

## Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	FUTURES STUDIES IN SOCIETY	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TNURB0A FUTURES STUDIES, 0A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	SDG8 Decent work and economic growth SDG11 Sustainable cities and communities SDG12 Responsible consumption and production		
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			
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.			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:30.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:25.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:5.00) 8. A sense of aesthetic appreciation. (ratio:5.00)			

<b>Course Introduction</b>	<p>This course offers to work with students to progressively gain futures literacy skills in anticipating the challenges of the future. The course provides student with an understanding of society and social change from a futures studies perspective. In this class we will use activities to introduce key futures concepts such as anticipation, dominant images of the future. The objective of this course it to have students learning to use futures tools and methodologies to understand, challenge and develop images of the future of society that are more sustainable, equitable and simply live-able.</p>
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**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 better understanding of the major issues &amp; trends affecting the world and Taiwan</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 futures and scenarios. Methods and values for transformative society.</p>	Cognitive
2	<p>Learn and apply futures methodologies in challenging the dominant assumptions in our everyday lives</p>	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation

2		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
Course Schedule				
Week	Date	Course Contents		Note
1	113/09/09 ~ 113/09/15	Introductions - course, teacher, students		
2	113/09/16 ~ 113/09/22	What is and why Futures Studies		
3	113/09/23 ~ 113/09/29	How do you think of the future and the society?		Metaphors for the Future - Kaufmann Polak Game - Images of the future :Fred Polak Game sessions
4	113/09/30 ~ 113/10/06	Fieldwork - Societal issues affecting youth		Trends and emerging issues analysis
5	113/10/07 ~ 113/10/13	Introduction to the S-Curve, and Futures Wheel		Futures Triangle, Futures Wheel, S-Curve
6	113/10/14 ~ 113/10/20	Report back and Reflection		Futures Triangle, Futures Wheel, S-Curve
7	113/10/21 ~ 113/10/27	Introduction to CLA		
8	113/10/28 ~ 113/11/03	Project 1 : One Day in 2050		Possible Futures Card Game
9	113/11/04 ~ 113/11/10	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)		
10	113/11/11 ~ 113/11/17	Mid Term		
11	113/11/18 ~ 113/11/24	Introduction to Futures Cone- Possible, Probable, and Plausible Future		Tech for Good
12	113/11/25 ~ 113/12/01	Project 2: Re-imagining the Scooter		
13	113/12/02 ~ 113/12/08	Report back and Reflection		
14	113/12/09 ~ 113/12/15	Introduction to the Futures Triangle		Future Food
15	113/12/16 ~ 113/12/22	Project 3: Future Food		
16	113/12/23 ~ 113/12/29	Report back and Reflection		
17	113/12/30 ~ 114/01/05	Final Exam/Final Assessment Week (teachers can adjust the week as needed)		Lecture

18	114/01/06~ 114/01/12	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities	self-directed learning Social Participation Humanistic Caring Interdisciplinary		
Interdisciplinary	Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)		
Distinctive teaching	Project implementation course		
Course Content	Sustainability issue		
Requirement	No pre-requisites		
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Worksheets Using teaching materials from other writers:Presentations, Worksheets		
References	Metaphors for the Future - Notes extracted from Teaching the Future by Draper Kaufmann Richard Slaughter (1993) Futures Concepts, Futures, April, pp 289-314. 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. Masini, E B (1993) Why Futures Studies?, Grey Seal Books, London Polak, F (1973) The Image of the Future, Elsevier Scientific Publishing Company		
Grading Policy	◆ Attendance :                   %   ◆ Mark of Usual : 60.0 %   ◆ Midterm Exam : 20.0 % ◆ Final Exam :   20.0 % ◆ Other (    ) :                   %		
Note	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> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		