

**Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs**

Twin Cities

Summer 2021

EDD 826

non-Western Cultural Thought:

An Ethnographic Approach to Research and Leadership

3 Credit Hours

Online

Course Dates/Hours

Class will be in session from (5/4 -6/22)

Prerequisite: EDD809 Advanced Research writing

Faculty Contact Information Dr. Yvette Pye

PAN 226 General Office Hours: Tuesday – Thursday, 1-6pm

(612) 728-5139

ypye@smumn.edu You can expect response within 48 business hours

Course Description – Prerequisite: EDD809

This course examines non-Western cultural pedagogy, philosophy and ideology to understand the complexities of learning, leadership and research using ethnographic research methods. Strategies for non-Western cultural and Indigenous ways to learning are analyzed and synthesized.

Student Learning Objectives –

Upon completion of this course, students are expected to be able to do the following:

1. Understand and be able to apply ethnographic research methods
2. Evaluate, analyze, synthesize effective non-Western and Indigenous cultural ways of teaching learning, leadership and research strategies
3. Analyze, synthesize, and evaluate the applications of Indigenous research methods.
4. Develop and present ethnographic findings on concepts and representations of non-Western cultural or Indigenous leaning philosophies and ideologies for leadership and research topic of interest to the student.

Canvas Access

Canvas may be accessed here at <https://community.smumn.edu/canvas/>

Required Textbooks

American Psychological Association. (2010). Publication manual of the American Psychological Association, 7th ed.

Peterson, L. R. J. 2018. *Uncovering Indigenous models of leadership: an ethnographic case study of Samoa's Talavou*. Rowman & Littlefield Publishing, Lanham, Maryland. 978-1-44985-6824-1

Stanfield, J. H. II (Ed). 2011. Rethinking race and ethnicity in research methods. Left Cost Press Inc, Walnut Creek, CA. 978-1-61132-001-5.

Wilson, S. 2008. Research is ceremony: Indigenous research methods. Fernwood Publishing, Black Point, Nova Scotia. 978-1-55266-281-6

Required Articles:

Al-Makhamreh, S.S. and Lewando-Hundt, G. (2008). Researching 'at Home' as an Insider/Outsider Gender and Culture in an Ethnographic Study of Social Work Practice in an Arab Society. *Qualitative Social Work*, 7(1): 9–23.

Ali Shah, S. A. (2011). The role of madrassas (Islamic seminaries) in the politics of Pakistan. *Pakistan Journal of Criminology*, 3(1), 9-34.

Cooper, L. (2011). Activists within the academy: The role of prior experience in adult learners' acquisition of postgraduate literacies in a post-apartheid South African University. *Adult Education Quarterly: A Journal of Research and Theory*, 61(1), 40-56.

Dennison, Jean. (2014). The Logic of Recognition: Debating Osage Nation Citizenship in the 21st Century. *(American Indian Quarterly)*, 38(1): 1-35).

Dolphen, I. (2014). Learning language and culture through indigenous knowledge: A case study of teaching a minority language (Mon) in a majority language (Thai) school setting. *Procedia - Social and Behavioral Sciences*, 134, 166-175.

Khun, S. and Manderson, L. (2007). Health seeking and access to care for children with suspected dengue in Cambodia: An ethnographic study. *BMC Public Health*, 7 (262), 1-10.

Kingsley, Okoro, N. (2010). African Traditional Education: A Viable Alternative for Peace Building Process in Modern Africa, *Journal of Alternative Perspectives in the Social Sciences*, 2 (1), 136-159.

Whitehead, Tony, L. (2005). Basic classical ethnographic research methods secondary data analysis, fieldwork, observation/participant observation, and informal and semi structured interviewing, *Ethnographically Informed Community And Cultural Assessment Research Systems (Eicars) Working Paper Series*.

Technical Support

For traditional/blended courses

For technical support, contact our HelpDesk at the following:

tchelpdesk@smumn.edu

[HelpDesk Website](#)

612-728-5100: x7800, local Twin Cities

866-437-2788; Choose HelpDesk menu option

Topical/Activity Course Outline

Must include the table provided

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Week 1 5/4	Online Meeting	Understanding ethnography •non-Western Cultural Thought •Traditional Educations •African Culture •Indigenous Thought •Basic Classic Ethnographic Methods	Read, analyze, synthesize, and evaluate Kingsley and Whitehead articles.
Week 2 5/11	Zoom meeting https://smumn.zoom.us/j/7093883992	Understand ideology, reproduction of truth and globalization through ethnography research. Read, analyze, synthesize and evaluate Chapters 1 and 3 of Stanfield and Khun, and Manderson article.	Prepare a written critical analysis that may include the following: <ul style="list-style-type: none">• Global Conscientious in Research• Class and the State• Discourses of Geography• Reproduction of Truth• Models of Justice• Conducting Ethnographic
Week 3 5/18	Online Meeting	Understand decision making	Prepare an oral critical analysis (see

		in research. Read, analyze, synthesize and evaluate the Wilson text and the Al-Makhamreh, and Lewando-Hundt article.	rubric) that may include the following : Cultural Influences on Research Topics •Philosophical Underpinnings of Research Designs •non-Western Cultural Thought of Gaining Knowledge •Intercultural Openness •Being in the field
Week 4 5/25	Online meeting	Examine challenges of research and transformational leadership. Read, analyze, synthesize and evaluate Chapters 4 and 5 of Stanfield and a non-Western article of your choice. View: Cracking the Codes: The System of Racial Inequity	Prepare a written critical analysis (see rubric) that could include the following: •How does Race Matter •Symbolic Action •Place Making •Whiteness •Adult Education in Colleges and Universities •Transformational Leadership
Week 5 6/1	Zoom meeting 9/ 29 Tuesday, 6:30-7:30 https://smumn.zoom.us/j/7093883992	Understand research implications on leadership. Read, analyze, synthesize and evaluate a dissertation from or examining a non-Western topic of your choice using ethnographic research.	Prepare an oral critical analysis that could include: •Implications of research on Leadership •non-Western and Ingenious Research Practices •Gains from non-Western Perspectives •Leadership and Power •Leading from the Soul
Week 6 6/8	Online meeting	Understand identity, legacy	Prepare a written critical analysis that

		and inquiry. Read, analyze, synthesize and evaluate Chapter 9 of Stanfield and a non-Western article of your choice, and 1 st half of Peterson	may include the following: •Identity •Legacy •Other Models of Ethnographic Inquiry •Oral Traditions and Story Telling
Week 7 6/15	Online meeting	Understand the various dimensions of research. Read, analyze, synthesize and evaluate Chapter 14 of Stanfield, and 2 nd half of Peterson	Be prepared to facilitate discussions that could include the following : •Researcher Roles •Ideology •Legitimation •Domination
Week 8 6/22	Zoom meeting 10/20 Tuesday, 6:30-7:30 https://smumn.zoom.us/j/7093883992	Wrap-up	•non-Western Models of Learning and Ethnographic research Presentation recorded and posted by Sunday, June 25th [SLO: 1, 2, 3 & 4]

Course Time Standards

Doctoral courses:

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

Synopsis of Assignments Final Paper Due week 8

Evaluation:

Written Critical Analyses Facilitation (15 points; beginning in week 2)[SLO: 1, 2, 3]: Provide a written critical analysis of relevant literature by beginning and sustain discussion relating to the material from the texts/articles/discussions (see attached rubric). Five (5) points for each.

Ethnographic Research Field Study Presentation (30 points: due last class) [SLO: 1, 2, 3 & 4]: should demonstrate an understanding of the learning objectives of the course. Therefore, each student will be required the conduct part of a small scale field study using at least on ethnographic research strategies. Whereas the final paper's focus immersion in the literature this assignment is designed to be more experiential in nature. You will actually DO some ethnography research (interviews, participant

observation, observation, and field notes analyses) keeping mind the ***new Covid-19 precautions***. *If the material gathered for this course is going to be used in some publishable way (now or later) you will need to get IRB approval to do the work.*

The aim is for you to demonstrate your understanding of both the conceptual and practical issues raised in the course.

In keeping with the ethical principles of respect and open mindedness of ethnographic research you should select a community setting, social setting, or culture setting (etc.) that is outside of your comfort zone. On the last class meeting be prepared to present to the class your field experience using a chosen method (s) to examine a topic concerning non-Western cultural and Indigenous ways of being. Per RRB requirements, instructor review of your proposed work is required in advance. Presentation should be uploaded to the Wiki or Discussion Board on Canvas the last week of class. Using Ethnographic research methods, the following Student Learning objectives will be met:

- o Understand and be able to apply ethnographic research methods
- o Evaluate non-Western cultural ways of teaching and learning.
- o Develop and present ethnographic findings on concepts and representations of non-Western cultural or Indigenous topic of interest to the student.

Course Major Written Assignment (55 points; Due last day of the last week) [SLO: 1, 2, 3 & 4]: Final Paper should be 10-12 pages in length, APA required. Your analysis should include relevant literature on using at least one ethnographic strategies to examine a topic concerning non-Western cultural and Indigenous ways of teaching and learning.

- o Employ and evaluate effective ethnographic research strategies.
- o Facilitate and evaluate creative non-Western cultural and Indigenous ways of teaching, learning, and ethnographic research.
- o Analyze, synthesize, and evaluate the applications of non-Western cultural and Indigenous methods.

Assessments:

Course objectives will be demonstrated through the content of the critical analyses, final written assignment and a culminating presentation (15 – 20 minutes). All assignments will be expected to incorporate the readings into the application and demonstrate an understanding of the topic of each assignment, which is based upon the course objectives.

Each assignment will be evaluated based upon the extent to which all of the course objectives are demonstrated in the assignment. The all assignment will constitute 100% of the final grade.

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. Please check your SMU email near the end of the course for a link to an online rating form that records responses anonymously.

Student Expectations

Course objectives will be demonstrated through the content of the three assignments. All assignments will be expected to incorporate the readings into the application and demonstrate an understanding of the topic of each assignment, which is based upon the course objectives.

Each assignment will be evaluated based upon the extent to which the course objectives are demonstrated in the assignment.

Assessment of Student Performance/Grading Policies

Grading scale must show point and percentage values (Please select the appropriate grading scale and delete the other)

Graduate Grading Scale		
A	90-100%	90-100
B	80-89%	80-89
C	70-79%	70-79
NC	below 70%	69 or less

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Access Services coordinators Laura Lanning and correcting the email address, accessservicesgpp@smumn.edu

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. At the end of the course and after the faculty member has submitted grades, check the Student Portal to complete the student rating of teaching and learning and view your grade. Please be assured the system records responses anonymously.

University Conduct and Academic Policies

See the course Blackboard site for a direct link to all University policies.

Writing Center and Library Services

See the course Blackboard site for direct links to these departments.