

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	FUTURES STUDIES IN POLITICS	Instructor	JEANNE HOFFMAN
Course Class	TNURB0E FUTURES STUDIES, 0E	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits
Academic Aim of Education			
<ul style="list-style-type: none"> I. To introduce basic knowledge on futures studies. II. To raise awareness and to foster positive attitude towards the future of humanities. III. To cultivate critical thinking skills with a foresight perspective. IV. To cultivate the ability to explore futures issues with interdisciplinary perspectives. V. To develop skills for spotting emerging issues. 			
Schoolwide essential virtues			
<ul style="list-style-type: none"> A. A global perspective. B. Information literacy. C. A vision for the future. D. Moral integrity. E. Independent thinking. F. A cheerful attitude and healthy lifestyle. G. A spirit of teamwork and dedication. H. A sense of aesthetic appreciation. 			
Course Introduction	<p>This course provides you with an understanding of futures studies from a political science and social change perspective using Taiwan as a case study. In this class we will explore key futures concepts such as anticipation, dominant images of the future, social change, emerging issues analysis, futures triangle, futures wheels, CLA, integral futures, visioning. You will be challenged with using a range of futures methods to design scenarios for the futures of Taiwan.</p>		

The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	•The power of change versus tradition and continuity	C4	ACE
2	•Emerging Issues Analysis of cultural innovation and learning	P5	ACE
3	•Social Change theories	C2	ACE
4	•Macro historical models of change	A2	ACE
5	•Belief systems, paradigms, worldviews and ideologies	P2	ACE
6	•Case studies in futures oriented planning	A5	ACE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	•The power of change versus tradition and continuity	Lecture, Appreciation	Participation
2	•Emerging Issues Analysis of cultural innovation and learning	Appreciation	Participation
3	•Social Change theories	Discussion	Practicum
4	•Macro historical models of change	Appreciation	Participation
5	•Belief systems, paradigms, worldviews and ideologies	Appreciation, Simulation, Problem solving	Participation
6	•Case studies in futures oriented planning	Problem solving	Report

Course Schedule			
Week	Date	Subject/Topics	Note
1	105/09/12 ~ 105/09/18	Introduction – about the class, introductions, assessment items, readings, etc.	
2	105/09/19 ~ 105/09/25	Why futures studies?	
3	105/09/26 ~ 105/10/02	Democratic governance and political systems	
4	105/10/03 ~ 105/10/09	Cultural narratives/Archetypes	
5	105/10/10 ~ 105/10/16	Governance and Social Change	
6	105/10/17 ~ 105/10/23	STEEP and Scenarios	
7	105/10/24 ~ 105/10/30	Case Studies in Futures-oriented policy	
8	105/10/31 ~ 105/11/06	Macrohistory, Macrohistorians	
9	105/11/07 ~ 105/11/13	Causal Layered Analysis	
10	105/11/14 ~ 105/11/20	Midterm Exam Week	
11	105/11/21 ~ 105/11/27	Scenarios	
12	105/11/28 ~ 105/12/04	Towards future-oriented Governance	
13	105/12/05 ~ 105/12/11	Creating Alternatives	
14	105/12/12 ~ 105/12/18	Presentations and reports due	
15	105/12/19 ~ 105/12/25	Presentations and reports due	
16	105/12/26 ~ 106/01/01	Presentations and reports due	
17	106/01/02 ~ 106/01/08	Final class wrap up and reflections	
18	106/01/09 ~ 106/01/15	Final Exam Week	
Requirement		1.Attendance and participation 20%(ongoing) 2.Mid-term essay 30% (Week 9) 3.Final group project 50% (2000words Week 17)	
Teaching Facility		(None)	
Textbook(s)			
Reference(s)		Frey Laws of the Future.doc	

Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 50.0 % ◆ Other () : %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.