

**Top 10 Cases of  
Futures Studies**

# **SYMPOSIUMS**

**Alireza Hejazi**



# Top 10 Cases of Futures Studies Syllabus

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## 1. Foreword

Since the very moment I got familiar with Futures Studies (FS) on 10:36 AM, October 8<sup>th</sup> 2004, I found one of my interests in developing national and domestic FS curriculums and syllabuses for my country's universities and higher education institutes. During this period I had an opportunity to study a range of academic syllabuses and improve my personal experience in designing new and combined ones through reviewing different FS programs and finding their points of weakness or strength.

Some of these curriculums are designed based on the maximum expectations that the universities' authorities usually have from prospective students after graduating these courses. Others are well-developed based upon satisfactory or minimum qualifications.

There are also some kinds of part and full-time curriculums designed and practiced by FS professionals in different universities and colleges. Most of these syllabuses are designed in developed and industrial countries and are based on most needed students' requirements for FS in such countries. Even the international FS programs are founded on teaching principles and educational rules that are originated from advanced countries' social and educational environments according to their contemporary level of progress in scientific and technological fields.

What about developing countries? Considering the fact that FS is passing through its initial phases of development in these countries and there is an almost long way to blossom as an institutionalized profession, necessary considerations should come into account for designing national syllabuses in such countries. Issues like technological and scientific gaps, domestic social, political and economic situations, national visions, academic goals and objectives, and many other considerations that should receive enough attention in this endeavor.

This e-book is compiled as a part of materials I used in my study. It's a collection of the most useful cases of FS syllabuses and can be used as a source of information for all of FS professionals who are interested in developing new FS syllabuses according to their own countries' academic needs. The sources and the names of persons who are in charge of these syllabuses are mentioned at footnotes.

As you know (better than me), there are many other useful FS curriculums and syllabuses that can not be neglected. In this e-book, my aim was gathering a Top 10 collection and I know that there are many others that are not mentioned in my e-book. The syllabuses are sorted in an order of difficulty or level of academic expectations, from the easiest to the most professional one.

Happy futuring,

Alireza Hejazi, 15<sup>th</sup> July 2010

## 2. Introduction to Futures Studies<sup>1</sup>

### Overview

This course explores the field of futures studies. It surveys the origins, founders, and history of the futures studies movement; examines the methods and techniques of the field; covers basic assumptions and theories; and reviews some of the most important trends and issues shaping the future.

### Objectives

The objectives of the course are for students to:

- Be capable of greater foresight about emerging issues, trends, impacts, and their implications.
- Become capable in scanning the environment for signs of change in order to better identify and monitor emerging issues, innovations, and trends.
- Be familiar with other futures tools and with exploring the implications of change.

### Required Texts

Futures courses require a lot of reading. The type of reading for this course, however, is for overall comprehension and understanding, not for facts and details. Although there are quizzes in this course and others, they are always based on terms and statements already extracted from the readings, not just on the readings themselves. Therefore, you can and should read these in a way that gives you an overall picture and allows you to extract for yourself the most important terms and ideas. You should not read for every detail.

The required texts are:

- Slaughter, Richard A. *Knowledge Base of Futures Studies, Professional Edition CD ROM*. Indooroopilly, Queensland, Australia, 2004. Order at: <http://www.foresightinternational.com.au>
- Bell, Wendell. *Foundations of Futures Studies, Vol. 1*. New Brunswick: Transaction Publishers, 2003 (Paperback). ISBN 0-765805-39-1
- *The Fifth Discipline Fieldbook*. Doubleday/Currency, 1994. ISBN 0-385-47256-0. (Required to read Chapter 8, "Systems Thinking," and "Shared Vision." Might do some from "Mental Models" as well. A handy reference book to have as well.) You can substitute *The Fifth Discipline* if you want and/or already have it. More academic, drier, not as many stories, examples and cartoons, but I'll try to give references to both if you already have it.)

### Schedule

**Week 1: Orientation** (*All weeks begin and end on Sunday night at midnight.*)

- Become familiar with course objectives, expectations, and procedures
- Become familiar with the learning platform
- Introduce yourself to your classmates
- Describe your orientation to the future at the moment.

**Week 2: Introduction to Future Studies**

- Become acquainted with key concepts, terms, and perspectives of the futures field

**Week 3: Futures Studies as a Field**

- Identify the major events and founders in the history of future studies
- Identify the major works, publications, and organizations in the field

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<sup>1</sup> The program is offered by Dr. Peter Bishop at University of Huston. He may be reached at: [pbishop@uh.edu](mailto:pbishop@uh.edu)

- Identify the unique skills that futurists use

#### **Week 4: Identifying and Monitoring Change**

- See change as resulting from trends, events, issues and images
- Pick up the weak signals of coming change through environmental scanning

#### **Week 5: Systems Perspective**

- Describe the use of systems models and global modeling
- See how change results from a system of interrelated influences

#### **Week 6: Social Change**

- Review the major theories of social change
- Apply those theories to actual changes going on today
- Draw out the implications of those changes for the future

#### **Week 7: The Expected Future**

- Identify how current changes might touch off other changes in the future
- Identify which groups may be helped and which groups might be hurt by changes we see today

#### **Week 8: Imagining Difference, Part 1**

- Identify different images of the future present in our society today
- Review examples of scenarios.
- Explore a set of scenario-building techniques and narrative approaches
- Delve briefly into one scenario world

#### **Week 9: Imagining Difference, Part 2**

- Learn to use the GBN and Manoa scenario techniques
- Reflect on the scenario as a tool for understanding the future.

#### **Week 10: Leadership**

- Explore the nature of transformational change in futures studies.
- Understand the role of leadership in creating transformational change
- Evaluate your own capacity or inclination for leadership

#### **Week 11: Envisioning Preferred Futures**

- Identify preferred futures as visions
- Identify the possible components of a community or business visioning process.

#### **Week 12: Planning for Change**

- Fit strategic planning into the whole futures enterprise.
- Learn the theories and controversies around strategic planning.
- Review and practice some the tools that strategic planners use.

#### **Week 13: Creating Change**

- Analyze and understand the change experience
- Learn the principles around successfully change processes
- Begin assembling the draft portfolio

#### **Week 14: Critiquing the Field**

- Analyze the field (or lack thereof) and its direction(s).
- Raise critical questions about the future and futures studies.
- Analyze and evaluate the course.

#### **Week 15: Draft Portfolios Due** (returned within 72 hours)

#### **Week 16: Final Portfolios Due**

## Activities, assignments and reflections

Most activities involve reading (books or web material), conducting exercises with that material, discussing the week's material and posting the results on the website. All results will be posted to the Assignments Page or to the Discussion Board under the Week and Title listed in the Overview. Each activity is reviewed, and some feedback may result, in which case it may be revised before the end of the semester. Students are also encouraged to review others' material and comment or ask questions about it.

The week begins and ends at midnight on the night before the class meeting (i.e., Sunday night) so material can be prepared for the class meeting. All assignments are due at that time. Assignments may be turned in late, but they are assessed a 10% penalty for each week they are late. All of those scores are combined into an overall Timeliness score that weights the final grade at the end of the semester.

Those online can participate in the class via audio chat on the Internet. Most of the class is oriented toward the following week's material--in effect, doing together what will be done online that week, such as discussing the material and doing the exercises. Therefore, those participating in the class will also get more from the class if they at least review the readings and activities for the week ahead before coming to or remotely participating in the class. While class participation is not required, those who do participate (in person or online) report that they get more out of the course and do better on the assignments. Overall, the assignments should not take any more than 10 hours each week (including participating in class), and many weeks less.

At the conclusion of the course, each student submits the two major assignments (the scanning journal and a scenario product) and one assignment from each week that he/she believes represents his or her best work that week and/or the activity in which he or she has learned the most. Students submit these files (zipped together) as a portfolio of their work along with an essay that describes what they learned throughout the semester. The draft portfolio receives feedback within 72 hours, in preparation for the submission of the final portfolio. The grades for the material are included in the draft and final portfolios.

## Grading

The final grade will be a combination of the number and timeliness of your submissions, the quiz score and the quality of the submissions in your portfolio according to the following allocation –

Quiz	10%
Scanning journal	10%
Scenario	10%
Weekly submissions (total)	55%
Reflections and responses (total)	10%
Learning essay	5%

Submissions are assessed on a five-point scale according to the following criteria –

- 5 = outstanding submission, shows considerable insight and/or proficiency
- 4 = good submission, shows more insight and/or proficiency than required
- 3 = acceptable submission, shows insight and/proficiency required
- 2 = poor submission, shows less insight/proficiency than required
- 1 = failed submission, shows no insight/proficiency

Timeliness is the percent of time that a submission or reflection was submitted on time, with each submission and reflection losing 10% for each week it is late. The total timeliness score is multiplied by the average quality score to arrive at the final quality score.

### 3. Proseminar in Futures Studies<sup>2</sup>

The Proseminar in Futures Studies is the last or almost the last course that most students take in the futures program. Therefore, its primary objective is to help students make the transition from being a futures student to being a futures professional. Even those who will not become full-time futures professionals (perhaps because they already have a career) still need to begin practicing their old careers in new ways.

A secondary objective is to cover topics that have not been discussed sufficiently in the regular curriculum. Some of those topics are: professional values and ethics and professional skills, such as presentation, publication, training and consulting.

You will find the Seminar one of the most complex, but most interesting courses that we do. A lot of the work is done in class (presentations, discussion, etc.) which means that you will have most of the portfolio done by the end of the course! It also means that remote people have found it helpful to call in when they can.

The actual class contains three main strands:

1. a field strand, reviewing the futures field and its issues one last time
2. a skills strand, learning and/or reinforcing a set of professional skills
3. a personal strand, preparing for professional practice

Most sections begin with material to review and instructions for processing, submission and follow-up.

There are three books to purchase for this class.

1. Field strand -- A book about the futures field of your choosing to report on to the rest of the class. Look first at the [WFS Futurist Bookshelf](#) section on Futures Studies.
2. Skills strand -- Either Alan Weiss, *Million Dollar Consulting*, or Peter Block, *Flawless Consulting* or both.
3. Personal strand -- George Morrisey, *Creating Your Future*, and Verne Wheelwright, *Personal Futures*.

All are available for online purchase.

The following are the bare bones of the products for the course. Consult the Product Specifications for more details.

#### **A. First, the field strand:**

##### **A.1. Top 10 – the best of classic and contemporary futurism**

*Prepare seven lists of the Top 10 items in each of the following categories. The game is to select the most likely and popular items, i.e., items that others will select as well. In other words, think mainstream rather than creative. You will get points for every time someone else mentions one of your items. (A little game to keep things interesting. But as with Whose Line Is It Anyway?—my wife's favorite show—everything is made up, but the points don't count; you're only playing for bragging rights.) The items to be listed are:*

Classical futurists (may still be active) – the 10 best from past and present

Contemporary futurists – same except they must still be active in the field

Classic books – the 10 best from past and present

Contemporary books – same except they must still be in print

Organizations, companies, institutes, schools – 10 best

Journals, magazines, periodicals – 10 best

Websites in three categories – 10 best in each, about the field, not the future

Portals – sites with lots of links to other sites

Domains – destination sites that have the best information

Scanning – sites that have the latest information

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<sup>2</sup> The program is offered by Dr. Peter Bishop at University of Houston. He may be reached at: [pbishop@uh.edu](mailto:pbishop@uh.edu)

- A.2. **Book review** – introduce the class to a book about the futures field (not the future itself).  
*Select and get approval to report on a book about the futures field (theory, methods, practice) or from a field related to futures.*  
*Read the book.*  
*Prepare a handout and class discussion for a 20-30 minutes book report. Emphasize the most important, useful, interesting or surprising aspects of the book. Focus on audience—what would they like to know?*  
*Conduct the class discussion on the book*
- A.3. **Ethics** – the basis for correct professional behavior  
Find the ethical guidelines from three professions similar to futures studies.  
Enter their URLs on the Discussion Board, identifying what ethical principles you believe they hold in common with futures studies.  
*Also submit up to the Discussion Board at list of up to eight ethical guidelines for futurists divided into two categories – ones that apply specifically or especially for futurists and ones that futurists share with other professions.*
- A.4. **Informational interviews** with one graduate and one named person in the field.  
Everyone will ask the same questions to be decided by the class (what would you like to know?) and the results will be discussed in class  
Review the interview questions from previous years and submit a short list of questions you would like to ask professionals in the field to Materials.  
Identify one named person in the field and one graduate from the program to interview. (Help is available on this.)  
Interview those people, and submit a report on what you discovered.  
Discuss the results with other class members.
- A.5. **Issues in the field** – reviews of articles  
Read descriptive pieces about the futures field that have appeared in the press.  
Read the critiques of the field over the years and the rejoinders to those critiques.  
Write a short essay on where the critics may have valid points and where they misunderstand or misrepresent the field along with reasons for your selection.  
Read the Slaughter-Bishop exchange. Write a short essay (2-3) providing your perspective on that disagreement, but one that does not necessarily take sides with either author.
- A.6. **The future of the field** -- a framework document on the field  
Submit a short list of the five most important items in each of the framework categories that would shape the future of the futures field over the next 20 years. The categories are: recent discontinuities (history), constants, stakeholders, trends, plans, trend reversals, potential events, current and emerging issues, new ideas and critical uncertainties.

## **B. Second, the skills strand**

- B.1. **Public speaking** -- two formal presentations and an elevator speech

An elevator speech, ready to deliver on a moment's notice.  
*A ten-minute speech on what futures studies is and/or what futurists do.*

A fifteen-minute professional presentation (at WFS, for instance) based on some futures work you have done in the program or outside.

**B.2. Publication** – submit an inquiry letter for publication

*Decide on a futures topic that you would like to write for the popular market.*

*Consult *Writer's Market* (you can get one in most libraries or online as a demo) and pick three magazines or periodicals that you think might be interested in the topic.*

*Obtain the writer's guidelines for each publication.*

*Write an inquiry letter to that publication, pitching your idea for the article.*

Automatic A+ if the article is accepted before the end of the semester!

**B.3. Training** – conduct a 30-minute learning module for the class

*Submit some topics about futures practice that you would like to learn more about and topics about futures practice that you know something about and would like to teach others.*

*We will select one of those for you to teach.*

*Develop the learning module and get it approved.*

*Deliver the learning module in class.*

**B.4. Consulting** – develop a letter proposal (2 pages) for some futures work for an organization

*Purchase either *Flawless Consulting* by Peter Block or *Million Dollar Consulting* by Alan Weiss (or both). Block is more theoretical (and expensive); Weiss has more practical tips. Weiss talks more about getting the work; Block more about doing the work.*

*Read the book you selected.*

*Submit three most important ideas that you learned from either or both and three questions you still have about consulting.*

**C. Finally, the personal strand:**

**C.1. Individual strategic plan**

Read Morissey and Wheelwright.

Complete a template on the major elements that those authors suggest.

*Consider a 3-5 year strategic plan for yourself, including but not limited to a mission, a vision, 3-5 long-term goals, 3-5 strategies to achieve the goals, and 2-3 initiatives for the first year.*

**C.2. Marketing/networking plan**

Optional: Join the [Association for Professional Futurists](#)

*Develop a plan and materials that demonstrate what you will offer people as a professional futurist, whether you work within an organization or for organizations as an outside consultant, speaker or writer.*

*List five people in your network whom you believe might help you launch your career and what they might be able to do for you.*

**C.3. Master's option**

*Develop the proposal for your Master's option. Get it approved.*

## 4. World Futures<sup>3</sup>

### TEXTBOOK:

#### Required Texts

- Hughes, Barry B. and Evan E. Hillenbrand. 2006. *Exploring and Shaping International Futures*. Paradigm Publishers. [Modeling program available: <http://www.ifs.du.edu/> ]
- Glenn, Jerome C, Theodore J. Gordon and Elizabeth Florescu. 2009 *State of the Future*. Millennium Project. <http://www.millennium-project.org/millennium/sof2009.html>  
[EXECUTIVE STATEMENT]
- Meadows, Donella, Jorgen Randers, & Dennis Meadows. 2004. *A Synopsis: Limits to Growth: The 30-Year Update*.  
[http://sustainer.org/tools\\_resources/books.html#books](http://sustainer.org/tools_resources/books.html#books)
- WorldWatch Institute. 2009. *State of the World 2009*.  
<https://www.worldwatch.org/node/5984>
- WorldWatch Institute. 2009. *Vital Signs 2009*. (Purchase book or download PDF ~\$18.95) <http://www.worldwatch.org/vs2009>

#### Recommended Texts (not required)

- Davis, Stan and Christopher Meyer. 1999. *Blur: The Speed of Change in the Connected Economy*. Warner Books.
- Friedman, Thomas. 2004. *The World is Flat: A Brief History of the 21<sup>st</sup> Century*. Farrar, Strauss & Giroux.
- Florida, Richard. 2005. *The Flight of the Creative Class*. HarperCollins Publishers, Inc.
- Kelly, Eamonn. 2005. *Powerful Times: Rising to the Challenge of Our Uncertain World*. (CEO/pres., Global Business Network, Emeryville CA). Upper Saddle River NJ: Wharton School Publishing (Pearson Prentice Hall)
- McDonough, William and Michael Braungart. *Cradle to Cradle: Remaking the Way We Make Things*. New York, NY: North Point Press.
- Meadows, Donella, Jorgen Randers, & Dennis Meadows. 2004. *Limits to Growth: The 30-Year Update*, Chelsea-Green.
- Meyer, Christopher and Stan Davis. 2003. *It's Alive: The Coming Convergence of Information, Biology and Business*, Crown Business.
- Dancing with Systems <http://sustainer.org/pubs/Dancing.html>
- Systems Thinking Primer for Natural Capitalism  
<http://sustainer.org/pubs/NatCapPrimer.pdf>

#### Course Goals

World Futures explores the long-term future of the globe. Upon completion of the course student will have:

- a comprehension of the major issues affecting the development of the world's future.
- an ability to identify emerging global trends and issues.
- an ability to analyze global issues, trends and drivers of change from multiple

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<sup>3</sup> The program is offered by Dr. Kay E. Strong at University of Houston. He may be reached at: [kestrong@uh.edu](mailto:kestrong@uh.edu)

- perspectives.
- a competence in futures-based tools and techniques for analyzing the world's future.

## ASSIGNMENTS

The course will proceed in a week-by-week fashion with all deadlines set midnight Sunday of the designated week. Beginning Week 03, each week will focus on one Global category [Societal Sector: S-T-EC-EN-P] of the World future: global population, global resources, global technology, global economics, global environment, global culture and global geopolitics.

1. You will read three or four pieces (book, chapter or article) and review the data in the Global category.

One-third (1/3) of the class (chosen at random) will locate current information focusing on developments in the week's Global category. The information, "global" in nature, may be gleaned from any source except the required readings. The assignment requires a selection meeting the requirements for 1a through 1d below.

- a. A dataset, graph or other *empirical data* that illustrates an important change occurring in the Global/ designated Societal Sector [S-T-EC-EN-P].
- b. An *informative descriptive* piece that analyzes change in the Global/ designated Societal Sector [S-T-EC-EN-P] (with empirical support, if possible) and provides a forecast of the **expected** future for that Global/ designated Societal Sector [S-T-EC-EN-P].
- c. An *informative descriptive* piece that analyzes an uncertainty in the Global/ designated Societal Sector [S-T-EC-EN-P] and provides a forecast of an **alternative** future for that Global/ designated Societal Sector [S-T-EC-EN-P].
- d. A *proposal piece* that contains a specific recommendation, proposal or plan for creating a more **preferable future** for the Global/ designated Societal Sector [S-T-EC-EN-P].

**Each student** will also choose an individual domain (area of special interest) and build the material for a baseline forecast (the expected future), an alternative forecast (alternative future), and a preferred future recommendation as the end of semester forecast project. Students may form domain groups, if you wish. Combined effort, however, must yield a noticeable, more substantial outcome than an individual product. Collective effort will be assessed by group members who will allocate the project points among themselves (anonymously) at the end of the semester.

**Each student** will apply the week's Global category [Societal Sector: S-T-EC-EN-P] to their individual domain responding to the questions for 2a through 2c below.

2. In general, how does the week's Global category [Societal Sector: S-T-EC-EN-P] affect your individual domain? Why or how is the global category important to the future of your specific domain?
  - a. More specifically, what do you and/or others **expect** to happen in your individual domain as a result of the changes in the Global category?
  - b. On the other hand, what might happen instead? What assumptions are people making about the future of your individual domain that, if incorrect, could plausibly result in a different/ **alternative** future than the one expected?
  - c. What would be a better (**more preferable**) outcome than what would ordinarily be expected? What values and whose interests would be enhanced if the more preferable outcome were to come true?

A different third (1/3) of the class will report on what they have discovered about their individual domain each week with respect to 2a through 2c above.

## SCANNING

- Using the template provided, each student (or member of a domain group) will submit a Scanning Hit from the week's designated Societal Sector [S-T-EC-EN-P] showing how a specific recent event or a specific new piece of information (*not just an overview piece*) in the designated Societal Sector [S-T-EC-EN-P] could affect the future of their individual domain.

## PROJECT

- A synthetic forecast consisting of three (3) parts:
  - Expected Future (2a) based on the most important and interesting aspects
  - Alternative Future (2b) based on the most important and interesting aspects
  - Preferred future (2c) based on the most important and interesting aspects.
  - A short reflective essay (250-300 words) highlighting the most important aspects you learned about the future of your domain, emphasizing specific ideas and data.

**CLASS** will be divided into a *retrospective* section (looking back over the previous week's reading) and a *prospective* section. Student input will be used as the basis of the retrospective section. Be prepared to input. The instructor will lead the prospective section.

**QUIZZES:** Mid-Term (Week #08 Monday) and Final (Week #13 Monday) will consist of a quiz over the assigned readings to date

The **PORTFOLIO** is due at the end of the semester consisting of

- The four (4) best posting from Items 1a-1d: one (1) best dataset, (1) informative descriptive piece/ expected, (1) informative descriptive piece/alternative, (1) proposal piece and one week's reflection essay. Each item must come from a different week.
- The five (5) best other postings from the course, each from different weeks and from the different types of activities and not included elsewhere in the portfolio.
- The (8) scanning hits for your individual domain.
- The (1) baseline forecast (or expected future) for your individual domain.
- An (1) alternative forecast (or alternative futures scenario) for your individual domain.
- A (1) recommendation or plan for a more preferable future for your individual domain.
- Completed Individual domain framework.
- A short reflective essay (250-300 words) highlighting the most important aspects you learned
- An optional (1) Personal Essay on what you learned/found valuable this semester, using the material in the portfolio as evidence.

Deadline for **Draft Portfolios** is midnight of Sunday, May 2 and for **Final Portfolios**, midnight of Sunday, May 9. Material may be submitted for review and revision anytime up to the submission of the draft portfolio. The instructor will review and grade the material in the draft portfolio within 72 hours, giving the student time to revise any products for a higher grade.

**FINAL grades** will be based on the required items of the Portfolio (see Portfolio Instructions) and the two quizzes counting equally. The average will also be weighted with a timeliness score that will be based on how many assignments are turned in by the submission deadline. Assignments turned in "on time" receive a weight of 10 which declines one point for each week the assignment is late.

**Attendance:** The UH futures program offers a unique blend of different modes of interaction

for each course depending on the students location and needs. All official course business is conducted through the Blackboard Vista website (<http://www.uh.edu/webct/> ). You can search for your BlackBoard Vista (BB) username from this page. All instructions, materials and submissions are done through the course website.

But since man (or woman) does not live by the Internet alone (!), however, we also have modes of personal interaction. The one with the highest bandwidth is, of course, physically attending class on Monday evenings. The objective of the class time is to enhance and deepen the learning from each week's lesson through discussion and activities. Students who attend class regularly report that they learn more when they do so.

In our world, however, not everyone can be in Houston. (Houston at rush hour is itself a challenge, and weekly flights from Europe are obviously prohibitive.) Therefore, we offer an audio call-in option using a computer-based Voice-Over-IP (VOIP) connection using the university's licensed service called Horizon WIMBA that not only offers two-way voice interaction, but also projects content from the instructor's desktop.

Finally, the website itself has easy-to-use Discussion/ Chat tools that allow individuals to communicate. Use it in addition to or instead of the other modes of interaction.

Communication with the instructor can be 1) in class, 2) through BB Vista email, 3) through regular email. All are fine, even the phone. The best time to talk is when you've got the question!

**Academic Honesty Policy:** All UH students are responsible for knowing the standards of academic honesty. Please refer to the UH catalog and the student Life Handbook for the University Academic Honesty Policy. Plagiarism, that is, using research without citations, or using a created production without crediting the source, will result in a grade penalty or failure of the course. Internet sources must be credited according to the sites recommended citation guideline if available. If no citation guideline is provided by the web source, then the date, URL site owner, author must be included with the web material used.

## 5. Scenarios and Visions<sup>4</sup>

### Overview

This course surveys theories and methods at the core of the futurist's craft—the development of scenarios and visions. Scenarios portray alternative plausible futures that could occur, and visions capture the best of those in a compelling image of the preferable future. The course covers the theories of these two methodologies, the major methods and tools used to execute them, and a full set of cases for analysis and evaluation. In addition, we explore the realms of creativity and values, as an understanding of these areas is fundamental to scenarios and visions.

### Objectives

The student will:

- Be aware of and able to apply the tools and techniques of creative problem solving
- Be able to construct forecasts from information sources and from creative speculation in a specific domain that produces a scenario of a plausible and imaginative alternative future
- Be aware of their values preferences and how they influence their futures work
- Be able to construct a vision of a preferred future that can motivate others and guide actions to bring about the vision

### Required Texts

- Beck, Don, *Spiral Dynamics*
- Ray, Micheal, *Creativity in Business*
- Scharmer, Otto et al, *Presence*
- Vogler, Christian, *The Writer's Journey*
- Other reading will be available online
- Also, there is a requirement to do a synopsis of one scenario book from the list below (these will NOT be available in the UH bookstore – use Amazon or some other bookstore)
- Fahey, Liam & Randall, Robert (eds.). *Learning from the future: Competitive foresight scenarios*. 1998.
- Georgantzas, Nicholas C. & Acar, William. *Scenario-driven planning*. 1995.
- Kahane, Adam. *Solving tough problems: An open way of talking, listening, and creating new realities*. berrett-koehler, 2004.
- Lindgren, Mats & Bandhold, Hans. *Scenario planning: The link between future and strategy*. 2003.
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### Schedule

#### Unit 1 Creativity

##### Week 1: Orientation

- Become familiar with course objectives, expectations, and procedures
- Become familiar with the learning platform.
- Introduce yourself to your classmates.

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<sup>4</sup> The program is offered by Andy Hines at University of Huston. He may be reached at: [ahines@uh.edu](mailto:ahines@uh.edu)

**Week 2: Creativity Approaches**

- Become acquainted with key concepts, terms, and approaches to creativity

**Week 3: Creativity Tools**

- Learn a standard approach to creative problem solving
- Become familiar with a variety of creativity techniques
- Practice applications of two principal creativity tools

**Unit 2 Scenarios****Week 4: Causal Layered Analysis**

- Understand the causal layered analysis methods
- Become familiar with the concept “depth” in futures work
- Practice applying the causal layered analysis method

**Week 5: Scenario Theory**

- Become acquainted with key concepts, terms, and criteria of scenarios

**Week 6: Scenario Methods**

- Compare the strengths and weaknesses of various scenario approaches
- Learn how to analyze and evaluate scenarios

**Week 7: Storytelling: The Writer’s Journey**

- Become familiar with the Writer’s Journey approach to storytelling
- Practice writing scenarios

**Week 8: Scenario Cases**

- Acquire an in-depth understanding a leading practitioners approach to scenarios

**Unit 3 Values****Week 9: Spring Break**

- No class

**Week 10: Values**

- Become acquainted with a leading systems of global values classification
- Become familiar with other approaches to classifying values

**Week 11: Spiral Dynamics**

- Become familiar with a leading approach to understanding worldviews
- Learn one’s own worldview preferences
- Practice applying the knowledge of worldview preferences

**Unit 4 Visioning****Week 12: Introduction to Visioning**

- Become acquainted with key concepts, terms, and criteria of visions

**Week 13: Approaches to Visioning**

- Become familiar with various approaches to visioning
- Practice with two leading approaches to visioning

**Week 14: Applying Visioning**

- Become familiar with the Vision Retreat
- Practice applying the Vision Retreat approach

**Week 15: Presencing**

- Understand the concept of Presencing
- Apply the “U” approach to emerging futures

## Unit 5 Conclusion

### Week 16: Portfolio Due

- Submit portfolio

### Activities and Assignments

Most activities involve reading (books or web material), conducting exercises with that material and posting the results under the Unit, Week and Title as listed in the Activities Sheet. The instructor reviews posts and provides feedback where appropriate. Students are strongly encouraged to review others' material and comment or ask questions about it.

The week begins and ends at midnight on the night before the [optional] class meeting so material can be discussed at the class meeting. All assignments are due at that time, e.g., the Week 1 Assignment is due the night before the Week 2 class. Assignments may be turned in late, but are assessed a penalty. Each class typically reviews the assignments of the week before, and involves a lecture, discussion or exercise in reference to the current week's topic, and some advice regarding the assignment due the following week.

Those online can participate in the class via audio chat on the Internet. While class participation is not required, those who do participate (in person or online) report that they get more out of the course and do better on the assignments. Overall, the assignments should not take any more than 10 hours each week (including participating in class), and many weeks less. Please contact the instructor if you find yourself having to spend more than 10 hours a week on a regular basis.

### Grading

Each unit includes a dialog and weekly assignments. Dialog instructions will be posted online. There are 29 weekly assignments. They should take, on average, about an hour to complete, apart from correlated assigned readings. The weekly assignments are posted to the discussion board, and you are encouraged to look at and discuss one another's work. There are also two quizzes and two major assignments. The quizzes will be in "Assessments" and the major assignments under "Assignments."

Lastly, the bulk of your grade is what we call a final portfolio. You select what you believe was your best weekly assignment (actually is 12 weekly assignments from weeks 2,3,4,5,6,7,10,11,12,13,14,15) from each week and your two major assignments. You may revise them based on what you learned over the course of the semester. Then, compose an essay of at least 500 words that describes what you learned 1) overall in the course and 2) specifically in each section, using your submissions to illustrate those points. Zip the submissions and the essay together in one file and submit to "Assignments."

The grade book weighting is below: Specific criteria are included in the activities sheet.

Dialogs (4)	10%
Quizzes (2)	10%
Major Assignments (2)	20%
Weekly Assignments (29)	20%
Portfolio	40%

Unit	Activity	% of grade
1-4	Dialogs	10%
2	Major Assignment: 8.1 Scenario Book Synopsis	5%
4	Major Assignment: 14.4 Vision Statement	5%
3	Quiz: 6.6 Scenario Quiz	5%
4	Quiz: 14.1 Vision Quiz	5%
5	Portfolio	40%
--	Weekly Assignments - graded as a collection	20%

1	2.1 Creativity URL	
1	2.2 Key Creativity Terms	
1	2.3 Key Creativity Statements	
1	3.1 Applying Creative Problem-Solving	
1	3.2 Creativity Methods	
1	3.3 Picture Storming	
1	3.4 Mind Mapping	
2	4.1 Causal Layered Analysis	
2	5.1 Key Scenario Terms	
2	5.2 Key Scenario Statements	
2	5.3 Concept Map	
2	5.4 Scenario Criteria	
2	6.1 Scenario Advantages & Disadvantages	
2	6.2 Single Scenarios	
2	6.3 Scenario Kernels	
2	6.4 Multiple Scenarios	
2	6.5 Scenario Context	
2	7.1 Storytelling: The Writer's Journey	
3	10.1 The World Values Survey	
3	10.2 Approaches to Values	
3	11.1 Understanding Spiral Dynamics	
3	11.2 Applying Spiral Dynamics	
4	12.1 Key Vision Terms	
4	12.2 Key Vision Statements	
4	12.3 Vision Criteria	
4	13.1 Experiencing the Needs of Future Generations	
4	13.2 Visionary Time Travel	
4	14.2 Vision Cases	
4	14.3 Internet Cases	
4	15.1 Presencing	
Total:		100%

### Grading Criteria

- 90-100 points **A Far Exceeds Expectations:** Demonstrates exceptional mastery of concepts, expression, and application of course materials.
- 80-89 points **B Solid Competence:** Demonstrate ability to meet specifications of assignments and evaluation criteria.
- 70-79 points **C Minimally Met Expectations:** Demonstrates marginal performance on assignments and meeting evaluation criteria.
- 65-69 points **D Serious Deficits in Competence:** Unacceptable performance on assignments and meeting evaluation criteria.
- <65 points **F Failure to Meet Expectations:** Inadequate effort on assignments and meeting evaluation criteria.

## 6. Strategic Planning<sup>5</sup>

### Overview

The study of the future consists of two main activities--forecasting (describing) likely and other plausible future conditions and influencing (changing) those conditions to be as close to our ideal as possible. This course focuses on the latter, influencing or changing the future. First, we understand the role of values in creating preferred futures. Then, we look at various approaches to envisioning preferred futures. Next, we explore how to create a plan to achieve that vision, and how change management can help facilitate the change.

### Objectives

The student will:

- Be able to construct a vision of a preferred future that can motivate others and guide actions to bring about the vision
- Be aware of values preferences and how they influence futures work
- Be aware of and able to apply the tools and techniques of strategic planning
- Be able to design and lead an effective meeting
- Be familiar with the key ideas of change management

### Required Texts (order online – not at UH bookstore)

- *Future Search*, Marvin Weisbord and Sandra Janoff
- *Strategic Planning for Public and Non-Profit Organizations*, John Bryson
- *How to Make Meetings Work*, Michael Doyle
- *Good to Great*, Jim Collins

### Recommended Text

- *Spiral Dynamics*, Don Beck & Chris Cowan

### Schedule

#### Unit 1 Values

##### Week 1: Orientation and Values

- Become familiar with course objectives, expectations, and procedures
- Become acquainted with a leading systems of global values classification
- Become familiar with other approaches to classifying values

##### Week 2: Spiral Dynamics

- Become familiar with a leading approach to understanding worldviews
- Learn one's own worldview preferences
- Practice applying the knowledge of worldview preferences

#### Unit 2 Visioning

##### Week 3: Introduction to Visioning

- Become acquainted with key concepts, terms, and criteria of visions

##### Week 4: Approaches to Visioning

- Become familiar with various approaches to visioning
- Practice with two leading approaches to visioning
- Understand "Presencing" and apply the "U" approach to emerging futures

##### Week 5: Applying: Future Search

- Become familiar with and practice applying the Future Search approach

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<sup>5</sup> The program is offered by Andy Hines at University of Houston. He may be reached at: [ahines@uh.edu](mailto:ahines@uh.edu)

## **Unit 3 Strategic Planning**

### **Week 6: Strategic Planning Overview**

- Introduce the key ideas of strategic planning
- Identify a complete process for strategic planning
- Setting up the Planning Project

### **Week 7: Facilitation**

- Tips on how to facilitate meetings

### **Week 8: Organizational Mandates & Mission**

- Identify the organizational mandate, mission and values for an enterprise

### **Week 9: Spring Break**

- No class

### **Week 10: SWOT**

- Assess the enterprise's internal and external environment for opportunities and threats

### **Week 11: Strategic Issues & Goals**

- Identify strategic issues that could prevent the enterprise from fulfilling its mission and reaching its full potential
- Turn strategic issues into concrete strategic goals

### **Week 12: Strategic Initiatives & Cases**

- Identify strategies to achieve the strategic goals

## **Unit 4 Change Management**

### **Week 13: Leadership and Change**

- How leadership can influence the prospects for change

### **Week 14: Change Management Principles & Resistance to Change**

- Distillation of the key principles of change management
- Key obstacles that change efforts must face

## **Conclusion**

### **Week 15: Work on finishing all submissions**

### **Week 16: All materials due**

## **Assignments**

Each student will select an enterprise and secure permission to manage or assist a change process in that enterprise. Students will turn in various products from that process as the semester goes along. The required products and their due dates are:

- The change project and its leader (point of contact)
- The enterprise's mandates, stakeholders and mission
- An external assessment of the enterprise's current and future global and immediate environments, including a list of strategic issues
- A long-term direction for the enterprise consisting of a vision and/or a grand strategy, goals, measures and strategies
- A project plan for an initiative that implements the strategic plan
- A summary of the strategic plan
- An assessment of the enterprise's readiness for change

- An assessment of the enterprise's leadership
- A strategy for dealing with one source of resistance
- A plan for implementing the steps of a change management project

The due dates are the week following the reading and discussion about a particular product. Products will receive individual feedback, usually within one week of the due date, and they may be resubmitted.

Since we are discussing and posting materials about specific enterprises, students should take care to maintain the enterprise's anonymity in all written communication. Therefore, create a fictitious name for the enterprise. You may also create fictitious names for the participants or simply refer to them by title or position. None of these materials nor any discussion we have in class about specific enterprises should be shared with anyone outside the class, except in a very general way. The people in the enterprises are doing us a favor by allowing us to work with them, and we should respect their privacy.

### **Grading**

The final grade will be a combination of the following demonstrations of competence (we are not going to do a portfolio in this class)

Vision Quiz	10%
Strategic Planning Quiz	10%
Vision Statement	10%
Forums	10%
Assignments	20%
Change Project	40%

**Incompletes:** A grade of *Incomplete* is given only in special circumstances at discretion of the instructor

## 7. Anticipating the Future: Focus on Environment <sup>6</sup>

### Course Description

Techniques and approaches to understand broad issues about the future (with a focus on environmental topics as examples). Uses computer conferencing and Internet with significant student discussion and opportunities for team approaches and reporting. There are no prerequisites other than upper division or graduate standing.

### Location and Times

The course meets one hour/week in small group settings of students. The specific times will be developed by coordinating with student schedules. The bulk of the course work will be via the web, using the course web pages, Internet overall, and a discussion forum named Caucus. The times you interact are up to you.

### Course Objectives

The objective of this course is to develop abilities to understand the issues and to critically interpret the diverse viewpoints regarding possible futures for the United States and world, by:

- Developing an understanding of futures techniques and approaches, including their limitations and applications.
- Exploring a range of perspectives and styles of how various people and organizations approach futures studies and to become acquainted with the futures literature.
- Gaining experiences with techniques and technologies that should be useful in your own future.
- Providing opportunities to work as individuals and as teams.

The full course title is *Anticipating the Future: Focus on Environment*. Accordingly, several themes, case histories, and discussions will come from the environmental area. We will use the time period of about 20-25 years (year 2025) as our futures reference point; it is far enough into the future that much is uncertain but it is not so far that we cannot relate to it (within our lifetimes)

### Texts

There are no required texts. One text is suggested: Barker, Joel. 1993. *Paradigms: The Business of Discovering the Future*. Harper, NY. 240 p. You can review books used in past years at the course history page. There are a number of book reviews on line and references are made to major readings in the futures field as well as a range of on-line references.

### Special Materials Required

There are no special requirements. It is expected you will have a computer for accessing internet or can arrange to use one in the several campus access labs. The only program you need is a browser (version 4.0 or higher of Internet Explorer or Netscape).

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<sup>6</sup>A university of Arizona course on methods and approaches for studying the future, composed by: Roger L. Caldwell. He may be reached at: [caldwell@ag.arizona.edu](mailto:caldwell@ag.arizona.edu)

## **General Content and Approach**

### **Course Approach and Focus**

In addition to classroom and out-of-class individual and team activities, the course makes extensive use of Internet and group discussion by computer conferencing. Interaction among the students and between the students and the instructor is expected and encouraged. In addition to the textbooks, selected course readings will be provided as background issues (some on Internet and some in paper copy).

The class depends on a lot of interaction among the class members and with the instructor. You will have to do a lot on your own, and the instructor will give you assignments, deadlines, and feedback so you don't get lost. However, you should plan on doing things on your own that allow you to discover new views, facts, or approaches and you need to be "self motivated" since you will be much more on your own in doing assignments and following your own interests than in typical courses.

The classroom portion will stress developing a basic understanding of futures studies approaches and how to make choices among various techniques, understand the nuances of different approaches, and build on the discussion developed through Internet materials. At various times during the semester, there will be a short video on profiles of a significant futurist or a futures topic.

We will start with five important paradigm shifts already underway (in my view) as examples:

- Personalization with Group Perspective
- Science and Technology
- Values and Lifestyles
- Learning and Skills
- Population and Demographic Shifts

The Internet portion will use the range of information available via the World Wide Web and a computer conferencing system. It will also include tours, seminars, expeditions, and other "guides" to finding relevant information for the course. The computer conferencing uses a new web based system called "caucus"; we will learn this and other web based features of the class during laboratory sessions the second week of class. Some conferencing will be anonymous, some role playing, and most will have your name associated with comments.

### **Grading and Exams**

This course is an independent study and will be graded different from most courses. The objective is to get you to learn and explore, but I also need some means of assessing your progress. There will be no formal exams but there are study questions on the class web (you can study these questions and learn that way rather than by exam). You will have to prepare several documents (a term paper that addresses the future of your chosen career, images of the future, and literature reports. You will be expected to contribute to team efforts and to Caucus discussions. The instructor will get a weekly progress report from you (email) and if you lag behind the instructor will give you some gentle reminders and offer suggestions for getting back on track. The grade is P or S (or failing) in an independent course, and the instructor will grade based on the overall effort and contribution you make to the course.

### ***Expectations***

#### **What the Instructor Expects From You**

Since the course is focused on learning through student initiative, it is important for the student to become involved in the non-classroom assignments and even do activities on your

own that are not specific class assignments. The course framework provides a range of opportunities for exploring and testing differing perspectives.

There is a large amount of discussion required for this course. It is expected each student will be on Internet/conferencing for about 2 hours per week. It is imperative that you not get behind on computer conferencing discussions. It will be difficult to carry on discussions in class alone, since the Internet and conferencing discussions will be *integrated* with class discussion. It is important for you to ask questions and participate in classroom and in Internet activities. There is a great deal of relevant information on Internet that is relevant to this class. A representative collection of relevant information is organized through the course home page (<http://ag.arizona.edu/futures>). Take advantage of this opportunity to explore new things!

Use this syllabus as a road map so you don't get lost or behind. Copies are available on the class home page. The essential rules from the student perspective is to realize the course is different by

- The degree of learning is heavily dependent on student initiative
- The course is an integrated mixture of Internet and classroom, team and individual efforts.

### **What You Should Expect From the Instructor**

the instructor will follow the outline posted on the Course Modules page unless unexpected events cause minor scheduling changes. The instructor will be available for electronic communication with responses in less than 24 hours, and he can meet you in my office at any time we can arrange (by phone or email). There will be opportunities for feedback from me via written and electronic form.

This syllabus covers the basic aspects of the course. The focus will be on understanding and extending your knowledge and experience with particular reference to futures studies material. To do this, the instructor will:

- Each student will develop a half to one page proposal for the final report - this will be in lieu of a final exam for the course. Submit this for instructor approval by mid April). The project is the development of a report on the subject of the student's probable career. Include in this report the assumptions, primary trends, and several scenarios. Conclude by summarizing differing perspectives on the future the field as well as your own conclusions. The length should be in the range of 3-5 pages.
- The instructor will give you feedback following each weekly on-line progress report.

### **Course Policies and Logistics**

#### ***Evaluation***

The instructor will use an electronic evaluation form that provides anonymous responses.

#### **Additional Work for 599 Level Course**

Students taking it at the 500 level are required some additional work assignment. This will be a second report, in the same format as the "future of your career" paper mentioned above, but on any topic you want to choose (check with me in advance for approval of the topic).

## ***Policies***

There is no formal attendance taken, but the course is heavily dependent on discussion, both in class and by Internet.

## **Special Activities**

Assignments will be made weekly (on Friday for following week) by class list serve and by posting on "assignments" portion of class home page. In addition to a few big things (like the final team exercise or and exam) there will be MANY small things and continuous involvement throughout the semester in discussions and quick assignments. Do not let these small things accumulate without doing them on a timely basis.

Progress reports will be made (via email) to instructor weekly (on Monday for previous week). These reports are short (a line to a paragraph or so) indicating what you are doing relevant to the class, what problems or questions you have, and what you plan to do for the next week. The report should include reference to specific items in the weekly assignment as well as activities on your own. The instructor will respond to your progress reports with suggestions or acknowledgment.

## **Individual and Group Images for 2025**

These are brief entries (about 1/2-1 pages or 1-2 computer screens) on Internet and will consist of a vision of a day in your life in the year 2025. Your "image" of the future in part causes you to act the way you do today. This sharing of views will be fun and initially help form the basis of group discussion on various visions of the future that will be developed by group effort.

## **Literature Critiques and URL Posting**

The critiques are written submissions by each student on a specific futures related article (two are required as individuals and one jointly with another student.). The entire class will have group discussion of the reports (via Internet). This report will be no longer than one page (typed equivalent) and entered into caucus for comment (this is about 1-2 screens). Sources can be journal articles, book, or other sources. News magazines and newspapers should not be used. Use URL's where possible so readers can see original material (if it exists on Internet). For the joint critique you find your own team member and be sure to note both names when posting on caucus.

## **Peer Reviews**

Students will prepare a brief paper (format will be provided) of roughly a page on an assessment of future situation. This is a critical review approach and not a general description of the situation. This will be posted in Caucus, and two other students will review and comment (in Caucus). Other students may review and comment as well.

## **Guest Speakers**

There will be a electronic guest speakers (via Caucus). The class will be able to ask questions/comment with speaker. This discussion will be for focused for a two week period.

## **Information Resources**

### **Specific to Your Functioning in this Course**

Information relating to futures is quite varied. There are a few sources that are purely futures oriented, but most are within other disciplines. Finding these sources, evaluating the

information, and integrating it into a cohesive result is part of what we will learn. To do this, you will need to learn a variety of ways of collecting information. Our primary information sources will be:

- Internet sources as collected by the instructor (primarily available on-line)
- Handout material by the instructor
- Sources identified by the class

## **About the Instructor**

### **Instructor's Perspective on Future**

You can read more about me by selecting "instructor" on the class home page. Briefly, here is his view about the future. The future cannot be predicted, but there are a number of early warning signals for major changes that can be used to "anticipate" the future. If we make two assumptions: 1) the future will not be a simple extrapolation of past experience, and 2) major paradigm shifts (or discontinuities in trends) are (well) underway but generally unrecognized. Some of these shifts are due to electronic (communications) technology, biological system understanding, world economic and political order, and recognition of the human impact on the long term environment. Each of these (and others) have further impacts on multiple areas. By understanding this "big picture" you are more alert to the more specific changes that may (or may not) occur. We are in a major transformation period (not a simple transition). Change in the next 25 years will be greater than in the last 25. Some of this can be anticipated and some cannot; recognizing this fact is important. Just as important is understanding we are in a major "transition" period that does not allow use to simply extrapolate past trends to forecast the future.

By approaching the future with an attitude that one can develop an ability to perceive (some but not all) possible changes, and be ready in advance to react to them, is what this course is all about. You can learn to be alert and develop your own radar system to continually scan the world. This should allow you to better anticipate likely changes (but, not predict specific events!). His basic approach is to understand a concept(s) of the future through images or visions, look at paradigm shifts or new eras that cause major discontinuities in current trends, review the resulting driving forces of change and their individual trends, and develop a small number of scenarios to test out the reality and imagination of the conclusions. This information is then mixed with your own experiences and your accumulated "wisdom or insight" to allow you better navigation of the future.

## **Futures Course Assignments**

Assignments are below that in reverse chronological order. Many assignments may have links to other locations here or to other sites. Since this is an independent study and open to all readers, only the broad assignments will be indicated and no specific student names will be used. The 'course modules' is a summary of the entire course. Portions of that summary will be copied into these assignments on a weekly basis so you can have bite sized chunks of material, Dates for Individual moderating sessions on caucus are posted, and guidelines for moderator are available.

### Session 15

- Complete the evaluation (sent via email), post your revised 2025 image, and post your careers paper (all on caucus).

### Session 14

- *Finish revision of image for 2025 and post paper on career futures*
- Post your revised 2025 by early this week - in caucus peers list.
- Post paper on future of your career (instructions) be prompt so others will have time to review.
- Prepare a 30 minute talk on the future
- Look over the various Caucus topics and comment as .
- No face to face classes for remainder of semester - contact me for individual appointments if needed

### Session 13

- *Continue reviewing course materials, and continue papers and caucus discussions*
- Complete reviewing the rewritten images for 2025, and rewrite your image and post it back to the caucus - peers list..
- Continue paper on future of your career (instructions)
- Try the new 'site index' - list of all files by title on the futures site.
- Our last forum will be:  
Vanished civilizations – which is next?
- Study Questions
- Course Review

### Session 12

- *Complete image for 2025 and work on career paper - take short course and prepare a talk about the future for others.*
- Take the "Shortcourse" - A review of futures studies - a quick view of the class materials.
- Prepare a 30 minute talk on the future (see a sample) - do this on your own - do not hand in.
- Begin reviewing the rewritten images for 2025. All topics should be posted by now and the two names below a topic are the ones that review that topic. Instructions are on this page. Get there by this link or from class caucus page. Complete your reviews. Following the reviews, the original author will rewrite the image based on peer feedback and re-post.
- Continue paper on future of your career (instructions)
- There will be two forums this week:  
Lifestyles and policies – regarding future environment and our careers  
Space exploration (can we dispose our wastes there?)
- Study Questions
- Course Review

### Session 11

- *Continue reviewing course materials, and continue papers and caucus discussions*
- Read a new entry on "how to be a futurist in 10 lessons (2 pages in pdf)
- Continue paper on future of your career (instructions)
- Begin reviewing the rewritten images for 2025. All topics should be posted and the two names below a topic are the ones that review that topic. Get there by this link or from class caucus page.
- Complete your reviews.
- There will be two forums this week  
Health (personal choices/exercise/medications)  
Pollutants/natural resources depletion trends
- Study Questions
- Course Review

### Session 10

- *Review more course materials, begin papers and continue caucus discussion*
- Review the Course Summary
- Becoming a good futurist
- Begin paper on future of your career (instructions)
- Rewrite image in 2025 and post in peer review caucus (instructions in caucus)
- There will be two forums this week
  - Human brain/human mind
  - Genetic engineering (ethical, medical, agricultural)
- Study Questions
- Course Review

#### Session 9

- *Review course materials, begin papers and continue caucus discussion*
- Futures Overview (again)
- Big Picture (again)
- My Viewpoints (again)
- Begin paper on future of your career (instructions)
- Open discussion and questions
- Rewrite image in 2025 and post in peer review caucus (instructions in caucus)
- Continue Caucus student moderated discussions
- Study Questions
- Course Review

#### Session 8

- *Visions and Values, Libraries and Careers*
- Visions and values (discuss visions and values in FTF meetings this week)
  - Libraries
  - Careers
- Begin (postponed from last week) -- Caucus discussion with guest - Dr. Bill Neumann
  - Continue -- Student Moderated Discussion in Caucus through weekend – Environment
- Begin thinking about a futures paper on your career (review careers and libraries above)
- Begin Student Moderated Discussion in Caucus this weekend - Energy

#### Session 7

- *Critical Thinking, Ignorance, and Strategic Approaches*
  - Critical Thinking
  - Systems thinking
  - Strategic Planning
  - Ignorance
- Begin -- Caucus discussion with guest - Dr. Bill Neumann
  - Begin -- Student Moderated Discussion in Caucus - Environment
- *Other items*
  - Continue entering urls of web references in caucus topic
  - Begin to increase the use of caucus for our discussions
  - Continue sending progress reports early next week (Mon/Tue)

#### Session 6

- *Exploring the Pieces and Building Your Own Futures Study*
- Tutorial 2: Building Scenarios
- Tutorial 3: Making Your Own Futures Study

- Paradigms
- Driving Forces
- Trends
- Foresight
- Look at the Big Picture

*Other items*

- Forum for this week: Caucus Topic 8 – Population
- Enter urls of web references in new caucus topic
- Continue sending progress reports early next week (Mon/Tue)

Session 5

- Exploring Other's Perspectives and the Literature
  - Expeditions 1-3
  - General references
  - Subject/topic references
  - Trends/graphics examples
  - Lists of futures links by others
  - Seminar 2: Futures Techniques
  - Other items
- Enter urls of web references in caucus topic  
Finish the Caucus entries on topics for discussion  
Continue sending progress reports early next week (Mon/Tue)

Session 4

- Exploring Other's Perspectives and the Literature
  - Tour 2: Selected Futures Web Sites
  - Tour 3. Futures Readings
  - Seminar 3. Futures Literature
  - Review Workshops and Courses (if interested)
  - Look at Futures Organizations
  - Look at Futurist's Viewpoints
  - Look at Instructor's Viewpoints
  - Other items
- Enter urls of web references in new caucus topic  
Finish the Caucus entries on topics for discussion
- Continue sending progress reports early next week (Mon/Tue)

Session 3

- *Links to Review*
  - Change
  - History
  - Futures Overview
  - Description of good futurist
  - A few good books
  - Study Questions (for this first module - first month)
  - Course Review (for this first module - first month)
  - *Other assignments*
- Finish any old assignments (sessions 1 and 2 below)  
Begin this week (on Monday or Tuesday) send a brief progress report on how you are doing - all ok, problems and what are they, and so on).

*Make entries into Caucus for:*

1. Drucker's article (handed out in class) - short critique - see caucus topic on all subjects)
2. Make suggestions for topics for future caucus discussions (see caucus anonymous topic)

## Session 2

- *Catch up from last time due to the first of semester confusion*
- Learning caucus (see caucus help)
- Tutorial 1: Futures in a nutshell
- Tour 1: Tour of this class
- Examples of images of future
- Develop your image of the future (enter in caucus discussion)

*A few new things*

- Seminar 1: Selected book reviews
- Futures glossary
- Looking back 25 years
- Look for futures related information on internet - briefly describe as caucus entry in discussion topic and include url

## Session 1

- *Introduction and overview*
- How the course is organized and how we will interact
- Learning caucus (see caucus help)
- Tutorial 1: Futures in a nutshell
- Tour 1: Tour of this class
- Examples of images of future
- Develop your image of the future (enter in caucus discussion)
- Review the syllabus, course modules and student guide above
- Develop your questions about the future or about the class for our first meeting

## 8. Foresight Development<sup>7</sup>

### I. Course Description

Foresight is the act of looking to the future. This course helps you learn better global, business and personal foresight, so you can better enjoy and manage your own future. This course will explore the big picture history of accelerating change from universal, historical and technological perspectives, and consider global trends that are affecting individuals, society, businesses and governments. Additionally, the course will examine how organizations make bets on the future, and gives the student a chance to explore career prospects in a variety of fields. Finally, discussion of how biology, psychology, community and culture help and hinder personal thinking about the future will be discussed. We will explore four fundamental foresight skills: creating the future (innovating products and services); discovering the future (models, trend identification and analysis); planning the future (developing shared goals and processes); and benefiting in the future (achieving measurable positive environmental, social, or economic results). Assignments will be personalized to your own foresight goals, and include brief readings, writing, discussions, presentations, visuals, film, podcasts and games.

### II. Course Goal and Objectives

#### Goal

Students will gain familiarity with basic methods and resources of Futures Studies (FS), and the development of Personal Futures Skills (PFS) that may be of use in their own future. We focus on FS in the first half, and do a blend of FS and PFS in the second half of the course.

#### Objectives – General

- Learn some valuable foresight concepts in weekly class meetings
- In-class introduction of several “Great Futures Books” (GFBs) each week
- Read three assigned books, skim parts of four other GFBs (your choice)
- One of our assigned books covers Professional Futures Methods (*Thinking About the Future*), and two are on Personal Futures Methods (*Getting Things Done*, *StrengthsFinder*).
- Take some predictive personality tests (these will not be graded)
- Read some futures-related articles, watch videos, listen to audio, play some games
- Practice universal, global, societal, organizational, and personal foresight thinking
- Develop your future-creating, -discovering, and -management (planning and benefiting) skills
- Communicate clearly about the future (what you think is possible, probable, and preferable in areas of interest to you)
- Have fun. You should enjoy this course!

#### Objectives – Graded

- Discuss and debate futures issues in the classroom (100 points)
- Discuss and critique futures issues online (100 points)
- Discover FS resources on the web or elsewhere for the class wiki (100 points)
- Write four short (500 word) essays on Resources + GFBs of your choosing (4 x 50 = 200 points)
- Take two midterms (weeks 6 and 11) on basic tools and ideas in FS (2 x 150 = 300 points)
- Build a Personal Futures Portfolio (PFP) over the course (graded on your application of basic foresight skills to your own life, not on portfolio content). Turning in the PFP is your final exam (no in-class final) (200 points)

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<sup>7</sup> University of Advancing Technology, added by John Smart at: <http://www.femweb.org/page/Syllabus>. He may be reached at: [johnsmart@accelerating.org](mailto:johnsmart@accelerating.org)

### III. Method of Evaluation

There are 1000 possible course points, divided by 10 to give your final score. An overall cumulative grade of 60-69 is a D, 70-79 a C, 80-89 a B, 90-100 an A. Exams and the course as a whole are curved. We want very few F's and D's, but you have to help us with that by clearly showing your effort over the course. Just showing up, participating, and doing the work on time (following the directions as written) will typically (usually) get you to 70, above that is up to you.

There are many small and easy assignments in the course, none worth more than 20% of the grade. Those who can't do lots of small easy things on time, who typically do things late or last minute, or who think they can put all their effort into just the larger assignments will not do well in this course. Like life, TCH110 rewards consistently thinking about and planning for the future, and giving your best in small easy steps at the right time, not ignoring things for weeks and then trying to do them all at once later.

#### Grading criteria:

| Class Discussion and Debate | 10% | 100 points  
| Online Discussions and Critiques | 10% | 100 points  
| Discovery Learning / Wikiraids | 10% | 100 points  
| Writing Assignments | 20% | 200 points  
| Online Open Book Midterm I (Week 6) | 15% | 150 points  
| Online Open Book Midterm II (Week 11) | 15% | 150 points  
| Personal Futures Portfolio/Final (due Week 15) | 20% | 200 points

### IV. Teaching Strategies and IP Policy

UAT actively utilizes the Year-Round Balanced Learning (YRBL) model for addressing different learning styles. The YRBL model consists of five delivery methods that include: 1) modified lecture, 2) tutorial teaching, 3) group recollection, 4) student teachback and 5) discovery learning. Students will engage in both synchronous learning activities in regular class periods and asynchronous online activities. Group activities and team building are strongly encouraged within the synchronous and asynchronous environments. The University of Advancing Technology holds non-exclusive rights to student projects to student projects for promotional purposes only. By attending the school, students give implicit permission for the school to use their work in catalogs, brochures, etc. Students retain original rights to their projects and may market them as they see fit.

### V. Instructional Materials (Check the UAT bookstore for the following three required books)

- a. *Thinking About the Future: Guidelines for Strategic Foresight*, Hines & Bishop, 2007 (\$20). ISBN-13: 978-0978931704. This is our main textbook.
- b. *StrengthsFinder 2.0*, Tom Rath, 2007 (\$15). ISBN-13: 978-1595620156  
You'll use this to take an online personality test, part of your Personal Futures Portfolio.  
Note: You need to purchase a NEW StrengthsFinder 2.0 to get an unopened Online Test Code.
- c. *Getting Things Done*, David Allen, 2002 (\$10). ISBN-13: 978-0142000281  
A very helpful "life management" system. We'll cover it in personal futures.
- d. Reading, viewing, listening, and playing materials posted to eCollege, or at the library
- e. Great Futures Books (GFBs). Every week we'll review several "Great Futures Books" (GFBs). Every two to five weeks (four times over the semester) you are asked to 1) buy online (for your personal library), OR 2) borrow from the library *one GFB of your choice* from this group. You'll skim it just enough to develop a set of futures-relevant insights to share, in the form of a 500 word essay you'll post online (a "teachback" for your classmates). If you know

of another futures-relevant book more interesting than the ones we have covered, let me know and you can probably review that one instead.

## **VI. Course Outline**

SECTION I. The Big Picture (Weeks 1-4)

SECTION II. Global and Societal Foresight (Weeks 5-9)

SECTION III. Business and Organizational Foresight (Weeks 10-11)

SECTION IV. Personal and Career Foresight (Weeks 12-15)

Weekly assignments (required and choice-based) will be posted on the course shell over the class.

## **Teaching Template<sup>8</sup>**

Below is a brief Teaching Template to orient new instructors to the essentials of the course.

This core course teaches foresight (how people create, discover, and manage the future) and personal foresight activities. It strives to give students context and methods for being “innovators of the future.”

Instructor prerequisites:

1. Already proficient in and willing to learn more about accelerating science, technology, and business trends.
2. Interested in teaching literature on the future of science, tech, environment, economics, politics, and society.
3. Motivated to help students become more foresighted and proactive in their professional and personal lives.

Key course components at present are: A. Required Texts, B. Lecture Slides, C. Videos, D. Supplemental Books, E. Essays, F. Online Discussions, G. Course Wiki, H. Student Presentations, I. Midterms, J. Personal Futures Portfolio.

### **A. Required Texts**

a. *Thinking About the Future: Guidelines for Strategic Foresight*, Hines & Bishop, 2007 (\$20).(Weeks 1-7)

This book introduces students to professional foresight methods and ideas.

b. *Getting Things Done: The Art of Stress-Free Productivity*, David Allen, 2001 (Weeks 8-14)  
This book teaches a well-regarded system for building personal foresight (life organizing and planning).

c. *StrengthsFinder 2.0*, Tom Rath, 2007

This book and its online test predicts five prominent personality strengths for each student (out of 32 identified by Gallup profilers), and gives advice on using those strengths most effectively in social and collaborative situations.

### **B. Lecture Slides**

Lectures follow the format below. From 20 to 60 slides are presented each week. Slides can be presented in dual-monitor mode, where the instructor can read private slide presentation notes off their laptop synchronized with each slide presented to the students.

### **Unit I. The Big Picture (Weeks 1-4)**

Week 1 – Intro to Futures Studies

Week 2 – Evolution, Development, and the Future of Science

Week 3 – Accelerating Change and the Future of Technology, Part I

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<sup>8</sup> Available online at: Source: <http://www.fernweb.org/page/Teaching+Template>

Week 4 – Accelerating Change and the Future of Technology, Part II

### **Unit II. Global and Societal Foresight (Weeks 5-9)**

Week 5 – Global Trends, Scenarios, and Models

Week 6 – Global Problems and Priorities

Week 7 – Economics and the Future of Capitalism

Week 8 – Politics and the Future of Security and Democracy

Week 9 – Culture, Media and Education in a Network Society

### **Unit III. Business and Organizational Foresight (Weeks 10-11)**

Week 10 – Biz-Org Leadership, Innovation, Learning, and Predicting

Week 11 – Biz-Org Planning, Consensus-Building, Benefiting, and Metrics

### **Unit IV. Personal and Career Foresight (Weeks 12-15)**

Week 12 – Personal and Career Creativity and Visioning

Week 13 – Personal and Career Learning and Predicting

Week 14 – Personal and Career Planning and Negotiating

Week 15 – Personal and Career Benefiting and Measuring

### **C. Videos/Futures Movie Night**

Roughly one video per week (up to 15 weeks) is shown on the [Futures Movie Night](#), and discussed for 30 minutes in class afterward. These videos are also available for student checkout in the UAT library, and some are also viewable online. Any videos shown should also be watched by the instructor either before or during class.

### **D. Supplemental Books**

Ten books per week are introduced, briefly discussed, and handed around the classroom for student inspection. These [150 Great Futures Books](#) (15 weeks) are in the reference library, and most are also available for checkout from the UAT regular library. Some can also be browsed online through Amazon's "Search Inside This Book" feature. Instructors don't need to read these books but should be familiar with why each may be particularly useful to the student (instructors may also have their own substitutions to make here).

### **E. Essays**

Students write an essay (teachback) for each of the four course units (50 points per essay). These essays must be related to and quote from one of the Great Futures Books for the unit. Students can A) check these books out from the instructor, or B) from the UAT library, or C) purchase them online (most recommended option, as this course is light on required books), or D) as a last resort, use "Search Inside this Book" to find relevant quotation sources for these essays. An Educational Assistant (EA) may be available to help with grading these essays.

### **F. Online Discussions**

Eight Online Discussions (10 points per discussion) are assigned in the course shell, one roughly every two weeks. They involve online articles, videos, websites, games, responses to in-class films, etc. Five options are offered for each discussion and the students pick two items (4 points each, for 8 points) to complete. Students are also asked to post a colleague response to a fellow students post, containing both a compliment and a constructive critique (1 point each, for 2 points).

### **G. Course Wiki Contributions**

Four times during the course (25 points each) students visit the public [Course Wiki](#) to add futures articles, statistics, images, personal career forecasts, and other items to the wiki as public documents, available for future students of the course. Instructors need administrator access to the wiki, and they need to learn how to use it to check up on student contributions. At the end of every semester instructors need to take a few hours to cull through the student's wiki contributions, editing or eliminating any that are less relevant or well crafted, in the

instructor's judgment.

#### **H. Student Presentations**

At the end of each of the four course units students form small teams (7 or less per team) and do 3 minute in-class presentations (no points given) on Great Futures Questions relative to the Unit. Students vote a "winning" team at the end of these presentations, and optional very low cost prizes are awarded to the winning team. Instructors may need to subsidize those prizes on their own or ask for reimbursement, if they are going to do them.

#### **I. Midterms**

Two midterms (150 points each) are administered at the end of Week 6 and Week 11, to test the first six and the next five weeks of lecture, required text readings, and course video content. Midterms are open book for the student, are administered online, multiple choice (A-E) and are automatically graded. Instructors should give an evening review session (two and a half hours) on the Friday prior to each midterm. Student attendance at review sessions is optional but recommended.

#### **J. Personal Futures Portfolio.**

During the last seven weeks of the course students use the [Personal Futures Wiki Template](#) to create and work on their own 14 page personal futures wiki, including *Getting Things Done* pages, visioning and goal development, personality profile tests, career planning and mentoring, considering possible career paths, company and internship research, learning about financial planning, money management, consequences of poor financial foresight, even writing their obituary! A selection of these personal foresight projects is assembled into a written document and submitted as a Take-Home Final that is graded on completeness, not content (200 points).

Course grading is based on 1,000 points. All grading items and weights can be found in the course shell (and can be adjusted by instructors as desired). See the e-College Course Shell and the online [Course Wiki](#) for more on any of these topics.

## 9. Master of Arts in Creativity & Innovation<sup>9</sup>

### Foresight Techniques for Creativity and Innovation

#### Foresight Course Handout for Students

Unit Title	Foresight
Level	Masters
Assessment Modes & Weighting	100% Coursework and Assignment
Study hours	100 hours

#### **RATIONALE:**

In a changing environment, the future is not necessarily a repetition of the past. There is a central role for human thinking processes to cope with and make the best of the changes which are occurring all around us. The M.A. in Creativity and Innovation focuses directly on the skills of creativity and design.

The M.A. programme is designed to investigate and impart knowledge and skills in the area of creativity and innovation. An integration of experiential and cognitive approaches prepares students to tackle concrete situations in a flexible manner which allows for the development of operational skills and creative possibilities.

#### **KEY AIMS:**

- To encourage an enthusiasm for and better understanding of future trends and their impacts in society, everyday life, business and governance.
- To provide an overview of the tools and approaches for exploring and managing various contexts of future change

#### **FORESEEN LEARNING CURVE**

- To develop the design and implementation plan for a foresight exercise tailored to a particular national, regional or business context.
- To present and market the design effectively and concisely in the workshop session.

#### **LEARNING METHODS**

A variety of learning methods will be used ranging from lectures followed by open interactive discussion sessions focused on deeper exploration of particular topic of interest to the students, the application of theory and approaches to case studies, practical sessions and invited speakers.

#### **COURSE CONTENT:**

- Definitions and distinctive features of foresight and related concepts
- Setting foresight in a broader historical context of future studies
- Typology of foresight
- Focus on the range of methodologies and approaches available
- Real life case studies covering sectoral and horizontal themes

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<sup>9</sup> Available online at: <http://www.cs.um.edu.mt/gordon.pace/Teaching/Foresight/index.html>

- Practical sessions

## **ASSESSMENT**

- 2000 word essay addressing a particular topic/question.
- 15 minute powerpoint presentation to be prepared in teams outlining and marketing the design and implementation plan for a foresight exercise tailored to a particular national, regional or business context. This will be tied to the topic of your essay.

## **DETAILED BREAKDOWN OF LECTURE TOPICS /LECTURER**

**Lectures will take place on Wednesdays between 3.00-5.00 p.m.**

<b>Date</b>	<b>Topic</b>
Week 1	Introduction to the course and Foresight
Week 2	Historical Overview of Foresight
Week 3	Managing a Foresight Exercise
Week 4	Case Study 1: Biotechnology
Week 5	Overview of Methodologies and Approaches
Week 6	Role of Scenarios
Week 7	Context and Creativity in Foresight
Week 8	Case Study 2: Environment
Week 9	Foresight Communications Strategy
Week 10	Case Study 3: ICT (Content and Knowledge Society)
Week 11	Case Study 4: Quality TV for Kids
Week 12	Case Study 5: Marine
Week 13	Practical Session 1+team presentations
Week 14	Practical Session 2+team presentations

## 10. Master of Strategic Foresight<sup>10</sup>

### The MSF Curriculum Pyramid

The MSF curriculum can be thought of as a pyramid, that builds its structure upon five successive layers:

1. **Overview**  
You begin your program with an *overview* of leadership and futures studies. You learn how to leverage these two disciplines to think strategically and influence others.
2. **Theory**  
The second layer is futures *theory*. You study organized complexity and apply theories of how organizations and societies change over time.
3. **Methods**  
The third level of the Strategic Foresight degree are *methods*. You study forecasting, scenarios and strategic change.
4. **Context**  
The fourth level is *context*. Effective leaders specialize or develop contextual intelligence about their organization's future. Our electives in Organizational Futures, World Futures, Human Futures, Professional Futures and Religionists & Futurists help you build your own knowledge base.
5. **Capstone**  
The fifth and final level is a *capstone* project. You experience a professional internship, write a formal dissertation or write up a project relating to the long-term direction of your field.

### Main Topics

Information Research & Resources  
Foundations of Leadership: History, Theory, Application & Development  
Survey of Futures Studies  
Social Change  
Systems Thinking  
Forecasting Techniques  
Scenario Development & Visioning  
Strategic Planning & Change Management  
World Futures  
Human Futures  
Organizational Futures  
Images of the Future  
Religionists and Futurists  
Defense Futures  
Professional Futures  
Special Topics in Strategic Foresight  
Independent Study in Strategic Foresight



More information is available at:

<http://www.regent.edu/acad/global/academics/msf/courses.shtml>

<sup>10</sup> Offered by Dr. Jay Gary at Regent University School of Global Leadership & Entrepreneurship, available online at: <http://www.regent.edu/acad/global/academics/msf/msfpyramid.shtml>

## 11. Hawaii Futures Academics<sup>11</sup>

### Levels

- undergraduate studies
- graduate studies
- continued futures studies education

Known in the field as the "Manoa School of Futures Studies," Hawaii Futures offers undergraduates and graduate students the opportunity to reconceptualize the future.

Through the exploration of theories, methods, and uses of futures studies, students are taught to see futures as multiple and open, with many possible outcomes requiring their participation. Upon completion of the futures studies program, students are empowered to observe emerging issues, evaluate differing cultural and disciplinary perspectives, then envision and facilitate preferred futures.

Hawaii Futures offers undergraduate and graduate courses in political futures studies, as well as an Alternative Futures M.A. Option for students who wish to engage in futures research professionally from a political science perspective.

- **undergraduate studies**

Undergraduate courses in futures studies may be undertaken within the Department of Political Science, while an undergraduate major in futures studies can be personally tailored through the Interdisciplinary Studies Program. Coursework includes:

Political Science 171: Introduction to Political Futures (pdf), is a freshman-level course taught both online and on all campuses of the University of Hawaii system. The objective of the course is to have students specify, clarify, challenge, and expand their own, others' and society's images of the future in order that their lives, and the lives of their children, grandchildren, and of future generations might truly be better--more peaceful, equitable, just, fair, beautiful, and livable--than the present or any past.

### Online 171 course

Political Science 342: Futuristics and Political Design (pdf), is an advanced undergraduate course taught only at the University of Hawaii at Manoa campus. The objective of the course is to have students develop their ideas about preferred forms of governance. Students do this by designing a governing system for people living on Mars in the mid 21st Century.

- **Graduate studies**

The Alternative Futures M.A. Option within the Department of Political Science of the University of Hawaii normally takes two to three academic years to complete. Coursework includes:

Political Science 672: Politics of the Future, is a graduate-level course taught only at the University of Hawaii at Manoa campus. The objective of the course is to introduce futures studies from a political science perspective, emphasizing: what political futures studies is--and what it is not, dominant images of the future at the present, theories of societal stability and change, methods of forecasting social change and stability, emerging issues analysis, and methods of designing preferred social systems.

Political Science 673: The Future of Political Systems, is a graduate-level course taught only

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<sup>11</sup> *Hawaii Research Center for Futures Studies, <http://www.futures.hawaii.edu/academics.php>*

at the University of Hawaii at Manoa campus. The objective of the course is to have students to design new political systems. The course is separated into three parts: 1) a review of some of the basic ideas about political futures studies and the design of political systems, 2) an analysis of six of the many complaints levied against all existing government, and 3) an application of political design of the student's choosing.

In addition, graduate students must complete three (out of eight) core political science courses (Polsci 610-680), two courses in research methods (Polsci 601 and Communications 696), and three electives, one of which must be a 700-level seminar.

The final year of the Alternative Futures M.A. Option entails a paid internship where the student applies futures theories and methods to planning and policy making in an organization providing an intern position. Most interns have worked in the Institute for Alternative Futures in Alexandria, Virginia. The Center has had an ongoing relation with the Institute since helping establish it in 01976. Internships (sometimes paid and sometimes not) in other public or private organizations are also tailored to the needs and preferences of each member of the Option. Students preferring not to intern may choose to write a future-oriented MA thesis instead.

- **Continued futures studies education**

Many students completing the Alternative Futures M.A. Option continue futures-oriented academic work at the Ph.D. level in the UH Department of Political Science. So too, students from other futures programs (such as the Study of the Future program at the University of Houston, Clear Lake) and various academic disciplines, come to the University of Hawaii for doctoral level work in futures-oriented political science. Other PhD candidates not only in Political Science but also in many other disciplines choose to include futures studies as one of their fields of academic competence on their doctoral examinations.

Details of syllabuses can be downloaded at following links:

- Introduction to Political Futures: <http://www.futures.hawaii.edu/syllabi/171Fall03.pdf>
- Futuristics and Political Design: <http://www.futures.hawaii.edu/syllabi/Mars04.pdf>
- Politics of the Future: <http://www.futures.hawaii.edu/syllabi/672Fall04.pdf>
- The Future of Political Systems: <http://www.futures.hawaii.edu/syllabi/673Sp04.pdf>



Alireza Hejazi is the author of Futures Discovery. This is his third e-book (in English) dedicated to top 10 cases of Futures Studies Syllabus. He has published 10 other e-books in Persian. His articles and e-books are available at: <http://www.futuresdiscovery.com>