

Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	FUTURES STUDIES IN SOCIETY	Instructor	SCHNUG RICARDO RAYMOND
Course Class	TNURB0F FUTURES STUDIES, 0F	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester ◆ 2 Credits
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education 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)			

Course Introduction	<p>At the core, this course intends to increase your self-efficacy regarding your role in developing a future that is bright and positive. It introduces societal challenges and provides an understanding of how to critically approach these from a futures studies perspective. This means that you will be given a methodical framework and tools which will enable you to better understand trajectories of social change and to imagine pathways to a better future – for society and for yourself too</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	The cognitive skills of futures consciousness: Imagination, goal-setting, possibility thinking, scenario building, critical thinking, open-mindedness, problem-solving, decision-making	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	Study Assignments, Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	114/02/17 ~ 114/02/23	Introduction to the course, readings and assignments	
2	114/02/24 ~ 114/03/02	Introduction to Futures Thinking - the What and the Why	+ a little game
3	114/03/03 ~ 114/03/09	Introduction to Trends in General, and Trends in Society	

4	114/03/10 ~ 114/03/16	Deep-Dive Trends - Hunting for "Cool" and "Emerging Issues"	Homework is you doing some field work for the next week
5	114/03/17 ~ 114/03/23	Trends and Consequence Thinking - Exploring Implications	Personal Favorite of the Professor
6	114/03/24 ~ 114/03/30	What is a "good future"? - The Futures Triangle Method	Students usually find this method the most useful for themselves
7	114/03/31 ~ 114/04/06	Deep Dive into the Futures Triangle	
8	114/04/07 ~ 114/04/13	Creating and Using Scenarios (Part 1)	
9	114/04/14 ~ 114/04/20	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	114/04/21 ~ 114/04/27	Creating and Using Scenarios (Part 2)	
11	114/04/28 ~ 114/05/04	Real-Life Cases of Futures Thinking & How it Often Goes Wrong	
12	114/05/05 ~ 114/05/11	CLA - A Method for Understanding Issues more Deeply	Likely over two weeks as this method will be central to the finalterm
13	114/05/12 ~ 114/05/18	What is YOUR future? Personal Futures	How you can used the methods for making better life-decisions - a little self-help(ish) but important
14	114/05/19 ~ 114/05/25	The Psychology Behind Futures Thinking	
15	114/05/26 ~ 114/06/01	Flexible & tentative lecture OR Visioning Workshop 2045	
16	114/06/02 ~ 114/06/08	Flexible & tentative lecture - Up to the suggestions of students	
17	114/06/09 ~ 114/06/15	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/06/16 ~ 114/06/22	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 Problem solving Interdisciplinary		

Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) Learnings are for career and life
Distinctive teaching	Game-based learning courses Special/Problem-Based(PBL) Courses
Course Content	Logical Thinking Sustainability issue Futures Thinking
Requirement	This course requires better than average English competencies for comprehension as well as for your own expression of opinions in class.
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Videos, Worksheets
References	Six Pillars of Futures Studies by Sohail Inayatullah
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 40.0 % ◆ 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.