

PAD3013 –FUTURES STUDIES
SECTION(S): 01
SPRING 2016, ONLINE COURSE

Instructor: Dr. Portia Campos
Email: portia.campos@fsu.edu
Office: Bellamy 658

Phone: (850) 644-7398 (office)
(850) 296-7332 (mobile)
Office Hours: Wednesdays, 2:00-4:30pm ET and
by appointment

Course Mentor: Mr. Lucky Anguelov
Email: languelov@fsu.edu

COURSE DESCRIPTION

Application of futures studies perspectives and methods to the study of global, national, regional, and local trends and conditions. Emphasis is on the development of anticipatory public policy (and upon finding one's own way in the future).

COURSE OBJECTIVES

Failure to critically question underlying assumptions is the greatest cause of forecasting errors. The purpose of this course is to encourage thought, discussion, and dialogue about emerging trends and challenges that people must take into account in order to anticipate threats, envision opportunities, and make more informed decisions that will help them make better and more informed decisions.

The core learning objectives for students taking this class include the ability...

- To think critically about present and future implications of major trends and conditions.
- To become acquainted with both the perspectives and methods of the field of futures studies.
- To become aware of how future studies can be used to shape public policy in a more anticipatory manner.
- To become aware of possible impacts of trends and conditions upon the future(s) of organizations and, in turn, of the possibilities of these to enhance the emergence of desirable futures.
- To learn about administrative practices that are conducive to the development of anticipatory learning and self-evaluative behaviors in organizations.
- To enhance the ability of the student to question underlying assumptions and to develop well-ordered conjectures.
- To reflect on one's own personal future(s).

By the end of the course, students will demonstrate—as identified through class discussion and participation, paper assignments, and course exams—the ability to:

- Critically examine, interpret, and explain how personal, political, cultural, economic, and social structures, experiences, and/or values shape the past and/or the present.
- Gather and analyze data using social science and/or historical methodologies to critically evaluate casual arguments and analyze assertions, assumptions, and explanatory evidence.

- Examine and compare a variety of perspectives in the global community, distinguish one's own values and cultural patterns, and respond flexibly to multiple worldviews from a future studies perspective.

COURSE MATERIALS

TEXTS TO PURCHASE ... NONE! ... but readings aplenty

All readings will be accessible electronically either online and/or via the course's Blackboard site. Assignments will include readings, perusing websites dedicated to Futures Studies, and watching video clips based on the subject matter for that week.

Hence, participation in an FSU online course requires:

- Regular and frequent access to a computer that is less than 5 years old, speakers (or headphones) and printing capabilities;
- An [FSUID](#) to access the course's BlackBoard site; and
- Reliable Internet connectivity and a compatible browser. Information on compatible browsers can be found at the following link:
<https://support.campus.fsu.edu/kb/article/205-what-browsers-are-compatible-for-blackboard-9-1-service-pack-14>

COURSE ASSIGNMENTS AND EVALUATION

Course Expectations:

It is the student's responsibility to complete the assigned readings prior to the respective class week in which the reading is assigned. Completion of the required readings and viewing of the lectures are very important. Required Discussion Board participation will be indicated on the Syllabus. Students are responsible for knowing due dates of assignments and keeping up with the course as the semester progresses. All exams will be timed and taken on Blackboard. In addition, all work assignments will be submitted in BlackBoard as well: <http://www.campus.fsu.edu/>

In order to participate fully you will be expected to have an FSU e-mail account and access to the Internet (free to Florida State University students). If you do not have an e-mail account, please email the instructor so that she can assist you in getting signed up. Additional readings on the weekly topics are encouraged. If you see related articles that are pertinent to the class, please send them into the instructor to share with the class. ***The instructor retains the right to assign additional readings during the course of the semester.***

Students are expected to do their own original work. Any student caught cheating, including using papers, reports, or tests from other students, will be penalized to the full extent allowed by the FSU Student Handbook. (Please refer to the University Policies listed towards the end of this syllabus.)

Students are required to use **APA formatting** for their written assignment. A short description of APA formatting is posted on the Assignments page. This includes the physical formatting (spacing, abstracts, etc) and the citation style. No other citation style will be allowed. The use of correct APA styling is a portion of every written assignment's grade. The course mentor will be available for help and guidance but every student is responsible for using APA. A short explanatory overview of the APA style, and an APA style sheet, are available under Assignments/APA Style Materials.

The class format will consist of a variety of formats to convey information on the weekly topics, such as power point slides and video lectures, and short online videos through YouTube or other websites. Most of the required material for the class will be posted under Assignments or Course Library (all written, video and lecture materials) on the Blackboard site.

Course assignments include:

- (1) Participation in class discussions via discussion boards on the course website on Blackboard;
- (2) Six short summary and reaction papers;
- (3) A group term paper (case study group project);
- (4) Midterm exam;
- (5) A final exam; and
- (6) A spot evaluation.

(1) Participation in Course (Discussion Boards; worth 20% of your grade)

The class sessions are interactive and you are required to participate **every week** by articulating your ideas on key themes and posting all class-related questions to the proper forum on the **Discussion Board**, which is an essential part of the course. I will check the Discussion Board on a daily and regular basis and will answer questions as needed. Hence, it is important that you complete the required readings by the date assigned.

5 points per week, weeks 1-15, lowest 2 discarded. No makeups or late participation counted.

Discussion period ends Sunday nights for grading purposes, although you may feel free to continue a conversation if it is useful to you. You are expected to be an active participant in each week's discussion. **You have a full week to participate**, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process. Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class I'll be looking for posts that:

- 1) **Are substantive in content.** While it's nice to give brief feedback like "thanks," "good idea," and "I agree" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the other hand, you are not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. Responses should be substantive and should reference reading assignments, web references, lecture notes or outside resources. Your posts should also attempt to introduce a new point of view or piece of information or otherwise further the discussion. And you are also expected to back up your examples and opinions with sufficient evidence so that your reader will believe in what you say. If you have any questions about the course please be sure to ask!
- 2) **Are thoughtful and well composed.** Posts should use correct grammar, punctuation and vocabulary appropriate for a university-level course.
- 3) **Are responsive either to the initial question or to someone's reply.** Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt and no one replies to each other. Part of the nature of this class is for students to collaborate with one another in troubleshooting problems and to develop critical-thinking skills. Working through questions on the forum is an excellent way to develop proficiency in these areas.
- 4) **Extend the conversation in meaningful ways.** Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. And questions are just as meaningful and valuable as posts that offer up one's knowledge!
- 5) **Show mutual respect.** It should go without saying, but I'll say it anyway, that while differences of opinion are fine, treating each other with respect is expected at all times. Misuse of the discussion boards will not be tolerated.

And to answer the ever popular "But how many?" question, you should have at least 4 posts meeting the above criteria each week.

(2) Summary and Reaction papers (worth 12% of your grade):

Summary and reaction papers are directly related to assigned readings and are due no later than Monday at 11:59 PM on the week that it is due. **LATE SUBMISSIONS WILL NOT BE ACCEPTED AND WILL RESULT IN A ZERO.** Essentially, one week is devoted to the readings, and the next week is for the essay. Essays should be **2-3 pages (excluding reference list and appendices), double-spaced and typed in Times New Roman 12-point font with 1” inch margins** and should reflect your thoughts and opinions on the readings. A total of 6 summary and reaction papers will be due this semester.

Prior to when the assignment is due, I will send you a few topical questions (choose one question to answer) on which to base your paper and to reflect upon in order to help you think about major themes in the readings and how they are related as a whole.

Submission Requirements. The paper assignment must be submitted electronically through **Turnitin** at the course website on Blackboard. Go to the “Assignments” folder, locate the appropriate assignment, and submit your essay or term paper. This will run your work through FSU’s plagiarism checker.

(3) Term Paper/Case Study Group Project (worth 16% of your grade):

The CASE STUDY GROUP PROJECT/TERM PAPER IS DUE NO LATER THAN THE LAST CLASS PERIOD: Students will be divided in groups of 3 or 4. A major paper of not more than (and not much less than) **25 pages (excluding reference list and appendices), double-spaced and typed in Times New Roman 12-point font with 1” inch margins**, is required. Each group will choose a topic that will explore the future of an entity (focus can include governmental and/or nonprofit organizations), such as Florida and its people. A local entity such as a county, municipality, or province and its people may also be chosen. You are required to **DISCUSS YOUR TOPIC** with the instructor **WITHIN THE FIRST FIVE WEEKS OF THE CLASS**. The instructor reserves the right to reject topics (some are not sufficient for students to demonstrate a mastery of course content) and she might be able to suggest approaches or information sources to help you.

Execution of your final paper product will require you to coordinate and collaborate with your group members by utilizing wikis that I will create for you on BlackBoard. Using wikis on BlackBoard will allow you and your group members to contribute and modify the pages of your paper. You will be able to edit your papers and to see the tracked changes and additions by your team members.

Your final grade on this project will be based on your group’s final product and the amount of your contributions to the final paper. As your instructor, I will be able to view each student’s/team member’s changes and contributions to all pages in the wiki. So while you and your team members may be in the same group, each of you can earn a different grade. This is to guarantee equality and fairness and to ensure that there is no free-riding.

The paper will include the following:

- 1) A title page
- 2) A table of contents
- 3) An executive summary of approximately two single spaced pages which includes several topic headings and underlining of key words and phrases as appropriate to summarize the actual substance of the paper; similar to a paragraph/sentence outline of the paper (write it as if a busy decision maker might read only your executive summary ... that sometimes happens!)
- 4) An analysis of the major trends and conditions that are likely to be of significant importance to Florida (or other entity) over the next three decades
- 5) Three scenarios that identify alternative futures for Florida (or other entity)
- 6) Policy recommendations to improve the prospects for achieving a desirable future.

You must use **APA style** to document (with in-text citations and reference list) your work. Although not required for this course, purchasing or borrowing a copy of the *Publication Manual of the American Psychological Association* (ISBN-10: 1433805618) is an invaluable reference tool. Further information on APA style can be found in this syllabus as well as on the FSU library website at: <http://guides.lib.fsu.edu/content.php?pid=82097&sid=609264>

Submission Requirements. The final version of your paper must be submitted electronically through **Turnitin** at the course website on Blackboard. Go to the “Assignments” folder, locate the appropriate assignment, and submit your essay or term paper. This will run your work through FSU’s plagiarism checker.

(4) Mid-term (worth 25% of your grade) and (5) Final (worth 25% of your grade) Exams:

The **midterm and final exams** will be an open-book exam. The exam will be available on the Assignments section of the course website on Blackboard. The midterm will be given during the week of **February 15, 2016 (week 7)** and the final exam will be given during the week of **April 25, 2016 (week 16)**. Each exam will consist of **true/false and multiple-choice questions**. **The exams will NOT be cumulative but are based on the readings, lectures and lecture slides from the previous weeks before the exam.** Students will have a **maximum of 2 hours** to complete each exam. Once you begin the exam, you will not be allowed to save your answers and return to it later. So please make sure to set aside enough time to complete the exams.

If a student is unable to take an exam on its scheduled day and time, the student must make prior arrangements to take a make-up. In order to make up exam(s), s/he must have a **university-accepted excuse** (check the FSU student handbook for a description of acceptable excuses). If the excuse is approved by the instructor, the student will be allowed to take an alternate exam. Students who do not take the exam due to unexcused absences will receive a zero for their score.

(6) Spot Evaluation (worth 2% of your grade):

This is the course evaluation tool for online classes. The tool will become available during the last couple weeks of the semester. Instructions will be posted once the tool become available. Students will take a screen shot of the submission confirmation and will submit that image/document to Blackboard. These will be the easiest two points you’ll ever earn in graduate school.

Interaction Plan and Student Participation:

Please feel free to email me directly with questions of a personal nature, grading questions, advising help or with any other issues that are not appropriate for the rest of the class to read. I check my email regularly and will respond to all emails within 24 hours during the work week. **Please note that I am not available on weekends but will respond to weekend email messages on Monday.**

Late Work and Make-Up Exams:

No make-up quizzes or exams will be allowed without a student having received prior permission from the instructor, and/or without a written university approved excuse. Missed quizzes or exams for which the student has an approved excuse must be made up within three days of the original quiz or exam date. No make-ups will be permitted once grades have been posted and/or graded quizzes and exams have been returned to students in the class. Students are responsible for making any necessary arrangements with the instructor to complete outstanding course requirements within the prescribed time frames.

ASSIGNMENTS

- Spot Evaluation
...will be administered during weeks 13-14 (Friday, April 8 – Sunday, April 17)
- Summary and Reaction Papers
...due every other week beginning with week 4 (week of January 25); last summary/reaction paper due week 14 (week of April 11)
- Participation in Discussion Board
...due each week

PROJECTS

- Case Study Group Project
...due Saturday, April 2 at 11:59 pm ET (Week 12)

EXAMS

- Midterm Exam
...given week of February 15 (Week 7)
- Final Exam
...given week of April 25 (Week 16)

GRADING

GRADE CALCULATION

Assignments	14%
• Spot Evaluation.....	02%
• Summary and Reaction Papers	12%
Group Project	16%
Participation (Discussion Board)	20%
Midterm Exam.....	25%
Final Exam	25%
TOTAL: 100%	

POSTING OF GRADES/PRIVACY POLICY

We make every effort to grade exams and assignments and post these grades in a timely manner but please understand that there are many students in this course. Grades for assignments will be made available within two to three weeks of the due date for the assignment. In compliance with privacy laws, I cannot give grades over the phone or via email. When you have submitted an assignment that has not yet been graded, you will see a green “!” in place of your grade. This simply means that your item has been received but has not yet been graded.

ATTENDANCE

This course is an asynchronous course meaning there are no dedicated in class meetings or any required live chats. Discussion board participation, as previously described under the section “*Course Assignments and Evaluation*,” is mandatory.

It is also important to note the cutoff dates, published by the registrar, for dropping the class or late withdrawal. Incomplete grades (I) will not be issued after the midpoint of the semester without extenuating circumstances and instructor approval.

FINAL GRADES

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	0 – 59

requirement	minimum grade statement
College-level Writing Requirement (includes English and all E-Series courses)	To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C” (2.0) or higher in the course, and earn at least a “C” average on the required writing assignments. If the student does not earn a “C” average or better on the required writing assignments, the student will not earn an overall grade of “C” or better in the course, no matter how well the student performs in the remaining portion of the course.

If I discover plagiarism in your work, you will receive an F on the assignment. I reserve the right to assign a failing grade in the course solely because of plagiarism.

Academic Conduct:

To be acceptable, the written work you submit must reflect your own ideas and be written in your own words. A pundit once said, “If you use fifty sources, you are a scholar; if you use one, you are a plagiarist.” Academic dishonesty includes, but is not limited to:

- **Plagiarism:** Quoting or paraphrasing the ideas or opinions of others without appropriate attribution in text citations and a reference list. This includes books, journal articles, conference presentations, published or unpublished papers and web-based materials.
- **Fraud:** Submitting work that was not prepared by you, or which you have previously submitted for another class.
- **Cheating:** Giving help to other students, or asking them for it, on the final examination.

The consequence of academic dishonesty is a grade of F on the assignment in question, and being reported to the University Academic Honor Committee.

UNIVERSITY POLICIES

UNIVERSITY ATTENDANCE POLICY

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be

accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

FREE TUTORING FROM FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Date	Topic	Readings	What's Due
Week 1 (Week of Jan 6)	Introduction: WHY THINK ABOUT THE FUTURE?	<ol style="list-style-type: none"> Holland, Geoff, "Why Consider Future Generations? - And How to Consider Them More Fully," (1997) (Blackboard) Crawford, Mathias, "What Futurists Actually Do," (2010, July 2010) (Available on BB) Coates, J. F. and Jarratt, J. (1989). <i>What Futurists Believe</i>. Mt. Airy, MD: Lomond Publications, Inc. (Available on BB) Also, take a look at The World Futures Studies Federation's website which lists links to other sites: http://www.wfsf.org/resource/hotpicks.shtml 	<ul style="list-style-type: none"> Introduce yourself on the Discussion Board Summary and Reaction Paper #1 due Mon, Jan 25
Week 2 (Week of Jan 11)	THE PAST LOOKS AT THE FUTURE (What did they get right and what did they miss?; hint: What were their underlying assumptions?)	<ol style="list-style-type: none"> Nicholas Negroponte. "5 Predictions, from 1984," TedTalks (video clip) https://www.ted.com/talks/nicholas_negroponte_in_1984_makes_5_predictions How did futurists miss the prediction of the Baby Boomer generation? <ul style="list-style-type: none"> Baby Boomers http://www.history.com/topics/baby-boomers/print Russell, C. (1987). <i>100 predictions for the baby boom: The next 50 years</i>. New York: Plenum Press. ...selected readings (BlackBoard) The 2030 Problem: Caring for Aging Baby Boomers by Knickman & Snell, 2002 (Available on BB) Sunshine Laws in 1984 (Available on BB) 	<ul style="list-style-type: none"> Post to Discussion Board based on Week 1 readings by Sunday, Jan 17 Summary and Reaction Paper #1 due Mon, Jan 25
Week 3 (Week of Jan 18)	TRENDS, CONDITIONS AND FUTURE ISSUE AREAS (Hint: Think STEEP : Social relationships, Technology, Economy, Ecology, Politics)	<ol style="list-style-type: none"> Dator, Jim. "Surfing the Tsunamis of Change," (Available on BB) Barney, Gerald O. e. al. <i>Global 2000 Revisited: What Shall We Do?</i> On-line book published by the Millennium Institute, 1993. (Available on BB) World Economic Forum. "Top 10 Trends of 2015." http://reports.weforum.org/outlook-global-agenda-2015/top-10-trends-of-2015/ ...click on the different color tiles to get additional details on the subject matter listed National Intelligence Council, Central Intelligence Agency, <i>Global Trends 2025: A Transformed World</i> <ul style="list-style-type: none"> http://www.dni.gov/files/documents/Newsroom/Reports%20and%20Pubs/2025_Global_Trends_Final_Report.pdf US Government Accountability Office, 21st Century Challenges: Reexamining the Base of the Federal Government, Report # GAO-05-325SP (February 2005) http://www.gao.gov/new.items/d05325sp.pdf <ul style="list-style-type: none"> Read the "Introduction" section on p. 5 	<ul style="list-style-type: none"> Post to Discussion Board based on Week 2 readings by Sunday, Jan. 24 Next week: Summary and Reaction Paper #1 due Mon, Jan 25

Date	Topic	Readings	What's Due
<p>Week 4 (Week of Jan 25)</p>	<p>METHODS OF FUTURES STUDIES</p>	<ol style="list-style-type: none"> 1. Lang, Trudi, "An Overview of Four Futures Methodologies," (Delphi, Environmental Scanning, Issues Management, Emerging Issue Analysis) (Available on BB) 2. Examples and further information on the methodologies available on BB <ol style="list-style-type: none"> a. Delphi Method (video) b. Environmental Scanning c. Issues Management <ol style="list-style-type: none"> i. Kony 2012: An Issue Management Case Study ii. PRSA & Government Section d. Emerging Issues Analysis <ol style="list-style-type: none"> i. Simply Local: Emerging Issues Competition ii. Patricia Campbell 3. Institute for Alternative Futures, "The Future Belongs to ...: A Guide to Thinking about the Future" 4. Coates, Joseph, "Getting at Assumptions Is Troublesome," Reprinted from: <i>Technological Forecasting and Social Change</i> 62, 97-99 (1999) 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 2 readings by Sunday, Jan 31 • This week: Summary and Reaction Paper #1 due Mon, Jan 25
<p>Week 5 (Week of Feb 1)</p>	<p>METHODS (continued): CREATING & USING SCENARIOS</p> <p>Problem Area: ECOLOGY AND THE FUTURE ECONOMY</p>	<p><u>METHODS (continued): CREATING & USING SCENARIOS</u></p> <ol style="list-style-type: none"> 1. Dator, Jim, "Futures Studies as Applied Knowledge," (Available on BB) 2. "Millennium Project" (of the American Council for the United Nations University); see its "Global Scenarios" http://www.millennium-project.org/millennium/scenarios.html <p><u>Problem Area: ECOLOGY AND THE FUTURE ECONOMY</u></p> <ol style="list-style-type: none"> 1. Stuart Candy, Jim Dator, Jake Dunagan , "Four Futures for Hawaii 2050," (2006, Aug 26) some alternate scenarios for a state that is much like Florida in some ways (Available on BB) 2. State of the World 2013. Is Sustainability Still possible?, The World Watch Institute, 2013. (Available on BB) <ul style="list-style-type: none"> • Read pp. xv-xxi, "State of the World. A Year in Review" • Read Chpt. 11, pp.126-142 "Building a Sustainable and Desirable Economy-in-Society-in-Nature" 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 4 readings by Sunday, Feb 7 • Next week: Summary and Reaction Paper #2 due Mon, Feb 8

Date	Topic	Readings	What's Due
<p>Week 6 (Week of Feb 8)</p>	<p>Problem Area: ECOLOGY AND THE FUTURE ECONOMY (continued)</p>	<ol style="list-style-type: none"> 1. Meadows, Donella H., Dennis I. Meadows, Jorgen Randers, William W. Behrens, “<i>The Limits to Growth</i>,” A Report to The Club of Rome (1972) Abstract by Eduard Pestel. (Available on BB) 2. United Nations. (2013, June). “World population projected to reach 9.6 billion by 2050 with most growth in developing regions, especially Africa,” press release http://esa.un.org/wpp/Documentation/pdf/WPP2012_Press_Release.pdf 3. Markley, Oliver W. “The Fourth Wave: A Normative Forecast for the Future of ‘SpaceShip Earth’,” (Available on BB) 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 5 readings by Sunday, Feb 14 • This week: Summary and Reaction Paper #2 due Monday, Feb 8 • MIDTERM EXAM NEXT WEEK Review for the Midterm Exam next week; Test will cover from Week 1: “Why Think About the Future” through Week 6: “Ecology and Future Economy”
<p>Week 7 (Week of Feb 15)</p>	<p>Problem Area: GLOBALIZATION and VALUES;</p> <p>Problem Area: TERRORISM AND CRIME: WHAT ARE OUR GUIDING VALUES?</p>	<p><u>GLOBALIZATION AND VALUES</u></p> <ol style="list-style-type: none"> 1. Doyle, Rodger “Measuring Modernity,” <i>Scientific American</i> (Dec 2003) p. 40. (Is the US truly ‘modern?’) (Blackboard) 2. Inglehart, Ronald and Pippa Norris, “The True Clash of Civilizations,” <i>Foreign Policy</i> (March/April 2003) pp. 62- 74. (Available on BB) <ol style="list-style-type: none"> a. Online version of article: http://foreignpolicy.com/2009/11/04/the-true-clash-of-civilizations/ <p><u>TERRORISM AND CRIME: WHAT ARE OUR GUIDING VALUES?</u></p> <ol style="list-style-type: none"> 1. Review the CIA report from week 3 2. Bunzel, Cole. (2015, March). “From Paper to caliphate: The Ideology of the Islamic State,” Brookings Institute (Available on BB) 3. Daniel L. Byman and Jeremy Shapiro. (2015, January). “Be Afraid. Be A Little Afraid: The Threat of Terrorism from Western Foreign Fighters in Syria and Iraq,” Brookings Institute (Available on BB) 4. Ted Talks. “Zak Ebrahim: I am the son of a terrorist. Here’s how I chose peace” (Available on BB) 	<ul style="list-style-type: none"> • <u>MIDTERM EXAM</u> Test will cover through “Ecology and Future Economy” • Post to Discussion Board based on Week 6 readings by Sunday, Feb. 21 • Next week: Summary and Reaction Paper #3 due Mon, Feb. 22

Date	Topic	Readings	What's Due
Week 8 (Week of Feb. 22)	Problem Area: THE FUTURE OF KNOWLEDGE, TECHNOLOGY, AND POWER/THE FAST VERSUS THE SLOW	<ol style="list-style-type: none"> 1. Jim Dator, "Thinking about Space: Then, Now, and Tomorrow," (Available on BB) 2. Glenn, Jerome C. and Theodore J. Gordon, "The Future of Technology with Implications for Society and the United Nations System," http://www.millennium-project.org/millennium/future-technology.html 3. The Parliamentary Office of Science and Technology, United Kingdom "NUCLEAR FUSION," (January 2003) Number 192 (Blackboard) http://mercury.ethz.ch/serviceengine/Files/ISN/98033/ipublicationdocument_singledocument/5c278ce7-6557-4b4e-8a89-4364eda69d1c/en/pn192.pdf 4. Tony Stevenson, "Whose Digital Future? Players and Bystanders," (2001) (Available on BB) 5. Fulvia, Montresor. (2014, Aug. 26). "14 Tech Predictions for our World in 2020," World Economic Forum. https://agenda.weforum.org/2014/08/14-technology-predictions-2020/ 6. Pew Research Center. (2014, February 13). "Emerging Nations Embrace Internet, Mobile Technology. Cell Phones Nearly Ubiquitous in Many Countries," Global Attitudes and Trends. http://www.pewglobal.org/2014/02/13/emerging-nations-embrace-internet-mobile-technology/ 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 7 readings by Sunday, Feb. 28 • This week: Summary and Reaction Paper #3 due Monday, Feb 22
Week 9 (Week of Feb. 29)	Problem Area: THE FUTURE OF HEALTH AND MEDICINE (and OF ROBOHUMANS?)	<ol style="list-style-type: none"> 1. Jennifer Fitzgerald, "Geneticizing Disability: The Human Genome Project and the Commodification of Self," <i>Issues in Law and Medicine</i> (10- 1-1998) (Available on BB) 2. Congressional Budget Office, "The Looming Budgetary Impact of Society's Aging," Issue Summary No. 2, July 3, 2002 (Blackboard) http://www.cbo.gov/sites/default/files/july3.pdf 3. Why Population Ageing Matters. A Global Perspective http://www.nia.nih.gov/sites/default/files/WPAM.pdf 4. Telemedicine. Opportunities and Developments in Member States. Report on the second global survey on eHealth http://www.who.int/goe/publications/goe_telemedicine_2010.pdf 5. United Nations/India/USA Pilot Project: "Telemedicine in the Reconstruction of Afghanistan" Expert Meeting, 29 - 31 August 2006 Amritha Institute of Medical Sciences, Cochin, India http://www.unoosa.org/oosa/en/ourwork/psa/schedule/2006/expert_meeting_india_telemedicine-in-the-reconstruction-of-afghanistan.html <ul style="list-style-type: none"> • peruse some of the online presentations given by experts in the field 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 8 readings by Sunday, March 13 • Next week: Summary and Reaction Paper #4 due Monday, March 14 • REMINDER ...Case study project due Saturday, April 2 at 11:59 pm ET (approx. 3-4 weeks from now at the end of week 12)

Date	Topic	Readings	What's Due
March 7-11, 2016...SPRING BREAK...NO ASSIGNMENTS DUE			
Week 10 (Week of March 14)	Problem Area: THE FUTURE OF THE WORLD AS A MULTIETHNIC SOCIETY	<ol style="list-style-type: none"> 1. Wilkins, A. (2012, January 24). "How Mitochondrial Eve connected all humanity and rewrote human evolution." http://io9.com/5878996/how-mitochondrial-eve-connected-all-humanity-and-rewrote-human-evolution 2. M'charek, Amade. (2006, August 16). "The Mitochondrial eve of modern genetics: Of peoples and genomes, or the routinization of race" (Available on BB) 3. U.S. Census Bureau. "Methodology, Assumptions, and Inputs for the 2014 National Projections," U.S. Census Bureau (2014, December). <i>Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 2000 to 2060</i>, U.S. Bureau of the Census http://www.census.gov/population/projections/files/methodology/methodstatement14.pdf ...look for the information about the mid-range projection of the racial and ethnic composition of the U.S.A. in the mid-21st century around 2060 4. Communitarian Network, "The Diversity Within Unity Platform." (Available on BB) 5. Sowell, Thomas, "Race, Culture, and Equality," speech on cultural determinants of economic success (Available on BB) 6. Toshiko Kaneda, Donna Clifton, and Jason Bremner. "Understanding Population Projections: Assumptions behind the numbers," Population Reference Bureau. http://www.prb.org/Publications/Reports/2014/united-nations-population-projections.aspx 7. Look at the online interactive report and compare countries using the graphs <ul style="list-style-type: none"> o Download report at http://www.prb.org/Multimedia/Infographics/2014/infographic-population-projections.aspx 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 9 readings by Sunday, March 20 • This week: Summary and Reaction Paper #4 due Monday, March 14
Week 11 (Week of March 21)	Problem Area: EMERGING MULTIPOLAR SYSTEMS	<ol style="list-style-type: none"> 1. Barry R. Posen. (2009, November). "Emerging Multipolarity: Why Should We Care?," Current History (Available on BB) 2. Carnegie Endowment for International Peace. (2010, November 30). "The New Geopolitics: Emerging Powers and the Challenges of a Multipolar World" http://carnegieendowment.org/2010/11/30/new-geopolitics-emerging-powers-and-challenges-of-multipolar-world <ol style="list-style-type: none"> a. Read article and watch video clips 3. The Hague Center for Strategic Studies. (2011, May 18). "Sustainability in a Multipolar World." Read article and peruse report at: 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 10 readings by Sunday, March 27 • Next week: Summary and Reaction Paper #5 due Monday, March 28

Date	Topic	Readings	What's Due
		<p>http://www.hcss.nl/reports/sustainability-in-a-multipolar-world/61/</p> <p>4. Center for Strategic and International Studies. “The Embassy of the Future,” By Anne Witkowsky, project director; George L. Argyros, Marc Grossman, and Felix G. Rohatyn, commission cochairs http://csis.org/files/media/isis/pubs/embassy_of_the_future.pdf</p> <ul style="list-style-type: none"> Read the following sections: Preface, Executive Summary, Introduction, and The Embassy of the Future 	
<p>Week 12 (Week of March 28)</p>	<p>Problem Area: THE FUTURE OF FLORIDA</p>	<ol style="list-style-type: none"> Florida House of Representatives, Speaker's Advisory Committee on the Future. <i>The Sunrise Report</i> (1987) 82pp. (Blackboard) Klay, Elements of a Vision for Florida in the 21st Century, (Blackboard) FL Council of 100 Report on future of Florida 2006 1000 Friends of Florida/ The University of Florida Florida 2060: Florida Population and Developed Land Projected to Double Over Next 50 Years 	<ul style="list-style-type: none"> Post to Discussion Board based on Week 11 readings by Sunday, April 3 This week: Summary and Reaction Paper #5 due Monday, March 25 REMINDERS ...Case study project due next week Saturday, April 2 at 11:59 pm ET ...Review for final exam during Week 15 (April 18)
<p>Week 13 (Week of April 4)</p>	<p>HOW DO WE ORGANIZE SOCIETY?</p>	<ol style="list-style-type: none"> What Futures for Families? (Available on BB) Montgomery, Alexandria. (2008). US Families 2025: In Search of Future Families. <i>Futures</i>, 40:4, 377-387. (Available on BB) Goldscheider, Francis, K. (2000). Men, Children, and the Future of Family in the Third Millennium. <i>Futures</i>, 32:6, 525-538. (Available on BB) McKenzie, David. (2015). “For China, three decades of one-child policy proves hard to undo.” CNN. http://www.cnn.com/2015/03/30/asia/china-one-child-policy-undo/ Data Points: “See How the One-Child Policy Changed China.” (2015). National Geographic. http://news.nationalgeographic.com/2015/11/151113-datapoints-china-one-child-policy/ 	<ul style="list-style-type: none"> Post to Discussion Board based on Week 12 readings by Sunday, April 10 Next week: Summary and Reaction Paper #6 due on Monday, April 11 Assignment due:

Date	Topic	Readings	What's Due
			<p><u>CASE STUDY GROUP PROJECT due on Saturday, April 2 at 11:59 pm ET</u></p>
<p>Week 14 (Week of April 11)</p>	<p>THE FUTURES OF GOVERNANCE: PREPARING TO BE A PARTICIPANT</p>	<ol style="list-style-type: none"> 1. Dator, Jim. "What Futures for Governance?," (1998, May 28). (Available on BB) 2. Dator, Jim. "Good governance for unsettled futures," (2012, April 23). (Available on BB) 3. "The 21st Century Public Servant. A Discussion Paper." (2013). Australian State Government of Victoria. http://www.dpc.vic.gov.au/images/documents/featured_dpc/21st_Century_Public_Servant_Discussion_Paper_-_June_2013.pdf 4. Culture Lag and Culture Shock (Available on BB) 5. Joseph Schneider. (1945). "Cultural Lag: What Is It?," <i>American Sociological Review</i>, 10(6), 786-791. (Available on BB) 6. Kimball P. Marshall. (1999, March). "Has Technology Introduced New Ethical Problems?," <i>Journal of Business Ethics</i>, 19(1), 81-90. (Available on BB) 7. Joseph B. Gittler, (1951, May). "Review: <i>Social Change with Respect to Culture and Original Nature</i>. by William F. Ogburn," <i>American Journal of Sociology</i>, 56(6), 586-587. (Available on BB) 	<ul style="list-style-type: none"> • Post to Discussion Board based on Week 13 readings by Sunday, April 17 • This week: Summary and Reaction Paper #6 due on Monday, April 11 <i>**this is the final summary/reaction paper for the semester**</i>
<p>Week 15 (Week of April 18)</p>	<p>REVIEW FOR FINAL EXAM</p>	<p>Review: FINAL EXAM next week Exam will cover from Week 7: "Globalization and Values" to Week 15: "The Futures of Governance: Preparing to be a Participant"</p>	
<p>Week 16 (Week of April 25)</p>	<p>FINAL EXAM</p>	<p>FINAL EXAM</p>	