

## Tamkang University Academic Year 109, 1st Semester Course Syllabus

Course Title	ETHNOGRAPHY IN FUTURES STUDIES	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TDDXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF FUTURES STUDIES, 1A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> </ul>
D e p a r t m e n t a l   A i m   o f   E d u c a t i o n			
Cultivating students' ability in the following areas: (1) in facing future changes and in integrating interdisciplinary knowledge, (2) in developing future-oriented thinking, and (3) in analyzing and planning the futures.			
Subject Departmental core competences			
<p>A. The ability of critical thinking.(ratio:20.00)</p> <p>B. The ability to analyze the future.(ratio:30.00)</p> <p>C. The ability to examine social trends.(ratio:30.00)</p> <p>E. The ability to empirically apply theories.(ratio:20.00)</p>			
Subject Schoolwide essential virtues			
<p>1. A global perspective. (ratio:30.00)</p> <p>2. Information literacy. (ratio:10.00)</p> <p>3. A vision for the future. (ratio:30.00)</p> <p>5. Independent thinking. (ratio:30.00)</p>			
Course Introduction	<p>This course introduces ethnography or qualitative research methods to better understand and explore possible solutions addressing 21st Century challenges. The course provides you an understanding of the use of a variety of ethnography and qualitative research methods from a futures studies perspective.</p> <p>The objective of this course is to have students experiment different methods to understand, challenge and develop images of future societies that are more sustainable, equitable, fair &amp; just, and simply liveable than presenter or the past.</p>		

**The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.**

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	<p>A comprehension of a select research methods used to gather evidence of issues affecting the society in Taiwan.</p> <p>Design a select research proposal for a study in developing possible solutions for issues facing the society.</p> <p>Ability to apply ethnography or qualitative research to build a convincing argument in crafting alternative and preferred social and future scenarios for transformative societal design.</p>	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCE	1235	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)

**Course Schedule**

Week	Date	Course Contents	Note
1	109/09/14 ~ 109/09/20	Introductions - course, teacher, students	
2	109/09/21 ~ 109/09/27	Research Philosophy	
3	109/09/28 ~ 109/10/04	Ethnography and Qualitative Research	
4	109/10/05 ~ 109/10/11	The Challenges facing the 21st Century Society	Horizon scanning, Futures wheel, S-curve
5	109/10/12 ~ 109/10/18	Group Presentation & Report Back	
6	109/10/19 ~ 109/10/25	Research Methods - Participatory Futures	Case studies for discussion

7	109/10/26 ~ 109/11/01	Designing Participatory Futures Approach for the shaping of and creating a transformative society	
8	109/11/02 ~ 109/11/08	Group Presentation & Report Back	
9	109/11/09 ~ 109/11/15	Research Methods - Workshops & Experiential	Case studies for discussion
10	109/11/16 ~ 109/11/22	Designing a workshop or experiential future for the shaping of and creating a transformative society	
11	109/11/23 ~ 109/11/29	Group Presentation & Report Back	
12	109/11/30 ~ 109/12/06	Research Methods - Story telling, poems, & performing arts	Case studies for discussion
13	109/12/07 ~ 109/12/13	Designing a session for storytelling, poems or other performing arts for the shaping of and creating a transformative society	
14	109/12/14 ~ 109/12/20	Group Presentation & Report Back	
15	109/12/21 ~ 109/12/27	Group Research Proposal Briefing & Planning	
16	109/12/28 ~ 110/01/03	Writing up Research Proposal	
17	110/01/04 ~ 110/01/10	Wrap up & Reflection Writing Guide	
18	110/01/11 ~ 110/01/17	Reflection Essay submission	
Requirement			
Teaching Facility	Computer, Other (projector)		
Textbooks and Teaching Materials	Notes, journal articles		

References	<p>Voros, J (2019) On the Philosophical Foundation of Futures Research, Corpus ID: 56096762  Click here for fulltext <a href="https://tinyurl.com/y54yme3n">https://tinyurl.com/y54yme3n</a></p> <p>Heron, J and Reason, P (1997) A Participatory Inquiry Paradigm,  DOI:10.1177/107780049700300302Corpus ID: 145622560 Click here for fulltext  <a href="https://tinyurl.com/y5g6apwa">https://tinyurl.com/y5g6apwa</a></p> <p>van der Riet, Mary (2008) Participatory Research and the Philosophy of Social Science:  Beyond the Moral Imperative Qualitative Inquiry, 2008-06, Vol.14 (4), p.546-565</p> <p>Our Futures, By the People, For the People, NESTA UK, Nov 2019 Full Report here  <a href="https://www.nesta.org.uk/report/our-futures-people-people/">https://www.nesta.org.uk/report/our-futures-people-people/</a></p> <p>Candy, S and Kornet, K (2017) A Field Guide to Ethnographic Experiential Futures  <a href="https://oecd-opsi.org/toolkits/a-field-guide-to-ethnographic-experiential-futures/">https://oecd-opsi.org/toolkits/a-field-guide-to-ethnographic-experiential-futures/</a></p> <p>Bearten, N (2019) Napkin Futures, Journal of Futures Studies, June 2019, 23(4): 117–122</p> <p>Molitor,G. (2003), Molitor Forecasting Model: Key Dimensions for Plotting the "Patterns of  Change, Journal of Futures Studies, August 2003, 8(1): 61-72</p> <p>Kousa, T (2017) The Three Power Vectors of the Futures Triangle Explained Click here for  fulltext <a href="https://tinyurl.com/y2rl27rz">https://tinyurl.com/y2rl27rz</a></p>
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance :            %    ◆ Mark of Usual : 20.0 %    ◆ Midterm Exam :            %</p> <p>◆ Final Exam :            %</p> <p>◆ Other 〈Project〉 : 80.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at  <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the  home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>