

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

Course Title	FUTURES STUDIES IN SOCIETY	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TNURB0G FUTURES STUDIES, 0G	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</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			
<p>I . To introduce basic knowledge on futures studies.</p> <p>II . To raise awareness and to foster positive attitude towards the future of humanities.</p> <p>III . To cultivate critical thinking skills with a foresight perspective.</p> <p>IV . To cultivate the ability to explore futures issues with interdisciplinary perspectives.</p> <p>V . To develop skills for spotting emerging issues.</p>			
Subject Schoolwide essential virtues			
<p>1. A global perspective. (ratio:25.00)</p> <p>3. A vision for the future. (ratio:50.00)</p> <p>5. Independent thinking. (ratio:25.00)</p>			
Course Introduction	<p>This course introduces the need to integrate futures studies with economy in addressing the 21st Century challenges. The course provides you with an understanding of the economy from a futures studies perspective. The objective of this course is to have students use futures tools and methodologies to understand, challenge and develop images of the future economy that are more sustainable, equitable, fair &amp; just, and simply livable than the present 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 major issues affecting the world and Taiwan</p> <p>Ability to identify emerging global trends and issues.</p> <p>Apply critical futures studies questioning, methodologies and thinking to select research context.</p> <p>Understand the functions of narrative and story in creating change.</p> <p>Craft alternative and preferred social and political futures scenarios.</p> <p>Methods and values for transformative political design.</p>	Cognitive
2	<p>Argue and reflect on epistemological foundations of futures studies.</p> <p>Apply critical futures studies questioning, methods and thinking to selected research context.</p> <p>Emerging issues analysis of social and economical cultures.</p> <p>Understand function of narrative and story in economic systems.</p>	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		135	Lecture, Discussion	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation
2		135	Lecture, Discussion	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation

**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	What is and why Futures Studies	
3	109/09/28 ~ 109/10/04	How do you think of the future and the economy?	Metaphors for the Future - Kaufmann Polak Game - Images of the future :Fred Polak Game sessions
4	109/10/05 ~ 109/10/11	Pulls of the future - Change	Futures Triangle, Futures Wheel, S-Curve
5	109/10/12 ~ 109/10/18	Push of the present - Emerging issues, Technological and Social Change	Futures Triangle, Futures Wheel, S-Curve
6	109/10/19 ~ 109/10/25	Macrohistory; Weights of the Past - Looking back	Futures Triangle, Futures Wheel, S-Curve
7	109/10/26 ~ 109/11/01	Understanding your decision making style	
8	109/11/02 ~ 109/11/08	Problems with the economic systems	
9	109/11/09 ~ 109/11/15	Group Project Brief and Planning	Discussions and Planning for using artefacts of the possible future economic systems
10	109/11/16 ~ 109/11/22	Midterm Exam Week	
11	109/11/23 ~ 109/11/29	Introduction to Scenarios	
12	109/11/30 ~ 109/12/06	Scenarios Development Process	
13	109/12/07 ~ 109/12/13	Backcasting	
14	109/12/14 ~ 109/12/20	Museum of the Not-Yet-Possible Exhibition	To showcase group projects: oral presentation and artifacts
15	109/12/21 ~ 109/12/27	Museum of the Not-Yet-Possible Exhibition	To showcase group projects: oral presentation and artifacts
16	109/12/28 ~ 110/01/03	Museum of the Not-Yet-Possible Exhibition	To showcase group projects: oral presentation and artifacts
17	110/01/04 ~ 110/01/10	Wrap up & Reflection Writing Guide	
18	110/01/11 ~ 110/01/17	Final Exam Week	

Requirement	No pre-requisites
Teaching Facility	Computer, Projector, Other (space for exhibition)
Textbooks and Teaching Materials	Notes, journal articles
References	<p>Metaphors for the Future - Notes extracted from Teaching the Future by Draper Kaufmann</p> <p>Richard Slaughter (1993) Futures Concepts, Futures, April, pp 289-314.</p> <p>Bell, W (1996) On overview of Futures Studies, Pp. 28-56 and 290-99 in R. A. Slaughter (ed.), The Knowledge Base of Futures Studies, Vol. 1. Hawthorn, Victoria, Australia: DDM Media Group, 1996.</p> <p>Masini, E B (1993) Why Futures Studies?, Grey Seal Books, London</p> <p>P Moll (1991), From Scarcity to Sustainability: Futures Studies and the Environment, Peter Lang, Frankfurt am Main.</p> <p>Weigend, Pomponi and D' amico (2019) Futures Studies &amp; the Circular Economy: an Interdisciplinary Approach to Sustainable Development Click here for full text: <a href="https://tinyurl.com/y6nsxeje">https://tinyurl.com/y6nsxeje</a></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> <p>Polak, F (1973) The Image of the Future, Elsevier Scientific Publishing Company</p> <p>Glen, J (2013) Futures Research Methodology, The Millennium Project. Open access</p>
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance :            %    ◆ Mark of Usual : 50.0 %    ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam :            %</p> <p>◆ Other &lt; Reflection Essay &gt; : 30.0 %</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>