

Tamkang University Academic Year 107, 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 political science and social change from a futures studies perspective. 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. The objective of the course is to have students use futures tools to understand, challenge and develop images of the future for future generations that are more “peaceful, equitable, just, fair, beautiful, and livable” - than the present or any past.</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	<ul style="list-style-type: none"> • A comprehension of major issues affecting the world and Taiwan • Ability to identify emerging global trends and issues • Apply critical futures studies questioning, methodologies and thinking to select research context. • Understand the functions of narrative and story in creating change. • Craft alternative and preferred social and political futures scenarios. • Methods and values for transformative political design. 	P4	ACE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	<ul style="list-style-type: none"> • A comprehension of major issues affecting the world and Taiwan • Ability to identify emerging global trends and issues • Apply critical futures studies questioning, methodologies and thinking to select research context. • Understand the functions of narrative and story in creating change. • Craft alternative and preferred social and political futures scenarios. • Methods and values for transformative political design. 	Lecture, Discussion, Problem solving	Written test, Participation, Present
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Course Schedule

Week	Date	Subject/Topics	Note
1	107/09/10 ~ 107/09/16	Introduction	
2	107/09/17 ~ 107/09/23	Why Futures Studies	
3	107/09/24 ~ 107/09/30	Looking back	
4	107/10/01 ~ 107/10/07	Change	
5	107/10/08 ~ 107/10/14	Emerging Issues	
6	107/10/15 ~ 107/10/21	Macrohistory	
7	107/10/22 ~ 107/10/28	Understanding your decision making style	
8	107/10/29 ~ 107/11/04	Problems of government	
9	107/11/05 ~ 107/11/11	Values	
10	107/11/12 ~ 107/11/18	Midterm Exam Week	
11	107/11/19 ~ 107/11/25	Causal Layered Analysis	
12	107/11/26 ~ 107/12/02	Scenarios	
13	107/12/03 ~ 107/12/09	Backcasting	
14	107/12/10 ~ 107/12/16	Presentations	
15	107/12/17 ~ 107/12/23	Presentations	
16	107/12/24 ~ 107/12/30	Presentations	

17	107/12/31 ~ 108/01/06	Wrap up	
18	108/01/07 ~ 108/01/13	Final Exam Week	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)			
Reference(s)			
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 : % ◆ Other 〈Presentation〉 : 50.0 %		
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.		