities that explore the social justice and ethical issues arising in community-engaged work; and
- have opportunities for peer-learning, professional and personal development.

Required Textbooks, Readings, Materials

All readings will be made available on D2L.

Methods of Evaluation

Group Research Project 65%

Students must complete a group project for this course. Students must work in groups of 4 or 5. The group project has 3 parts: the community partnership description (**October 25**), a presentation of results (**November 19**) and a final report (**December 4**). Students will work collaboratively to develop a research project with a potential community partner. Students will not engage in any research other than the development of a literature review to help support the need for the project. Students will develop a research plan that can be put in place in collaboration with their community partner. Students will not engage in conversations with community agencies or partners to partner with the project, but rather to search out different grassroots organizations that work with Indigenous peoples in the city of Calgary or provincially.

Community Partnership Description 20%

Your first task is to write a statement explaining who your research partner is. This will be a description to explain the agency or community partner and what they do in the community. Community partners will be grassroots focused, so government agencies (this includes police, health services, child welfare, etc) will be excluded. However, students can choose a specific Indigenous organization or community, i.e. Métis locals or First Nations Tribal Councils. The description will also outline the community engaged process that the group would hypothetically undertake to build partnerships explaining the significance of the different steps. A research question will be developed and proposed to frame the second task will be outlined. (**October 25**)

Class Presentation 10%

Your final task is to conduct a 15-20 minute class presentation on your research proposal. This presentation can be the example of what your community knowledge translation/mobilization/community event that you will look to propose in your final paper. Feedback from the presentations will be given to strengthen the final paper that is due December 4. (**November 19**)

Research Design 30%

Your second task is to design the research process. Students will look to different research methods and methodologies to best gain knowledge about their research topic and questions. Students are to search out an array of multiple research methods (quantitative, qualitative, mixed-methods) and provide a rationale for their use within their project. Be sure to also include the methodology in which the methods will be framed. For example, photovoice is a participatory action research method, where research is viewed as a transformative process and shaped by feminism and critical anti-oppressive theories. When conducting such research with

Indigenous partners, what is the way(s) one enters into the research process within ethical decolonized paradigm. In the design, you will need to provide a literature review of the issue to show its significance, a methodology with methods, and knowledge mobilization/translation that will be undertaken with an explanation, i.e. cannot just say a community event. You will need to describe what the event is about, who is invited, how it relates to your overall objectives, and what it provides the community. More on the assignment will be discussed over the term.
(December 4)

Colleague Assessment 5%

You must “pull your own weight” as a group member. This means you must do your part of the assignment and make yourself available to work on the project. Failing to do could have dire consequences for you since each of your group members will evaluate your contribution to the group project. If you receive a participation grade of "0" from all of your fellow group members then you will not receive a grade and thus, FAIL THE COURSE. The colleague assessments will occur on **December 4**.

Final Exam Information

1. Closed Book Examinations 35%

There will be 1 final examination. The examination will cover lectures, guest lectures, videos, and reading materials scheduled up to the exams. This means that students will also be responsible for reading/topics not covered in class.

The examination will be a combination of any or all of the following: multiple choice, definition, short answer, and essay questions. This manner of testing allows the student to demonstrate varying methods of academic skill. I do not expect students to rely solely on rote memory. I expect application, analysis, synthesis, and integration of course materials into your reasoned and concise answers.

The short answer and essay questions require a reasonable standard of writing. Poor spelling, disjointed or incomplete sentences, poor grammar and punctuation, inadequate sentence and paragraph structure only detract from the ideas you are trying to express and will negatively impact your mark.

Final Examination Date set by Registrar 35%

If you miss the final exam for a valid reason, contact the Sociology Department Office at the University of Calgary (220-6502) within 48 hours to apply for a deferred exam no later than the deadline indicated in the 2017/18 University of Calgary Calendar. Otherwise, again, university regulations require that you receive a score of zero on the final exam.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Email

Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Professional Faculties-Food Court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation

The 2018-19 Students' Union VP Academic is Jessica Revington (suvpaca@ucalgary.ca).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

Safewalk

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

Class Schedule

Week:	Week of:	Topic:	Readings:
1	Sept. 6	Introduction	
2	Sept. 10	Theoretical Foundations history of research and Indigenous peoples	Smith, 2012 Hyett et al. 2018
3	Sept. 17	Cont'd	Kovach, 2009 39-54 Rossman and Rallis, 2012

4	Sept. 24	Ethics	Ermine, 2007 Leadbeater et al., 2007 Absolon and Dion, 2017
5	Oct. 1	OCAP and TCPS 2	Castellano, 2004 Mosby, 2013
6	Oct. 8	Relational accountability and partnership building	Henry et al. 2016 Casteleden et al. 2015
7	Oct. 15	<i>Work Week Further Details in Class</i>	
8	Oct. 22	Decolonized Research <i>Part 1 Due</i>	Wildcat, 2014 Kovach, 2010
9	Oct. 29	Interviewing in Community	Chilisa, 2012 Castleden, 2012
10	Nov. 5	Visual Research	Wang and Burris, 1997 Gubrium et al., 2014
11	Nov. 12	<i>Term Break</i>	
12	Nov. 19	Critiques <i>Presentations Begin</i>	Ross et al., 2010
13	Nov. 26	Critiques Cont'd <i>Presentations Continued</i>	Alcantara et al., 2017
14	Dec. 3	Giving Back and Food for Thought Class Wrap-Up	