Alternative Perspectives
Schedule Fall 2016

Please note that the schedule and requirements sometimes change as the semester progresses. The “official” requirements are on the intro page each week on Canvas (note: Assignments are in Blackboard). Class is held from 5:30 to 8:30 pm on Tuesday, beginning August 25 in Room 229, Cameron building (corner of Wheeler and Cullen on the UH campus). All are encouraged to attend class in person or to call in using the Adobe Connect link on the homepage.

The first column contains the date for class and the second contains the substantive topic. The readings are provided in Canvas (they are available from our library). The week officially begins the day of class, but the readings should be read before class. The fourth column contains what will be submitted each. Since the week begins with the class on the date in the first column, the submissions are due at midnight of the day before the next class. (D) is a discussion posting, and (A) is an assignment posting.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (review before this week’s class)</th>
<th>Submission (due evening before the next class)</th>
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| **W1. Aug 23**
**Introduction & foundational concepts** | Review key documents
Presentation on “reality” | 1. Begin reading class texts  
2. *Reality Check*: Fuller, “Constructing futures” (Andy) | (D) Current view of reality  
(D) VIP Profile  
(D) Take the Meyer’s-Brigg’s Personality Assessment |
| **W2. Aug 30**
**Assessing the practitioner** | Do “Know Your Brain” in class | 1. Gary, Foresight Styles Assessment: testing a new tool for consulting futurists  
2. Hayward, Resolving the moral impediments to foresight action  
3. Brooks, Trying to live a well-considered life  
4. *Reality Check*: Aligaca, A critical realist image of the future Wendell Bell’s contribution to the foundations of futures studies | (D) Reflect on the “Know Your Brain Game” class exercise  
(D) Zimbardo Time Inventory  
(D) KAI  
(A) Strengths Finder [due Week 12] |
| **W3. Sept 6**
**Creativity** | Review W2 Assessments
Creativity Presentation
Class creativity example | 1. Harris, Introduction to creative thinking  
2. McAleer, De’Bono’s Six thinking hats  
3. De Bono, de Bono's Thinking course  
4. Haman, Diamond Solution Process  
5. *Reality Check*: Hodgson, Towards an Ontology of the Present Moment | (D) Picture Storming  
(D) Creativity Experience  
(D) Steal Like an Artist  
(A) Mind Mapping  
(A) Steal Like an Artist [due Week 13] |
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2. Skim Graves article  
3. Cowan and Todorovic’s take on Spiral  
Two pieces about the link between Spiral and Integral:  
4. [http://www.spiraldynamics.net/about-spiral-dynamics-integral.html](http://www.spiraldynamics.net/about-spiral-dynamics-integral.html)  
(D) Alternative headlines  
(A) Design for Worldviews |
| W5. Sept 20 | Presentation                   | 1. Inayatullah, Post-structuralism as method  
2. Hines, Retirement as an obsolescent concept (uses CLA to analyze retirement)  
3. Bussey, CLA as Process  
4. *Reality Check*: Marien, Futures thinking and identity;  
Torbert, Seven transformations | (D) CLA framework  
(A) CLA of a futures issue |
2. Inayatullah, Six Pillars of futures thinking  
3. *Reality Check*: Oner, On theory building in foresight and futures studies; Gergen, Organization Science as Social Construction | (D) Six pillars  
(D) What Works Case Study Synopsis  
(A) Post-structural analysis |
2. Markley, Visionary futures: Guided cognitive imagery in teaching and learning about the future  
3. *Reality Check*: Miller, Being without existing: the futures community at a turning point? Seligman, Navigating Into the Future or Driven by the Past | (D) Visualization reflection  
(D) Steal Like an Artist Check In |
2. Scharmer, Theory U executive summary  
3. *Reality Check*: Kuosa, Evolution of futures studies; Valaskakis, Notes on Relativity in Futures Studies | (D) Presencing Reflection  
(A) CLA & Presencing for Reframing |
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2. Hayward & Voros, *A hitchhiker’s guide to the Wilbiverse*  
3. Integral Naked, *Introduction to integral theory and practice: IOS basic and the AQAL map*  
5. *Reality Check: Sardar, “Welcome to Postnormal Times;” Godet, Future Memories* | (D) AQAL  
(A) *A Theory of Everything* |
2. Collins & Hines, *The evolution of integral futures*  
3. Voros, *An approach to futures inquiry*  
5. *Reality Check: Karlsen et al, Sociological contributions to futures theory building; Slaughter, Welcome to the Anthropocene* | (D) The Integral controversy  
(D) *Steal Like an Artist Reflection 3*  
(A) Your “biggest question” about the future |
2. Hayward, Voros, & Navarros, *How to Solve a Wicked Problem*  
3. Kahane, *Transformative Scenario Planning*  
4. Slaughter, *Beyond the mundane: towards post-conventional futures practice*  
5. *Reality Check: Pang, Futures 2.0* | (D) Big questions synopsis and reflection  
(A) *Strengths Finder [from Week 2]* |
2. Ramos, *Action research as foresight methodology*  
3. *Reality Check: Van Der Helm, Toward a clarification of terms* | (D) Action research  
(A) *Steal Like an Artist [from Week 3]* |
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<tr>
<td>W14. Nov 22</td>
<td>Thanksgiving Break</td>
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<tr>
<td>W15. Nov 29</td>
<td>Book Presentations</td>
<td>NONE</td>
<td>(A) My views on reality and the future [Optional: bonus if you do it, no penalty if you don’t]</td>
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<tr>
<td>Dec 13</td>
<td>Final deadline for all work</td>
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