

Syllabus

FORE 6355: Alternative Perspectives on the Future

Fall 2016

Course Time/Location: Tues 5:30-8:30pm CST @ Cameron 229/<http://uh.adobeconnect.com/ap/>

Instructor: Dr. Andy Hines

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Appointments: By request

Prerequisites: none required, Intro is recommended, Futures Research is preferred

Overview

Alternative Perspectives brings together “different” perspectives, concepts, and methods for approaching the future. It goes beyond the conventional to probe deeper beneath the surface and identify assumptions and archetypes hidden from routine analysis. Students will hone their skills in challenging assumption and “taken-for-granted” explanations and increase their ability to not only critique, but craft fresh, novel alternative futures. It includes a focus on students as practitioners that will raise individual awareness of their own personal development and how it influences their practice. Class time relies heavily on students sharing their views and analysis.

Objectives

The objectives of the course are for students to demonstrate a grasp of alternative ways of understanding, mapping, and influencing the future.

Readings/Texts

Readings are provided in Blackboard each week. Some are required of all, and others are “distributed” in that one class member leads the online and classroom discussion on them.

Required

Note: First Three are Available in Bookstore

- Tom Rath, Strength’s Finder 2.0
- Austin Kleon, The Steal Like an Artist Journal (NOTE: Be sure you get the **Journal** – you will need the journal; the book is optional)
- Ken Wilber, A Theory of Everything

This next one can be bought as an ebook from <http://www.metafuture.org/product/what-works-2/>

- Sohail Inayatullah, What Works: Case Studies in the Practice of Foresight, 2015

Selection

Each student will also select a book at the beginning of class and present on it in class on Week 15. Books must be approved by instructor. This list is intended as suggestions. The book can be any book that touches on themes of the class, such as personal development, critical thinking, creativity, visualization, the nature of reality/the future.

- Don Beck, *Spiral Dynamics*
- Peter Berger & Thomas Luckmann, *The Social Construction of Reality*
- Bertrand de Jouvenal, *The Art of Conjecture*
- Willis Harman, *An Incomplete Guide to the Future*
- Andy Hines, *Consumershift*
- Sohail Inayatullah, *Questioning the Future*
- Gary Klein, *The Power of Intuition*
- George Leonard & Michael Murphy, *The Life We Are Given*
- Oliver Markley, *Changing Images of Man*
- Robert Pirsig, *Zen and the Art of Motorcycle Maintenance*
- Otto Scharmer, *Presencing*
- Richard Slaughter, *The Biggest Wake-up Call in History*
- Olaf Stapledon, *Starmaker and Last & First Man*
- Ken Wilber, *Sex, Ecology, & Spirituality or Integral Psychology*

Approach

The foundation of the course is built around two documents—this syllabus and the schedule, found under the “Course Info” menu on Blackboard. Your first step is to study these documents, ask any questions you wish, and then get into the introductory activities.

Class activities

We start most classes with a “reality check,” in which a student shares their thoughts around an assigned piece exploring reality and the future. The instructor usually has a short PPT to introduce some ideas about the topic we are covering that week. Sometime we’ll watch a video. We’ll then review the readings, in which students take turn presenting and leading a discussion around their assigned reading.

Online activities

There is typically one, and sometimes two, discussion forum questions each week. You get two points for posting on time -- one point after that. These points add up --don’t miss this [easy] opportunity to boost your grade.

Book presentation

As mentioned above in “Books,” each of you are asked to select a different book to read. In Week 15, we’ll devote a class to give each of you time to give a ten-minute presentation on your book.

Topical Schedule (see separate Schedule doc for details on each week)

Week 1: Introduction, orientation & foundational concepts
Week 2: Assessing the practitioner
Week 3: Creativity
Week 4: Spiral dynamics
Week 5: Causal layered analysis 1
Week 6. Causal Layered Analysis 2
Week 7: Visionary thinking tools/Visualization
Week 8: Presencing
Week 9: Integral 1
Week 10: Integral 2
Week 11: Big questions, wicked problems & transformation
Week 12: Action research
Week 13: THANKSGIVING
Week 14: Book presentations

Grading

The breakdown:

Assignments:	75%
Discussion postings:	25%

Re-submission

Students may revise and re-submit any assignment one time – at any point in the semester before Dec. 13th at 5pm. If you're not happy with your grade or would like to improve your submission, you can respond to the feedback that comes with the grade, and re-submit one time....provided you clearly indicate changes in different color font and explain as needed.

Lateness

For assignments, any submission more than one week late is reduced by a letter grade (10 points). That is the only penalty, so even a very late assignment should absolutely be turned in – in other words, there is no good reason to not turn in every assignment.

For discussion forum posts, on-time posts judged to be of sufficient quality, get two points. Any post more than one week late, earns one points. As with assignments, you can submit any point in semester and still receive the one point. The goal, of course, is to keep up as we go.

Interaction

The course is conducted online. Grading and assignments are housed on the Blackboard website (www.uh.edu/blackboard). Daily interaction (except for assignments) will be conducted on Canvas: <https://canvas.instructure.com/>. Students should visit canvas to see the weekly checklist of topics, readings, posts, and what the assignments are. The only reason to visit

Blackboard is to submit assignments and see how they are graded (this is done for security reasons). So, to be clear, the course is primarily on Canvas, with the exception of assignments.

Classes are held on Tuesday evenings in Cameron 229. Students can come to the classroom, or link in via AdobeConnect, or listen to an archived recording of the class. Adobe Connect offers two-way voice interaction and a shared desktop. We are encouraging student who come to the Cameron 229 classroom to bring a laptop or pad and a comfortable headset. While we have a room-based microphone, the sound experience is far superior when everyone uses a headset.

Other policies

Academic honesty policy All UH students are responsible for knowing the standards of academic honesty. Please refer to the UH catalog. Plagiarism, using research without citations or using a created production (such as other people's words) without quotations or citations, 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, and author must be included with the web material used.

Disabilities: If you have a disability and need a special accommodation consult first with the Coordinator of Health Disabilities Services, Bayou 1402, telephone 283-2627, and then discuss the accommodation with me.

Incompletes: A grade of "I" is given only in cases of documented emergency or special circumstances late in the semester, provided that the student has been making satisfactory progress. An Incomplete Grade Contract must be completed.

Withdrawals: Refer to class schedule for dates to withdraw without evaluation from a course.