

Tamkang University Academic Year 114, 2nd Semester Course Syllabus

Course Title	FUTURES STUDIES IN ECONOMICS	Instructor	NUR ANISAH BINTI ABDULLAH
Course Class	TNURB0D FUTURES STUDIES, 0D	Details	♦ General Course ♦ Required ♦ One Semester ♦ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG8 Decent work and economic growth 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>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 & just, and simply livable than the present or the past.</p> <p>Learn Futures methodologies during class with group discussions & activities.</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 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		12345678	Lecture, Discussion	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation
2		1234567	Lecture, Discussion	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation

Course Schedule				
Week	Date	Course Contents		Note
1	115/02/23 ~ 115/03/01	Introductions - course, teacher, students		
2	115/03/02 ~ 115/03/08	What is and why Futures Studies		
3	115/03/09 ~ 115/03/15	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	115/03/16 ~ 115/03/22	Pulls of the future - Change		Futures Triangle, Futures Wheel, S-Curve
5	115/03/23 ~ 115/03/29	Push of the present - Emerging issues, Technological and Social Change		Futures Triangle, Futures Wheel, S-Curve
6	115/03/30 ~ 115/04/05	Macrohistory; Weights of the Past - Looking back		Futures Triangle, Futures Wheel, S-Curve
7	115/04/06 ~ 115/04/12	Understanding your decision making style		
8	115/04/13 ~ 115/04/19	Problems with the economic systems		
9	115/04/20 ~ 115/04/26	Group Project Brief and Planning		Discussions and Planning for using artefacts of the possible future economic systems
10	115/04/27 ~ 115/05/03	Discussion		
11	115/05/04 ~ 115/05/10	Introduction to Scenarios		
12	115/05/11 ~ 115/05/17	Change Progression		
13	115/05/18 ~ 115/05/24	No change or Decline		
14	115/05/25 ~ 115/05/31	Marginal Change		
15	115/06/01 ~ 115/06/07	Radical Change		

16	115/06/08 ~ 115/06/14	Final Week of Diverse Assessments	
17	115/06/15 ~ 115/06/21	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/06/22 ~ 115/06/28	Flexible Teaching Week for Teachers	
Key capabilities		self-directed learning Social Participation Humanistic Caring	
Interdisciplinary		In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching	
Distinctive teaching		Game-based learning courses	
Course Content		Logical Thinking	
Requirement		Students should briefly explain how they use generative AI in the course assignments or reports in the "footnote on the title page" or "after the references," such as for brainstorming, text polishing, or structural references. For "personal reflection reports" and "group interview assignments," the use of generative AI tools for writing is prohibited. If it is found that generative AI was used but not indicated in the assignment or report, the instructor, the university, or related units have the right to reevaluate the assignment of report or withhold scores. Students enrolled in this course agree to the above ethics statement.	
Textbooks and Teaching Materials		Self-made teaching materials:Presentations Using teaching materials from other writers:Presentations	
References		Use and Usefulness of Futures Triangle	
Grading Policy		◆ Attendance : % ◆ Mark of Usual : 50.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 30.0 % ◆ Other 〈 〉 : %	

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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