

International Survey of University  
Futures Courses

2006

World Futures Studies Federation

Version 3.0

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## **Babes Bolyai**

Babes Bolyai University in Romania includes courses in foresight as part of the curricula of a Master Degree in Sociology.

### **Courses**

- Foresight Demography
- Methods and Techniques in Foresight Research

### **Contact**

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## **Corvinus University of Budapest**

The Corvinus University of Budapest offer several futures studies courses at undergraduate and postgraduate levels. The courses are offered per semester with four sessions per week.

### **Courses**

**Futures studies (undergraduate)** - since 199; 230 students/semester

The future – as the topic of scientific discourses; future orientation of human beings; transition in the world and in the science; methodology and methods of futures studies (mathematical-statistical methods, expert methods, models, scenario-building), renewal of futures studies methods; reliability and verification of forecasts.

Erzsébet Nováky, DSc  
Tamás Gáspár, PhD  
Tamás Kristóf, MSc  
Réka Várnagy, student-demonstrator

**Social forecasts (graduate and postgraduate) – since 1996, 2000; 10 students/semester, 30 students/semester**

Different meaning of social forecasts and its history, new trends in futures studies: evolutionary and critical futures studies, futures models of postindustrial society, the possible futures of the welfare state, different forecasts for the Hungarian social systems: demographic transition, pension reform, renewing the vocational education, instability of social indicators and their possible impact to the future, future orientation of everyday people in Hungary, the interconnection between the personal future orientation and the future of the Hungarian society

Éva Hideg, PhD

**Social-economic forecasts (graduate)** - Since 1996; 90 students/semester

Interpretation of social and economic forecasts; future social and economic models; forecasts: demographic, pension reform, vocational training; future orientation of Hungarian enterprises/entrepreneurs; macroeconomic forecasts in Hungary; interconnection of economy and ecology – models and model-systems; Hungary – beyond tomorrow

Erzsébet Nováky, DSc and Éva Hideg, PhD

**Education and the future (graduate)** - Since 2000; 90 students/semester

The course examines the future of education and vocational training; strategies for education in several countries; interconnection between future orientation and the future of education and vocational training; future alternatives for education and vocational training in Hungary; the role of education and vocational training in the future images of technology foresight programs; social-economic future of Hungary and the future of education.

Erzsébet Nováky, DSc and Éva Hideg, PhD

### **Social forecasts (graduate)**

Different meaning of social forecasts and its history, new trends in futures studies: evolutionary and critical futures studies, futures models of postindustrial society, the possible futures of the welfare state, different forecasts for the Hungarian social systems: demographic transition, pension reform, renewing the vocational education, instability of social indicators and their possible impact to the future, future orientation of everyday people in Hungary, the interconnection between the personal future orientation and the future of the Hungarian society

Éva Hideg, PhD

### **Economic forecasts (postgraduate)**

The place of economic forecasts in economics and decision-making; future orientation of Hungarian enterprises/entrepreneurs; forecasts of tendencies, turning points, economic cycles, interconnections and states; chaos theory and futures studies; Hungary – 2000-2005; Hungary – beyond tomorrow; futures orientation and scenario-building.

Erzsébet Nováky, DSc

### **Future oriented economics (undergraduate, graduate) - Since 2000; 60 students/semester**

Future orientation and economic mechanisms; basic economic problems (scarcity, rationality, economic factors etc.) in the information age; market, strategic planning and future; political economy as cultural-social visions executed in the economy; economic methodology and forecast; strategic consumption and production; public goods and information age; future oriented economic policy; schools of thoughts and visions of times; macroeconomic problems in a social context; foreign economic visions and international economics; world economy in and beyond the information age

Tamás Gáspár, PhD

### **World economic fields and visions – the myth of information futures (graduate) - Since 2002; 60 students/semester**

The course examines futures of the cultural world economy and its regions. The interpretation of fields in economic strategy. Behaviour and the future orientation of individuals, entrepreneurs and their influence. Economic policy strategies for the 21<sup>st</sup> century. Landmarks in the world economy (changes and influences on EU fields). Regional and subregional visions for the future. The impact of different information society models on East-Central Europe and Hungary. Forecasts and feed-back.

Tamás Gáspár, PhD

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+36 1 216 20 16

### **Web**

<http://www.bkae.hu/jkut>

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### **Conservatoire des Arts et Metiers**

The Laboratory for Investigation in Prospective and Strategy in France offers graduate and doctoral degrees in foresight. There are lectures, seminars, and a doctoral program. Graduates learn scenario planning, strategic management, future trends and uncertainties; foresight methods and futures studies. Courses lead to certificates in futures studies and strategic management, organisational strategy, applied futures studies, evaluation and futures research on technology.

Lectures at the graduate level include concepts and methods of foresight, scenario planning and strategic management, likely trends at the dawn of the 21st century.

Research seminars at the post graduate level include conferences on future issues, methodological seminars, case studies, research and writing seminar.

#### **Contact**

**Michel Godet** Professor, director of the LIPS

**Rémi Barré** Associate Professor, directeur of the OST

**Régine Monti** Associate Assistant Professor

**Fabrice Roubelat** Assistant Professor 01 40 27 26 38,

**Sylvie Molina** Secretary 01 40 27 25 30,

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#### **Web**

<http://www.cnam.fr/lips/>

<http://www.cnam.fr/deg/lips/contents.html>

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### **Curtin University of Technology**

Curtin University is located in Perth, Australia, and offers a Master of Futures Studies. It is a multi-disciplinary course, experiential and theoretical. The program is part of the Graduate School of Business. Graduates get tools to help them assist companies, governments and individuals with strategic issues, exploring alternative futures, and managing organisational and societal change. There are six course work units plus a research project and report. The program is part of the graduate school of business. The program can be part time or full time. (This course is currently being scaled back).

#### **Courses**

##### Introduction to Futures and Foresight Studies

The philosophy, ontology, and epistemology of futures studies; Scientism vs. modernism; the use of metaphors for thinking about the future; PATOP concept; chaos, quantum and complexity theory; implications and applications for organisations.

##### Quantitative Futures Research

Purpose of futures research; multidisciplinary applications of futures research; qualitative and quantitative approaches; planning a futures project; identifying contexts, frameworks, tools and method; forecasting and extrapolation; assessment and utilisation of existing data; generation of primary data.

##### International Risk Management

Macro economic and financial risk; risk management; credit risk in international trade; interest rate and foreign exchange risk; historical systemic risk analysis.

##### Engineering of Futures Systems

Systems based methodologies; systems analysis; hard systems; development of soft systems; building conceptual models; applying systems to futures contexts.

##### Futures Project Report

Submission of report or alternative on agreed upon futures project.

##### Qualitative Futures and Scenario Research

Scenario planning and strategic planning; qualitative research techniques and applications; applying qualitative methodology to scenario planning; key concepts and tools of scenario planning.

#### Issues for the Future

Global social change; current concerns and future developments; STEEP issues.

#### Futures Project Research

Research project linked to personal employment, public authority or other organisation; seminar presentation and defence of research proposal.

#### **Contact**

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#### **Web**

<http://www.cbs.curtin.edu.au/prospective/postgradpdf/pm-futurestudies.pdf>

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#### **Finland Futures Academy**

The Turku School of Economics and Business Administration (which is an administrative body of the Finland Futures Academy, a university network) offers a 'Futures Studies Subsidiary Program' from the Finland Futures Academy (there is no official name of the study program as a whole, this is an unofficial one).

The Finland Futures Academy was established on the 2<sup>nd</sup> of February 1998 with 15 member universities (currently there are 17 members). The first course started on Sept. 1998. The whole program (subsidiary program) was carried out for the first time in 10 Finnish universities during the academic year 1999-2000. The first pilot course with international partners (Italy, Hungary) started on January 2002. Altogether over 600 students in different universities in all parts of Finland are taking part in the study program during 2002-2003.

The program offers regular modules, for example, on such topics as introduction to futures studies and methods of futures studies and thesis. Special modules include, for example, such basic topics as visionary management, technology foresight, environmental management, and the methods of futures studies in public policy. These modules can be seen to reflect overall challenges in our societies today: universal human values, quality of human life and technological change. FFA is responsible for organising the permanent modules, and special modules will be arranged in co-operation with member universities having an interest in the module in question.

Currently all the courses are run in Finnish language. Yet, there is one exception: FUTURES1 is available in English. Almost all the courses are offered regularly each year. There are about six post-graduate seminars offered each year. In most cases, the themes of the seminars are varying each year.

#### **Basic study courses (the core of the Futures Studies Subsidiary Program)**

##### FUTURES 1: How Can We Explore the Future?

The aim of the course is to discuss conceptual and theoretical basis of the futures field. (from autumn 1998)

##### FUTURES 2: Futures Research Methods

The aim of the course is to explore futures research methods and their recent applications. (from spring 1999)

### FUTURES 3: Case Study of Futures Research Methods

The aim of the course is to give in-depth understanding of the futures research methods and to consider a variety of research problems that are viable in the futures field. (from autumn 1999)

### **Special modules**

#### Visionary Management

The aim of the course is to increase understanding of business planning in a long-range context and explore the idea of visionary planning. (Entrepreneurship from spring 2001)

#### Technological and Ecological Systems

The course is an introduction to ecological concepts; introduction to concepts in industrial ecology; case examples of industrial ecosystems; application of industrial ecology in planning; institutional and organizational dimensions of industrial ecology. (from spring 2002)

#### Soft Systems Methodology

The aim is to focus on systemic thinking and soft systems methodology as one of futures studies research methodologies; systemic methods of problem solving. (from spring 2002)

#### Future of the Cities

Ever more people are living in the cities. The course focuses on facing urban challenges with urban planning from multidisciplinary point-of-view. (from autumn 2002)

Post-graduate Studies (during autumn 2002)

#### Evolutionary theories of the social sciences and cultural evolution

#### The philosophical basis of futures studies

#### A post-graduate seminar with papers presented by the students

### **Teachers at the Finland Futures Academy**

Anu Haapala; Kati Kiiskilä; Mikko Jalas; Petri Koistinen; Auli Keskinen; Ari Paanala; Anita Rubin; Mikko Rask; Erkki Urpilainen; Risto Vilkkö; Liisa Luhtasaari; Matti Männikkö; Hanna Peltomaa; Pia Sivenius; Ana Väänänen; Maria Suokannas; Johanna Quiroz-Schauman; Åbo Aka

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## Web

[www.tukkk.fi/tutu/tva](http://www.tukkk.fi/tutu/tva)

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## Fo Guang University

In Taiwan Fo Guang University's Graduate School of Futures Studies offers both an M.A. and B.A in Futures Studies. The programs aim is to enable students to recognise challenges and opportunities facing society, to integrate various disciplines so as to develop holistic insight, and foster integrative abilities into research to enrich individual specialisations - with broad-based knowledge to solve dynamic problems. Under the guiding principles of research and education, the Institute aims to network with international institutions so as to develop the program into an important node in the international futures studies and research network. Besides the programs international orientation, they also aim to be engaged in future-oriented national development by cooperating with national bodies in industry and government – so as to ground research and development. Through this approach their vision is to enable Futures Studies to take root within Taiwan society wide. The program has existed for 2 years and currently (2002) has 34 M.A. students and 20 B.A. students.

## Courses

- Future Literature - PENG-CHENG KUNG
- Economic Geography - CHUEN-TYI CHOW
- Tourism Policy - CHUEN-TYI CHOW
- Special Topics in Methodology of Future Studies - CHUEN-TYI CHOW
- Research design and statistical analysis - JENN-WU WANG
- The Future of Education in Taiwan - WEN-YING LIN & JENN-WU WANG
- Human nature and education - JENN-WU WANG
- Educational Psychology and Schooling - WEN-YING LIN
- Moral Development - WEN-YING LIN
- Future Research on Environment - Cheng-Yi Hsieh
- Studies on Future of Communication - LI-KOU LEE
- Special Topics in Future Studies - LI-KOU LEE
- The Futures of Taiwan - LI-KOU LEE
- Philosophy of Science - JOHN WANG
- Studies of the Future of Science and Technology - JOHN WANG
- Future Culture Trends - Staff
- Capitalism, Clash of Civilizations and World Futures - KUAN-TING KUO & CHI-PEN SUN
- Theories and Issues of Contemporary Political Economy - YU-HSI CHEN
- Issues of East Asian Economic Studies - YU-HSI CHEN



- Korean History and Future Outlook - ZOONG-KU MA
- Seminar of Special Topics on National Development - WEN-CHIEH HSU & KUAN-TING KUO
- The Future of Mainland and Taiwan - Cheng-Yi Hsieh
- The Future Trend of Ethics - KUO-HSIUNG CHI
- Studies on Future of Politics - Chun-Yung Chen
- Development of Human Mind - WEN-YING LIN
- The Psychology of Awakening - YU-HSI CHEN
- Studies on Future of society - LI-KOU LEE
- Public Affairs Management and Public Relations - LI-KOU LEE
- The Methodology of Future Studies - Chuen-Tyi Chow
- Population Perspectives - CHUEN-TYI CHOW
- Philosophy of Science - DING-CHENG REN
- Studies for The Future of Science and Technology - DING-CHENG REN
- Applied Statistics - JENN-WU WANG
- Theories of Information Society - KUO-HSIUNG CHI
- Future Research on Environment - Cheng-Yi Hsieh
- Futures Research on Culture and Society - Staff
- The Worlds Picture and Structure in the Future - Chung-Chin Ou
- The Future of the Asian Renaissance - CHIEN-LIN HSU
- Survey and Sampling Method - WENCHIEH HSU & YI-CHING SUN
- Global and International Trade - Chuen-Tyi Chow

#### **Contact**

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 Tel 03-9871000-23401  
 Fax 03-9874813

#### **Web**

<http://www.fgu.edu.tw/~future/>

#### **Gregorian University**

Gregorian University in Rome, Italy offers a program called 'Futures Studies with a Human and Social Perspective'. The program is towards Bachelor and PhD degrees. The program explores why it is important to think about the future, and why it is important in a complex society; the terminology and characteristics of the discipline as seen in different parts of the world; development of the discipline in different parts of the world; spatial and temporal conception in futures studies; the philosophical and ethical elements in futures studies including the responsibilities of a futurist; the methodological success and failure of various approaches with examples at global, regional, national and local; and, methodological exercises every year. Each unit is a whole semester. The program has existed since 1976, with the PhD from 1992. The PhD is a minimum of 3 year and maximum of 5 years. There were 28 students from 18 countries, mainly from Latin America, Africa, Central and Eastern Europe in 2002. Every second year there is an average number of 25-28 students. 10 PhD's have been awarded thus far and another 8 students are currently in the doctoral dissertation process.

#### **Professors**

Eleonora Barbieri Masini

Javier Medina

Gian Matteo Apuzzo

Giorgio Nebbia

#### **Contact**

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 Faculty of Social Sciences  
**Gregorian University**  
 Rome

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**Web**

[www.unigre.it](http://www.unigre.it)

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**International Management Centre Association**

The International Management Center Association is a non-profit consortium of universities. Started as a professional society in 1964, it is the world's first global business school, dedicated to action learning and innovation. It has associations with Southern Cross University in Australia, Surrey University in the UK, Oxford Brookes in the UK, the Canadian School of Management in Toronto, and Action Learning University in Boulder Colorado, as well as associations in Asia. The association offers education via virtual interface and on site. The programs were first accredited in 1989 through the British accreditation council

The University of Action Learning in Boulder Colorado offers Certificate, Diploma and Masters degrees in Futures Studies, with an emphasis on action learning and innovation. The programs take a holistic approach focusing on community futures, ecological literacy, and eco-centric leadership – creating a new model of inclusiveness for the facilitation of communities and an organisations re-invention of themselves. Graduates get frameworks to help them understand new hierarchies of global leadership, global governance, deep democracy, managing complexity, and pluralistic epistemic foresight. The degrees have been offered since 2000.

**Certificate – 6-12 months**

- Two day workshop orientation
- 4-6 weeks applied action learning
- One day re-orientation with the group
- Written analysis of own job and organisational community (4000 words)
- Written paper on specialist topics in futures studies (4000 words)
- Development of own choice with action recommendations

**Diploma - 12-18 months**

- Two day workshop orientation
- 4-6 weeks applied action learning
- One day re-orientation with the group
- Written analysis of own job and organisational community (4000 words)
- Written paper on specialist topics in futures studies (4000 words)
- Development of own choice with action recommendations
- Formal workshops with individual coaching
- Development and applicability to community (6000 words)
- Written analysis of recent advanced in futures studies (4000 words)

**Masters 18-24 months**

- Registration and introduction day
- 4 day initiation workshop
- Interim assignments using internet (black board)
- Four residential tutorial weekends
- Four set weekend meetings
- Submission of draft thesis
- Final thesis
- Thesis examination
- Written analysis of role and function and thesis impact on organisation, including action options
- Written paper on specialist topic
- Written analysis of recent advances in Futures Studies and applicability to organisational community (6000 words)
- Work based action research project, including analysis of relevant literature, leading to dissertation (20,000 words)
- Written evaluative assessment of learning gained and statement of future possibilities and actions including personal opportunities and opportunities for development (3000words)

**Contact**

\*The degrees are given by the International Management Centre <http://www.i-m-c.org> and University of Action Learning <http://www.u-a-l.org/imcass/V/Us/USA/frames.htm>

## **International Management Centres (IMC)**

Castle Street  
Buckingham, England MK18 1BP  
Phone: 44-1280-817222

In Australia:  
Robert Burke  
(02) 4930- 1992

### **Web**

<http://www.imcassociation.org>

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## **Monterrey Institute of Technology**

The Monterrey Institute of Technology in Mexico offers a Masters degree in Strategic Foresight. The program is a response to the need for specialists in decision-making, planning, and the need to respond to change. This trans-disciplinary program offers tools that allow organisations to be more competitive in the market. The program offers a balanced training, which includes theory and methods in foresight, and prepares students to adapt foresight methodology to specific problems and issues.

### **Courses**

#### Introduction to International Corporate Administration

Basics in understanding the functioning and development of trans-national corporations in the global economy. Study of principle environmental factors that influence business at the international level, and causes in the emergence of multi-nationals.

#### Structure and Evolution of the International System

Analysis of the evolution of the international systems from the first world war up until the present for a comprehensive understanding of the historical processes in the 20<sup>th</sup> century.

#### Political Foresight

Identify key concepts in the analysis of futures scenarios. Discuss various theoretical visions in political foresight. Locate relevant information related to political scenarios. Develop political scenarios for practical experimental use.

#### Strategic Management

Identifying and understanding the sources of competitiveness in a nation, industrial sector or company. Developing strategies to incrementally increase probability for success and reduce probability of failures. Developing capacity in designing advantageous strategies.

#### Financial Foresight

Understanding the nature of theoretical models that underpin the actual practice of finance. Allow the students to question the empirical results from various models applied to real cases in the national domain.

#### Processes in Economic Globalisation

Explores the principle characteristics that the globalisation process is having on world structures from the 1980's onward. Analysis of principle actors, multinational companies, intermediary financial bodies, the mechanism within political institutions that influence and impact such things as trade liberalisation, monetary policy, the policy of international organisations such as the World Bank, IMF and WTO.

#### Epistemology of Foresight

Analysis of elements in epistemological theory applicable to international / global foresight. Identification of epistemological tools in foresight. Elaborate on foresight models as they relate to epistemology.

#### Foresight Methods

Utilise foresight techniques and tools for the analysis of process; Statistical methods, game theory, Multi-variate control, time series.

#### Analysis in International Competitiveness

Familiarise the student with concepts, instruments, institutions, and events that control the international commercial system, and regulate the political economy of nations.

#### Foresight Planning

Develop an understanding of strategy concepts and the process of formulating strategy in order to integrate concepts, methods and tools learned in previous classes.

#### Designing Regional Scenarios

Apply foresight methods and tools to understand processes within a particular region.

#### Thesis Seminar

Select and develop a thesis project that will complete the Master in Strategic Foresight.

#### **Contact**

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<http://www.mty.itesm.mx/dhcs/deptos/ri/maestrias/prospectiva/Prospectiva.html>

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#### **Moscow State University**

Moscow State University Faculty of Sociology in Russia offers BA and MA degrees in Social Forecasting. The program includes history, methodology, and techniques of technological forecasting in such social spheres as labour, state and law, family, school, science, culture, health, urbanisation, environment, drugs and crime. The program has existed since 1969. It had 175 students in 2002.

#### **Contact**

Prof. Igor Bestuzhev-Lada

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#### **Pakistan Futuristics Institute**

The Pakistan Futuristics Foundation and Institute offers non-degree short courses, post graduate certificates and diplomas and Bachelor, Masters and Doctoral degrees in Futures Education. Since 1989 over 1000 students have attended courses and over 50 have taken post-graduate degrees and certificates.

#### **Post graduate certificate courses**

- The futures paradigm: theory, major schools of thought, history, applications and readings
- Visionary futures
- Sociology: general social systems theory, social change, welfare and work
- Foresight research methodology
- Global systems and International political economy
- Philosophy and History of Foresight

#### **Post graduate diploma courses**

- Pakistan Futures
- The Third world / Islamic world and Islami futures

- Global human / world futures
- 21<sup>st</sup> Century education: basic life skills, creativity and future generations
- Science and technology as social change agents
- Foresight language, literature, creative writing and journalism

### **Supervised thesis research**

- Master of Arts applied research and thesis (2 years)
- Ph.D. Research and Dissertation (3 years)

### **Professors**

Dr. Maqbool Elahi

Dr. J.J. Edward

Dr. Zohra Azam

Dr. Shamsa Nawaz

Dr. Z.A. Al-Jalaly

Dr. Ikram Azam

Dr. Masuda Akhtar

M.A. Ms. Zinnia Satti

M.A. Miss Tahiri Brohi

M.A. Miss Gulzar Bano

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Or

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### **University of Sunshine Coast**

The University of Sunshine Coast in Australia offers Anticipatory Action Learning seminars through the Faculty of Arts and Social Sciences. The program began in 2001.

### **Programs**

The university offers an executive certificate in Futures Studies. To obtain it, students attend a month long course (three one day sessions, covering the content of the future, methodology and epistemology, and action learning) followed by a major research paper. The program emphasises applying futures to the organisation that the student works in. The group organises its own meeting once per month.

The university also offers Master and PhD students from the Faculty of Arts and Social Sciences the option of specialising in Futures Studies. This option is done completely through research, and is completed depending on the pace of the student, 1-2 years for Masters. Sohail Inayatullah supervises these MA and PhD students

#### **Contact**

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Dr. Sohail Inayatullah

#### **Web**

[www.metafuture.org](http://www.metafuture.org)

<http://www.usc.edu.au/handbook/sem2-2001/arts&socsc.shtm#11>

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#### **Swinburne University of Technology**

Swinburne offers a nested program where students can progress from Graduate Certificate, Graduate Diploma, Masters, to PhD. The program in strategic foresight prepares students for a successful career in foresight and strategy within a range of organisations. A guiding assumption of the program is that strategic foresight will be a cornerstone of organisational success in the turbulent 21st century environment. Those who master knowledge and skills in this area will be well placed to become leaders in a wide range of fields.

#### **Graduate Certificate of Science in Strategic Foresight**

##### Introduction to the Knowledge Base of Futures Studies and Foresight

Futures Studies is examined from a multi-cultural perspective, examining the history of the field in a global context, with the assumptions and worldviews associated with these traditions.

##### Implementing Foresight in Organisations

Strategic foresight is examined in relation to implementation in organisations, with analysis of organisational needs and organisational dynamics, taking into consideration the multiple approaches available to practitioners.

##### Foresight Methodologies

The wide array of tools and methods are examined and studied from a critical perspective, from systems based methods to Causal Layered Analysis, with emphasis on interpretive foresight methods that examine worldview assumptions and discourses.

##### Dimensions of Global Change

Students create overviews based on trends, 'in the pipeline' developments, problems, and seeds of hope and inspiration. It is a participatory exploration of the global dynamic, from a social constructivist perspective, situating globality within an integral framework

#### **Graduate Diploma of Science in Strategic Foresight**

##### The Foresight Process

An examination of the foresight process from the vantage point of complexity theory, nested systems, and a heuristic strategy process, using an action learning pedagogy. Aims to understand the key skills of foresight consulting, to be able to market and sell foresight services to organisations, to be able to construct a foresight project plan and to successfully complete a foresight project.

##### Outlook for the 21st Century

An exploration of the dimensions of the early 21<sup>st</sup> Century from a number of frameworks, perspectives and approaches. Aims to appreciate some of the key perspectives that have a major bearing upon the early 21<sup>st</sup> Century, to identify some of the key features of the early 21<sup>st</sup> Century that have human, organisational, commercial and strategic implications, to recognise specific areas where responses by people and organisations are needed, and for students to appreciate in detail the strategic, planning and design issues that arise.

##### Approved Advanced Elective 1 and 2

Students may elect a specialist course offered by the Australian Foresight Institute (below) or take a course from the Australian Graduate School of Entrepreneurship.

### Integral Futures Frameworks (Elective)

An in-depth study of conceptual frameworks in the discipline of Integral Futures, with tools to approach foresight as a conceptual and active process and contextual ranging in scope from the global (macro) view to the individual and small-team (micro) view. Enables reflexivity in design and implementation of intervention strategies in organisations for building an organisational capacity for foresight.

### Digital Continuity, Privacy, Risk –Three Dilemmas of the Online World (Elective)

An exploration of strategies for dealing with the transience of digitally stored information and objects, dealing with the questions of how to ensure the long-term survival of digital information, access to such information, the manner in which it may be stored, and the criteria for assessing reliability of storage strategies. Studies technological innovation, the social construction of science and technology and the nature of embedded social interests from the vantage point of critical futures. Also applies the above to privacy and risk.

## **Master of Science in Strategic Foresight**

### Foresight and Innovation

Students create a knowledge age business, which can be a new function within an organisation with 'internal clients'. It can be a new unit offering a service to the organisation's customer base, or a new entrepreneurial start up, culminating in a business plan and investment proposition. Course aims to understand the potential of foresight to facilitate entrepreneurship and innovation.

### The Triple Bottom Line and Sustainable Development

Explores the Triple Bottom Line (TBL) as a sustainability paradigm, which can transform the way an organisation operates in the 21<sup>st</sup> Century, enabling students to apply TBL to a group or organisation. Course aims to understand sustainability, to study examples around the world, to examine measurement approaches, to enable design of TBL applications in organisations and to study implications of global socio-economic adoption of TBL.

### Approved Advanced Elective 3 and 4

## **Professional Doctorate of Science in Strategic Foresight**

The doctorate is for professionals that want to make a contribution to knowledge in strategic foresight, social innovation, and related fields.

### **Contact**

Director: Prof. Richard Slaughter  
Executive Officer: Sally Zanic  
The Australian Foresight Institute  
Swinburne University of Technology  
PO Box 218  
Hawthorn, Melbourne AUSTRALIA 3122  
Telephone: 61 3 9214 5981  
Facsimile: 61 3 9214 5985

### **Web**

[www.swin.edu.au/afi](http://www.swin.edu.au/afi)

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## **Regent University**

The School of Leadership Studies will be offering an on-line M.A. in Strategic Foresight, to begin in Fall 2006. The M.A. in Strategic Foresight provides individuals with a framework of understanding future developments and their implications on today's organizations. Best surmised as a degree in *organizational strategic thinking*, its curriculum draws from the fields of futures studies, technological forecasting, organizational development and strategic management. Foresight operates on a "forward-looking" or vision-based understanding of leadership. Through methods such as forecasting and scenario development, it explores the leader's role in directing an organization in its relationship to external change and the larger society. The degree builds on applied research in strategic management, knowledge creation and organizational transformation to empower leaders to proactively guide their organizations through impending transitions. Applications are now being accepted.

### **Course overview:**

## Information Research & Resources

In this exploding age of information, it is the objective of the library faculty to prepare graduates to be on the cutting edge of information technology. Information literacy is the ability to effectively access information for problem solving and decision-making; thus, the knowledge and abilities you glean from this course will open doors to lifelong learning. It is imperative for graduate study research. Since the information learned in this course is a vital foundation for all other coursework, it is required to complete within the first semester. Approximately 10 hours to complete.

## Foundations of Leadership: History, Theory, Application & Development

This course compares and contrasts strategic thinking with strategic planning and presents the value of both. Students study the leader's role in organizational change - both creating and preventing change as well as determining the organization's readiness for change. Students explore the reasons for resistance to change and strategies for coping with resistance.

## Survey of Futures Studies

Surveys the field of futures studies, including the history, theories, practitioners, methods, and issues of long-term forecasting and planning. Students cultivate basic foresight skills, including environmental scanning, scenario development and strategic planning, employed by organizational leadership to enhance decision making in view of change and uncertainty.

## Social Change

Investigates the manner in which classical and contemporary theorists have explained the appearance and direction of social change throughout history. Students apply those theories to social changes occurring today in order to become flexible at using different explanations for change as appropriate.

## Systems Thinking

Introduces students to the world as a dynamic arrangement of interconnected parts. Students learn to explain events and patterns in the world as a function of the structure of the system that produced them. The course is divided into a consideration of traditional cybernetic structures as well as the emerging discipline of complex adaptive systems. Some modeling is required to see how models explain system behaviors and what assumptions are required to use them.

## Forecasting Techniques

Surveys traditional forecasting theory and methods. After a consideration of forecasting in general, students learn how to conduct research using both qualitative (secondary sources, interviews and questionnaires) and quantitative (data analysis, numerical forecasting and trend decomposition). They also apply critical thinking skills to existing forecasts.

## Scenario Development and Visioning

Surveys the foresight methods that professional futurists use to anticipate and influence a range of futures, principally scenario development and visioning. Students develop alternative scenarios and visions a decade out related to their organization and sector.

## Strategic Planning and Change Management

Surveys and offers practice in the techniques that futurists use to mobilize resources to change the future, including environmental analysis, visioning, goal setting, strategy and project management. Also concentrates on the practice of leading transformational change with organizations or communities.

## Elective classes

- World Futures
- Human Futures
- Organizational Futures
- Classic Futures Texts
- Images of the Future
- Religionists and Futurists
- Special Topics in Strategic Foresight
- Professional Futures
- Independent Study in Strategic Foresight



**Contact:**

Jay Gary  
Affiliate Professor of Futures Studies,  
Regent University, School of Leadership Studies  
<http://www.regent.edu/leadership>  
M.A. of Strategic Foresight, Program Director  
<http://www.regent.edu/acad/sls/foresight/>  
P.O. Box 1777, Colorado Springs, CO 80901  
719-636-2000

See:

<http://www.regent.edu/acad/sls/newsandevents/spotlight/msf.htm>  
<http://www.regent.edu/acad/sls/academics/msf/courses.htm>

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**Tamkang University**

The Center for Futures Studies at Tamkang University in Taiwan offers undergraduate and postgraduate degrees in futures studies. Tamkang university is the only university in the world, with 27,000 students, whose mission is to futurise, giving a guideline for the university's future development. The founder, Clement Chang, has an ambitious vision "not only to project future changes but also the ambition to create future changes, and especially the intelligence and courage to make things happen for an fortuitous tomorrow." The Graduate Institute of Futures Studies in conjunction with the school of education, offer a Master of Education with an emphasis in Futures Studies. The university also offers a concentration in futures studies for Bachelors students resulting in a certificate for students who have completed 18 credit hours of Futures courses. The center has existed since 1995, but Tamkang university has been teaching futures since the 1970's. All of the universities 27,000 students take futures studies courses as part of their requirement for graduation, and foresight methods and concepts are embedded in classes through-out the university within the many disciplines that are taught - 20 professors from other departments offer future-related courses. There were 10 graduate students in 2002.

**Undergraduate Courses**

- Futures Studies in Sociology
- Futures Studies in Economics
- Futures Studies in Politics
- Futures Studies in Environment
- Futures Studies in Science and Technology
- Future-oriented Education for the 21<sup>st</sup> Century
- Research Seminar in Futures Studies

**Certificate Program**

- Introduction to Theories of Futures Studies
- Visioning, Planning and Creative Thinking
- Technology, Society and Sustainable Development
- Multiculturalism and Global Society
- Health and Leisure Futures
- Envisioning Societies of Knowledge Base Economy
- Vision and Leadership

- Global Futures
- Scenario Building and Trend Analysis
- Futures of Religion and Life
- Readings in Futures Studies
- Futures of Population and Labor Market
- Philosophy of the Future
- Macrohistory and the Grand Patterns of Change

## **MA in Futures Studies**

### **Theories of Studying the Future**

1. Theoretical Approaches to the Future
2. Change and Development
3. Macrohistories and Macrofutures
4. Utopianism
5. Culture, Religion, Value and the Future

### **Methodology -- How to Study the Future**

1. Social Science Research Method
2. Research Methodology in Futures Studies
3. Poststructuralism as Method
4. Trends, Emerging Issues Analysis and Scenario Building

### **Issues and Trends in the Study of the Future**

1. Health Futures and the Life Sciences
2. Innovation in Learning-Educational Futures
3. Eco-Economy and Sustainable Development
4. Postcolonial Futures
5. World Futures and Global Transformations
6. Leisure and the Futures of Work
7. Science, Technology and Risk Society

### **Applied Futures Studies**

1. Social Movements in Futures Studies
2. Business and Institutional Case Studies
3. National Policy Foresight Studies
4. Organization and Career Planning Futures
5. Designing the Future

### **Practical Uses of Futures Research**

1. Proseminar I & II
2. Professional Internship
3. Thesis

### **Professors**

Kuo-Hua Chen; Jyh-Horng Lin; Jui-Guey Chen; Chien-Fu Chen; Hong-Zen Wang; Kuei-Tien Chou; Yu-Ying Teng; Kai-Li Wang; Sohail Inayatullah.

**Contact**

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Fax: 886 2-2622-9756

Or:

Graduates Institute of Futures Studies  
Tamkang University, Tamsui Campus  
Taipei, Taiwan 251  
Tel: 886 2-2621-5656 ext. 3001  
Fax: 886 2-2629-6440

**Web**

[www.ed.tku.edu.tw/develop](http://www.ed.tku.edu.tw/develop) (the center)  
[www.ed.tku.edu.tw/develop/jfs](http://www.ed.tku.edu.tw/develop/jfs) (Journal of Futures Studies)  
[www.2.tku.edu.tw/tddx](http://www.2.tku.edu.tw/tddx) (graduate program)

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**Universidad Externo de Colombia**

The Universidad Externo de Colombia in Bogota offers a specialisation in foresight and strategy. One aspect of the program is theoretical, including current thought in Futures Studies such as structure / determinism / forecasting and agency / will. Another is the use of strategic models useful at a global scale. (The analysis of global economic and geo-political trends). Finally, the program includes practical work experience in the analysis of strategic foresight in an organisation or company in which the student works in or chooses to work in. The program existed for 1 year and had 25 students as of 2002. This program employs four professors of international standing (from UNESCO, UNAM Mexico, Millennium Project, and Futuribles).

**Courses**

- Conceptual Base of Foresight
- Strategic Models
- Trends and Global Scenarios
- Technological Forecasting
- Epistemology of Futures Studies
- Currents in Futures Studies
- Models and methods of social change agency
- Computer application of models
- Case studies

**Contact**

Prof. Francisco José Mojica  
Director Centro de Pensamiento Estratégico y Prospectiva  
UNIVERSIDAD EXTERNADO DE COLOMBIA  
Calle 12 No. 1-17 Este. Teléfonos (571) 341 99 00 y 342 02 88 ext. 1271 y 1209 Fax (571) 283 94 21 Bogotá - Colombia.

**Web**

[www.uexternado.com.co](http://www.uexternado.com.co) (first click "postgrados" and later "Administracion de Empresas")

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**Universidad Nacional de La Plata**

The Universidad Nacional de La Plata in Buenos Aires, Argentina offers a Master degree in National Strategic Intelligence (Inteligencia Estratégica Nacional "Siglo XXI"). The program's futures studies include: scenario building, structural analysis, and regional scenarios (Mercosur etc.) Research methods include delphi, cross-impact, and others. It is a two years program with a final thesis. The program has existed since 1997. It had 145 students in 2002.

**Program**

- Introduction to strategy
- National strategic intelligence
- National defence
- Planning 1
- Planning 2
- Planning 3
- Content Analysis
- Origin and evolution of contemporary political concepts
- Methodology of analysis
- Global strategic visions
- Argentina in a global political context

#### Professional Seminar in Studies of the Future

This seminar carries two objectives: 1) the clarification and communication of participant values, aspirations and preferable visions, 2) and the acquisition of practical tools in the investigation of change. The seminar aims to achieve a 'confluence' between participant projections of change and self knowledge gained through reflection.

#### **Contact**

Director: Dr. Miguel Angel Gutierrez and  
Lic. Verónica Peredo  
Ciudad de La Paz 1564, 3ro. C,  
(1426) Buenos Aires Argentina.  
Tel/fax: 54 11 4815 3138  
Home page [Http://global-latino.com](http://global-latino.com)

#### **Web**

<http://der.jursoc.unlp.edu.ar/>

#### **University of Hawaii**

The University of Hawaii at Manoa Master of Arts Option in Alternative Futures is a long-standing and well-known futures program. The Manoa School of futures argues that the starting point in making preferred futures a reality is to envision them. The program emphasizes envisioning, designing, inventing and achieving preferred futures to enable people to de-colonize their futures. It provides students with methodological and theoretical knowledge, to develop their own abilities to identify future trends and emerging issues, and to understand their potential impacts - with opportunities to exercise this knowledge in internships. This full time program combines required political science courses, a range of electives, and internships to complete the Masters option. Many students completing the MA Option continue futures-oriented academic work at the Ph.D. level in the UH Department of Political Science. Undergraduate from 1969, post graduate from 1978

#### **Courses**

##### Futures

- Introduction to Political Futures
- Political Designs for Mars Settlements
- Political Futures Studies
- Futures of Political Systems
- Political Science Core

##### Political Theory and Analysis

- Political Behaviour
- International Relations

- Comparative Politics
- Public Administration Theory
- Public Law and Judicial Systems
- Intro to Public Policy
- Asian Politics

#### Research and Forecasting

- Political Analysis and Theory Building
- Research Techniques and Analytic Methods
- Methods and Nations
- Simulation Practicum
- Seminar: Research Methods
- Communication Planning

\* Also includes electives options from the fields of Anthropology, Communication, Education, Geography, Genetics, Environmental Science, Health, Planning, Politics, Religion, Sociology, Social Work and Women's Studies.

#### **Contact**

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 University of Hawaii at Manoa  
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 Fax: +1-808-956-2889

#### **Web**

<http://www.futures.hawaii.edu/>

#### **University of Houston Clear Lake**

The University of Houston Clear Lake in Texas, USA, offers a Master of Science in Studies of the Future. The program prepares professional futurists for the marketplace. Graduates go on to work for corporations, government agencies, research organizations and as independent consultants as researchers, planners, facilitators and public speakers. The curriculum includes futures theory and techniques for anticipating and influencing the long-term future. The program is offered in the regular long semester format and in an intensive format in the summer for those who live outside of Houston and cannot relocate. Work is also under way to put the courses on the Internet. The program has been offered since 1976, and has 30-40 students, mostly part time.

#### **Courses**

##### Introduction to Futures Studies

An introduction to the theories, methods and practices of futures studies. It covers the history of the field and a survey of the people and organizations that work in the field. (Since 1976)

Chris Jones

##### Systems Thinking

An introduction to general systems theory and similar conceptual tools that aid in understanding organized complexity with applications to modelling, forecasting and problem solving. The course includes the traditional cybernetic approach as well as new agent-based approaches arising from the study of complex adaptive systems. (Since 1978)

Peter Bishop

##### Futures Research Methods

A survey of traditional forecasting techniques, including library and Internet research, critical thinking, interview and questionnaire design and administration and trend extrapolation. (Since 1985)

Peter Bishop

##### World Futures

A survey of world models and forecasts with implications for policy and administration. The courses cover all STEEP categories (social, technological, environmental, economic and political) and their contribution to scenarios of different global futures. (Since 1978)

Chris Jones

#### Futures Research Methods II

A survey of futures-specific techniques, including environmental scanning, scenario development, visioning, strategic planning, impact assessment and change management. (Since 1985)

Chris Jones

#### Social Change

A review of classical and contemporary theories of how organizations, societies and other human groups change over time. The course emphasizes the assumptions that distinguish the theories as a means to understand our own assumptions about social change and to use different assumptions for different changes. (Since 1990)

Peter Bishop

#### Strategic Planning and Change Management

A practical seminar to develop entry-level knowledge and skill in environmental assessment, visioning, planning and change management. Includes hands-on practice in and out of class. (Since 1980)

Peter Bishop

#### Proseminar in Futures Studies

A final review of the futures field with special attention to values and ethics along with preparation for professional work in the field. (Since 1976)

Peter Bishop

#### **Contact**

Studies of the Future, Box 478  
University of Houston-Clear Lake  
2700 Bay Area Blvd.  
Houston, TX 77058-1098  
(281) 433-4160

#### **Web**

<http://www.cl.uh.edu/futureweb/>

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#### **University of Stellenbosch**

The University of Stellenbosch in South Africa offers a M.Phil in Futures Studies. The program is designed to expose participants to the nature of global change, its rapid pace, and its ever-increasing complexity; to bring about an understanding of the forces and trends that shape our future; and, to use a systemic and multi-disciplinary approach to managing organisational strategies so as to create a desired future. The program extends over a minimum period of two years. Students attend a maximum of six contact sessions per year in learning centres. These sessions involve the use of interactive television. The program has existed since 1997. It had 12 students in 2002.

#### **Courses**

- Introduction to futures studies: Prof PH Spies; Prof A Roux
- Scanning the environment: Prof A. Roux; Prof W Breytenbach; Prof S. Bekker
- Qualitative and quantitative futures research methods: Prof E Smit
- The use of the systems approach in futures studies: Dr E Dostal
- Demographics: Dr BB Haldenwang
- Technology futures: Mr MG Soltynski
- Advanced futures studies: Prof PH Spies; Prof A Roux
- Mini-thesis (25,000 words): Prof A Roux (Co-ordinator)

#### **Contact**

Prof A. Roux (Course director)  
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<http://www.ifr.sun.ac.za>

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## Programs Incorporating Foresight / Futures Studies

### **Australian Catholic University**

The Australian Catholic University offers a PhD option in futures education supervised by Dr. Caroline Smith. Based in Melbourne, the aim of the futures education at ACU is to address the missing dimension of futures studies in education from classroom practice to curriculum and policy. Faculty there have worked with undergraduate and post graduate primary and secondary teachers and other education professionals such as consultants and school principals.

The following classes are offered for the Bachelor of Education, Graduate Certificate in Education and Masters of Education:

#### **Education for a sustainable future**

Aims to facilitate an understanding of the interdependence of humans and the natural world for human and ecological well being; to critically examine the impact of humans on the ecosystems of the planet; to examine the deep structures of Western thought traditions, which underpin our current relationship of domination of the natural environment; to gain a clearer and deeper understanding of a sustainability issue through an examination of practices at the student's own institution based on an examination of the ACU as an exemplar case study; to develop an understanding of the principles of sustainable living, and to consider ways of addressing issues of sustainability in education at the level of practice, curriculum, policy and professional development.

#### **Education for the 21<sup>st</sup> century**

Aims to develop an overview of the origin and current state of the major forces affecting global change; to develop an overview of our place in history within a global perspective; to consider the issues and values underpinning the concept of ecological sustainable development within the global society; to introduce futures concepts, perspectives and techniques applicable to education to consider ways; and to build knowledge in implementing futures perspectives within current school curricula, professional development, policy and/or leadership areas.

Contact:

Dr. Caroline Smith  
Australian Catholic University

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### **California State University Dominguez Hills**

Dr Linda Groff has taught at a number of futures courses at California State University Dominguez Hills over the last decade.

#### 1) GLOBAL PLANNING & THE FUTURE

This involves a general introduction to futures studies, the debate between 'scarcity futures' and 'abundance futures' schools, some emphasis on possibilities for societal transformation, followed by student research papers and oral class reports.

#### 2) TECHNOLOGICAL POLICY & THE FUTURE

This involves a general introduction to futures studies followed by examination of trends, models and paradigms of change, and a web communication project, introduction to science and technology studies and leading edge technological development. Emphasises information and communication revolutions in theory and through pedagogical practice.

#### 3) EVOLUTION--OUR HUMAN FUTURE: RETURNING TO WHOLENESS

Examines models of change and social transformation, typologies of evolution,

**Contact**

Dr. Linda Groff [ljgroff@dhvx20.csudh.edu](mailto:ljgroff@dhvx20.csudh.edu)



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### **Dublin Institute of Technology (DIT)**

The Futures Academy at DIT has gained a commendable reputation in the fields of sustainable urban development, territorial Prospective and city competitiveness, drawing upon the concepts, methods and techniques of futures studies. Students are normally attached to funded research projects, but others wishing to pursue their own area of inquiry are also welcomed. The program has existed for 5 years, with approximately six to eight students at any one time. Masters and Doctorate by research are awarded.

#### **Contact:**

Julie Gannon

[www.dit.ie/futuresacademy](http://www.dit.ie/futuresacademy)

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### **Institut d'Administration des Entreprises of Aix-en-Provence**

The Institut d'Administration des Entreprises (Institute of Business Administration) of Aix-en-Provence, founded in 1955, integrates foresight perspectives and methods into its Masters and Doctoral courses. The university is connected to the University of Law, Economics and Sciences of Aix-Marseille, specialising in post-graduate training. IAE Aix-en-Provence set up the first doctoral programme in Management Sciences in 1974 and received EQUIS accreditation in December 1999. Since its founding, the IAE has striven to meet the needs of the business world and the aspirations of its students through increasingly specialised professional training with an international and futures-oriented focus. Two courses / seminars are organized within IAE each year in the field of foresight methods and tools.

#### **Courses and seminars in foresight at IAE**

##### Introduction to foresight methods and tools

This course, organized twice a year for the MBA program and the post graduate general business administration programme is practice oriented. The course is aiming at developing practical skills and know-how on a set of prospective study methods and tools. The training strategy is based on practice. The pedagogy is active : during each session, group of trainees are requested to apply the methods and tools on real case studies selected at the beginning of the course. This course covers a broad range of material, including: an introduction to prospective history and methodologies; introduction to scenarios; overall model, conceptual assumptions, conditions and limits of use of the scenario building; how to build a shared knowledge base preliminary to futures study; various techniques to identify change drivers; how to analyse and describe the change drivers (dictionary of change items); Structural (cross impact) analysis of change drivers; mapping of change drivers; Morphological (combinatoric) analysis in the building of scenarios and strategies; how to assign subjective probabilities on scenarios; and how to assess the relevance of strategies. Training goals include:

- a) Identify decision processes in which prospective thinking, future studies, foresight and/or project design methodology should apply
- b) Select appropriate methods and practical tools and set up architecture and planning for the prospective study process
- c) Implement and/or practice selected tool in a shared process of prospective study, using scenario methodology

Since the creation of this course, in 1992, more than 400 students have been trained, and more than 400 decision makers in public and private organizations. This course is also implemented in executive training sessions within internal management training programs.

##### Research seminar on foresight in public organisations

This is a research seminar within the Doctoral program in Management Sciences. This seminar covers: Prospective methods; so called "Prospective à la française", scenario method; alternative methods, implementation of prospective thinking in a regional project design process; the history of prospective thinking and methods; analysis of major writings of G Berger, B de Jouvenel, B Cazes, Decoufflé, Godet; experiences in foresight and strategic projects in local communities and territories; foresight, governance and democracy; futures thinking as a tool for public debate; and democracy and governance in local governments. The overall goals of the program are to

- a) provide an overview of various methodological approaches in prospective and strategy;
- b) to identify specific issues related to implementation of prospective thinking in public organizations, at national as well as local level;
- c) to identify research projects in the field of prospective and decision making in public organization;

#### Contact

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#### Future University Hakodate

Futures Studies is taught across years one, two, three and four, with the first two being taught as one component under the umbrella of the current Communication Group within the Media Architecture Department at Future University – Hakodate (FUN), in the city of Hakodate, Hokkaido, Japan. The program started in 2004.

**Year 1:** Futures Studies and Thinking (FS&T) instruction at year one level involves introducing a few key concepts mainly derived from the theoretical model of Inayatullah's Six Pillars of Futures Thinking. These concepts are then used to conceive and construct a short thesis of approximately 3,000 words on a futures related topic under an umbrella topic, which for this year was the theme of 'Hakodate City in the Year 2054'. Each student must write an individual thesis and at the same time form groups to transform the futures research into some kind of 'communication artifact' such as a short movie, a power point presentation, a new business model for transformative social change, and so on. In effect, links between FS&T and communication theory, starting with H. D. Lasswell's (1948) "*who says what in which channel to whom with what effect*", is made explicit. These media productions are presented at the end of the research period for evaluation. Currently there are 42 students in this cohort.

**Year 2:** Year 2 is an extension of the above first year course but involves a more in-depth theoretical approach building upon the preliminary knowledge and application of the Six Pillars. There is also a greater focus on appropriate application of various futures methodologies such as SWOT analyses, Causal Layered Analysis, Futures Triangle Analysis, scenarios-building, and so on. There is also a stronger focus on critical thinking vis-à-vis futures and the various futures related 'texts' we come across in the course of our research. There is also an emphasis on team-building and collaborative skills both for the research phase and for the presentation and communication of results and findings. Currently there are 42 students in this cohort.

**Year 3 Project Learning:** This class involves eleven third year students who for a period of one year, are immersed in a single project, which in our case for this year, is the production of a film/documentary based on the theme of Hakodate in the Year 2054. This class attempts to apply basic FS theories, as seen through the eyes of Inayatullah's (2003) Six Pillars of Futures Thinking, in combination with a number of strategically deployed FS methods and tools such as the Futures Triangle, Causal Layered Analysis, scenarios-building, SWOT analyses and so on. Based on these analyses and FS&T readings, students are encouraged to create their own preferred scenarios for the future based on a number of key sectors such as 'the roles of tourism in Hakodate', keeping in mind not only its technological and economic dimensions, but also its more critical social dimensions. Currently there are 11 students in this cohort.

**Year 4 Graduation Thesis Class:** This class involves strategically deploying core FS concepts into the writing of a short thesis of up to approximately 20,000 words in five standard chapters on a topic of the student's choice, but with a focus on its futures dimensions. For 2005, as much as possible, students were encouraged to focus on the futures of Hakodate as a city by focusing on a certain aspect, which, given the nature of the I.T. orientation of FUN university as a whole, often includes a technological aspect and application. Students are encouraged at this stage of their studies to deploy their skills for critique, which is epistemologically challenging and confronting to most Japanese university students with limited background in critical thinking and/or theory skills. Currently there are 7 students in this cohort.

#### Contact

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Tel: +81-138-34 6524

## **George Washington University**

George Washington University, in the USA, offers several courses relating to empirical foresight as part of a Master degree in Management Science. Subjects range from emerging technologies, strategic planning, and forecasting to systems theory, cybernetics, viable systems, and systems modelling.

### **Courses**

#### Emerging Technologies

An exploration of new developments in science and technological innovation, including automation, energy, medicine, bio-engineering, social science, information technology, states of consciousness, and space. Emphasis on forecasting these technological advances and assessing the economic and social impacts. An overarching theme is the central influence of the information revolution in driving technological progress and social change. Professor Halal started this course in 1987 to cover the technology revolution when it first started. As of 2002 there are 50 students in the class.

Prof. William Halal

#### Strategic Planning

Formulation of strategies that enable organizations to adapt to changing social, technological, economic, and political conditions. Lectures, discussion, and exercises examine strategic planning practices and the environmental changes affecting corporations, government agencies, hospitals, and other major institutions. Students conduct a strategic planning project for an organization. (Fall)

Prof. W. Halal

#### Applied Forecasting and Time-Series Analysis for Managers

Introduction to various forecasting techniques, including time-series regression models, cyclical trends, exponential smoothing methods, seasonal and non-seasonal ARIMA processes, and the Box-Jenkins approach. Application of forecasting methods in economics, finance, and marketing. (Spring)

Prof. Soyer

#### Introduction to Systems Theory and Cybernetics

The course provides a general theory of the regulation of systems and a theory of information processing and decision making that can be applied to machines, human beings, groups, corporations, or nations. Ways of conceptualising systems, strategies for regulating systems, and problems that arise in self regulation. (Fall)

Prof. Umpleby

#### Interactive Planning and the Viable System Model

A competitive organization must both solve day-to-day problems and periodically restructure itself to meet new challenges and opportunities. The course reviews several strategies for conducting a planning process. Organizational designs that have led to improvements in performance are presented. (Spring)

Prof. Umpleby

#### System Dynamics Modeling

Computer modelling of organizational problems using system dynamics and the dynamo programming language. Review of previous applications of system dynamics and comparison with other modelling approaches. Causal influence diagrams, level and rate diagrams, equations, testing, and analysis. Students develop a system dynamics model of some aspect of the organization. (Fall)

Prof. Umpleby

### **Contact**

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**Web**

<http://www.gwu.edu/~bulletin/grad/mgt.html>  
[www.GWForecast.gwu.edu](http://www.GWForecast.gwu.edu)

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**State University of New York at Buffalo**

State University of New York at Buffalo in the USA offers a program in urban and regional planning leading to MSc in Urban Planning. The M.U.P. degree is a two-year professional planning program built around a core curriculum, a planning practicum (studio), and electives, all culminating in a thesis or professional planning project. The degree is fully accredited by the Planning Accreditation Board of the Association of Collegiate Schools of Planning and the American Institute of Certified Planners (AICP). Specializations include: Economic Development Planning, Environmental and Physical Planning, Futures Studies and Global Development, Information Technology & GIS , Urban Design , Urban Management Planning. The program has existed since 1982 with approximately 30 students per year.

The specialization in Futures Studies and Global Development is designed for students who seek to understand worldwide issues of development and change, and become enabled to create plans and policies within the global and futures context. The specialization coordinator is Professor Sam Cole.

Master of Urban Planning students must complete four courses offered in the Dept. of Urban Planning, as well as complete a thesis/project on a topic related to global issues from a futures perspective.

- Global Issues & Futures, Sam Cole (Fall) Since 1997
- Cities & Globalisation, Ute Lehrer (Spring)
- Negotiations & Conflict Resolution, Himi Jammal (Fall) Since 1994
- International Planning, Samina Raja (Spring) Since 1998
- International Development for Planners, Sam Cole (alternate years) Since 1999
- Planning for Sustainable Development, Sam Cole (alternate years) Since 1999

\*Other Approved Courses from Department of Anthropology, Department of Economics, Department of Education, Department of Geography, School of Management-Economics, Department of Political Science, and Department of Sociology.

**Contact**

Professor Sam Cole,  
201H Hayes Hall,  
Tel: 829-2133 ext. 203

**Web**

[http://design6.ap.buffalo.edu/planning/courses/specializations/courses\\_specializations\\_global\\_futures.htm](http://design6.ap.buffalo.edu/planning/courses/specializations/courses_specializations_global_futures.htm)  
[http://design6.ap.buffalo.edu/planning/degree\\_programs/mup/degree\\_programs\\_mup.htm](http://design6.ap.buffalo.edu/planning/degree_programs/mup/degree_programs_mup.htm)  
<http://design6.ap.buffalo.edu/~samcole/pd579/>

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**Pontificia Universidade Catolica of Sao Paulo**

Pontificia Universidade Catolica of Sao Paulo in Brazil offers an MS in Business Administration incorporating futures studies. The program in future studies deals with basic issues related to global, organizational, and human potential development. The program has been offered since 1997 as a part of the graduate business program at the university. The program had 20 students in 2002.

**Courses**

Future Studies and Social Development

Dealing basically with global and regional human and socio-economic trends and evolutionary processes.

Knowledge Management

Dealing with Learning Organizations and Knowledge Management Developments.

### Leadership and Creativity

Dealing with Human Potential development and Values Management.

#### **Contact**

Prof. Arnaldo José de Hoyos Guevara

#### **PUC/SP**

Rua Monte Alegre, 984

Perdizes - São Paulo - SP

CEP: 05014-901

Fone: (11) 3670-8000 (PABX)

#### **Web**

[www.pucsp.br/posadm](http://www.pucsp.br/posadm)

[www.pucsp.rm](http://www.pucsp.rm)

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### **Université de Paris 1/La Sorbonne**

Université de Paris 1/La Sorbonne in France offers a diploma of higher studies in Economics of Development and Local Management. The program focuses on studies in land futures and studies in local systems of production. Within this program students take 18 hours of Land Futures and 18 hours of Local Systems of Production. Students learn theories and practices in land management in the field of regional sciences. The program has existed since 1997 and had 32 students as of 2002.

#### Land Futures

Students are exposed to methods and concepts in futures studies / foresight and their application to the land, building upon work produced by regional public agencies. A practical exercise in foresight is carried out during the course. The students produce an essay on futures / foresight.

Prof. Guy Loinger

The lecturer is also General Secretary of the International Observatory for Regional Futures, which organises 4 study days per year and a conference/symposium every 2 - 3 years

#### **Contact**

DESS Professor Guy Loinger

Secrétariat : **Mme FORGET**, Téléphone : 01.40.46.27.84

#### **Université Paris 1 - Panthéon Sorbonne**

UFR 06 - Gestion

#### **DESS Vente et Négociation**

17, rue de la Sorbonne

75231 PARIS Cedex

#### **Web**

[www.reperes-ojpr.com](http://www.reperes-ojpr.com)

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### **University of Deusto in San Sebastián**

The University of Deusto in San Sebastián, Spain offers a license in Corporate Administration and Strategy, with a total of four courses.

#### **Courses**

##### Introduction to Foresight

Establishes a general sense of the origins and applications of foresight. Also introduces respective fundamental concepts and terminology.

##### Trends

Presents principle trends from diverse sources influencing society and companies including: demographics, social values, socio-economic structures, environment, technology / information technology, and the evolution of competitive forces. In addition the course also looks at principles in uncertainty and possible ruptures.

### Scenarios and Foresight

Course explores scenario planning and builds understanding in methods and tools in foresight. Some methods and tools explored include: structural analysis with identification of future factors influencing a company or sector; game theory; Delphi method; scenario building; morphological analysis (SMIC).

### Planning Strategic Foresight in the Company

Course explores phases in the planning of a strategic foresight process and “el paso” emphasis on the foresight phase in strategy for companies.

### **Contact**

Prof. Eneko Astigarraga

### **Web**

<http://www.codesyntax.com/Eneko>

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### **The University of Malaya**

The University of Malaya in Malaysia offers a Master of Science in History and Philosophy of Science and Science and Technology Policy Studies. The course is conducted over a minimum period of 12 months, includes two semesters of taught courses plus the submission of a research report. The aim of the program is to: improve the understanding of the processes of knowledge production in the natural and pure sciences; explore the historical interplay of scientific reasoning in comparative scientific traditions; evaluate the social, cultural and environmental impacts of science on society; understand the social, intellectual and economic factors that influence the use (and abuse) of science and technology; explore the effective dimension of science and technology management and planning. In this program students have the option of focusing on futures / foresight studies. The program has existed since 2000.

### **Courses**

- History & Philosophy of S&T
- Policy & Management of S&T
- Ethics, Sociology and Communication of S&T
  
- Research Methodology
- Research Project
  
- Environmental Ethics & Sustainable Development
- Comparative Philosophy of Science
- Future Studies of S&T
- Sociology of S&T / Sosiologi S&T

### **Areas of Specialisation**

- Colonial Science
- Ethno-Science
- Gender and Science
- History of Mathematics
- Islam and the Science of Nutrition
- Malaysian Science Policy Studies
- Modern Science and Religion
- Philosophy and History of Islamic Science
- Philosophy of Science
- Philosophy of Medicine
- Sociology of Science
- Science and Ethics
- Science and Technology Assessment Studies
- Science and Technology Foresight Studies
- Science Policy and the Management of Scientific Information

### **Contact**

Associate Professor Dr Azizan bte Baharuddin  
Director: Centre For Civilisation Dialogue,  
University of Malaya, 50603 Kuala Lumpur  
Malaysia

Tel : 03-79675697 ; Fax : 03-79675692

**Web**

<http://www.um.edu.my/CCD/Index.html>

[http://sts.um.edu.my/Programmes/Programmes.html?MSc\\_History&Philosophy.html](http://sts.um.edu.my/Programmes/Programmes.html?MSc_History&Philosophy.html)

<http://bisharat.org/srd/about.html>

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**University of Tartu**

The Institute of Geography at the University of Tartu, Estonia offers a program in regional planning. A futures studies component has been included into the general regional strategic planning framework. The Institute of Geography also has continuing collaboration and joint projects with the Estonian Institute for Futures Studies. The futures component has been offered since 1997.

Within the Master Science in Human geography, Master Science in Regional Planning, PhD in Human Geography there are 3 courses with a significant futures studies component. There are normally between 16-50 students in various courses.

**Courses**

Local and Regional Development Planning (in Estonian)

Practically oriented course on regional and local development theories and development tools. Course focuses on public sector planning and development strategy process and includes also scenario and some other futures studies methods. 2 Credits (24 h lectures, 8 h seminars, 48 h readings)

Dr. Garri Raagmaa

The theory of strategic planning and futures studies (in Estonian)

Theoretical course on strategic planning and futures studies. Course focuses on sources of strategic planning and futures studies. 2 Credits (26 h lectures, 10 h seminars, 44 h readings)

Mr. Marko Mölder (MA)

Practical exercise in development strategy (in Estonian)

Practical works on regional or local development strategy. Students will independently carry out a development strategy process in some county, community or central government department. 5 Credits (14 h lectures, 22 h seminars, up to 200 h practical fieldworks)

Dr. Garri Raagmaa

**Contact**

Dr Garri Raagmaa, Director

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ESTONIA

Tel. +372 44 50520, Fax +372 44 50530, GSM +372 56 495 438

**Web**

[www.geo.ut.ee](http://www.geo.ut.ee)

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## Individual Courses in Foresight / Futures Studies

### **Aichi University**

At Aichi university in Nagoya Japan, students can elect to do a seminar series in futures studies over two years, as part of a Bachelors in Business Administration. The series are divided into four parts and are offered by professor Ryota Ono, a graduate of U. Hawaii, who also taught futures studies in Singapore. Professor Ono has offered the seminar for 3 years, and had 12 students in 2002.

The first and second parts of the course are an introduction to futures studies, with emphasis on the writings of Wendell Bell and Allen Tough. This seminar is given in English and is used as a forum for discussion on futures issues related to the readings.

The third part of the seminar, conducted in Japanese, emphasises scenario writing. The fourth part is to expand knowledge of futures studies by reading the writings of various futurists and to apply this learning toward a practical project.

### **Contact**

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Aichi University  
370 Kurozasa Miyoshi-cho  
Nishikamo-gun  
Aichi 470-0296 Japan

Tel: 81-5613-6-1111  
Fax: 81-5613-6-5553

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### **Bath Spa University College, UK**

All undergraduates in the School of Education take a BA/BSc in Education Studies. One of the core strands in this degree relates to global and international perspectives and it is here that students are encouraged to think more critically and creatively about the future. In a 1<sup>st</sup> year compulsory module called 'Education for Change' there are lectures on the need for both a 'global perspective' and a 'futures perspective' within the school curriculum. In the 2<sup>nd</sup> year students can choose modules on 'Education for the Future' and 'Citizenship Education'. In the 3<sup>rd</sup> year there is a module on 'Education and Environment.' There is also a global element in the Primary PGCE (Post-Graduate Certificate of Education) course that looks at global and futures perspectives in the curriculum.

### **Contact**

Prof. David Hicks  
Bath Spa University College  
Newton Park  
Bath BA2 9BN  
United Kingdom

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### **Binghamton State University of New York**

Binghamton State University of New York, USA, offers a course called 'Alternative Futures', created by Prof. Warren Wagar of the history department.

### **Alternative Futures**

The course introduces students to methods of futures research, and supports them in using some of these methods for a seminar paper, as well as providing a forum for discussion and evaluation of findings. During the seminar, after several meetings devoted to discussion of assigned readings, students give progress reports on their projects. Each student writes a research paper of approximately 7,000 words on a particular topic of their choice. This course is for students of junior or senior standing.



**Contact**

Warren Wagar  
Department of History  
BINGHAMTON UNIVERSITY State University of New York  
PO Box 6000  
Binghamton, NY, USA  
13902-6000  
(607) 777-4210

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**Deakin University**

Futures in Education, Society and Culture. The elective study provides an introduction to key concepts and issues in futures study and a range of methods for anticipating alternative futures in education, society and culture. Workshops and readings include critical appraisals of images of futures in speculative literature and popular media, including comics, film, television, video and computer games, and the Internet. Particular emphasis is placed on futures perspectives as aspects of everyday social and cultural life, their relevance to all levels of education and all key learning areas, and the variety of resources and educational strategies through which a futures orientation can be integrated into professional practices in fields such as the arts, communications media, and education.

**Contact**

Previously Noel Gough, now Debra Bateman  
Faculty of Education  
Deakin University

**Web**

<http://education.deakin.edu.au/scs/>

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**Drexel University**

At Drexel University, USA, Arthur Shostak has offered a course entitled 'Sociology of the Future' since 1992. The course is offered once a year and has 35 students each year. Shostak has taught this course since 1983.

**Sociology of the Future**

The course explores such fundamental questions such as: how do its practitioners operate, a question of definition and methodology)? How useful has this art form proven over time, (a question of reliability, validity, and utility)? What do certain leading futurists forecast ... why, and so what? Also, what do we each of us intend to promote/champion in the foreseeable future? Why? How? (concerning personal values and intentions).

The course requires the completion of: a take-home essay-style Midterm Exam, a film analysis paper (500 or more words); a futures magazine essay (500 or more words); satisfactory grade in 2 in-class quizzes on the readings; and participation in classroom dialogue. Subjects covered include:

- Definitions
- Methods
- Computer Revolution
- Home and City
- Education
- Energy/Ecology
- Biomolecular Revolution
- Women
- Poverty
- Peace and War

**Contact**

Arthur B. Shostak, Ph.D.,  
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Department of Psych/Soc/Anthro,  
Drexel University,  
Phila., PA, 19104;

215-895-2466;  
fax 610-668-2727.

**Web**

<http://futureshaping.com/shostak/>

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**Massey University**

Massey University in New Zealand offers the course 'Futures in Adult Education: Exploration and Anticipation' as part of a 2 year Master of Education degree. The elective class helps students evaluate a range of future studies methodologies. Participants use one methodology to speculate about possible changes to their own lives and assess possible impacts of new technologies, political, economic and cultural influences on their own teaching contexts. The class has been running since 2003.

**Contact:**

Nick Zepke – Coordinator  
Department of Social and Policy Studies in Education  
Massey University  
Private Box 756  
Wellington  
New Zealand  
Phone: +64 4 801 5799, ext 6730

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**Northern Arizona University**

Reed D. Riner, Professor of Anthropology at Northern Arizona University, College of Social and Behavioural Sciences, in the USA, offers a course entitled 'The Study of the Future'. The course covers definition of the future, reasons for study of the future, man's development of interest in the future, and the state of futures research today. It is one of three courses, which satisfy the requirement for a culture change course in the applied anthropology Master's degree program. Professor Riner also teaches a course called 'Cultural Simulation: Mars Mission', and heads up the 'Flagstaff Tomorrow Project' and 'Flagstaff Futures Forum'.

**The Study of the Future**

The course develops an anthropology about the future and addresses issues of socio-cultural change into the future. The course emphasizes methods of futures research rather than the study of projected futures. This course is intended to prepare students to enter pre-professional internships doing environmental scanning, futures research, strategic planning, policy analysis and issues management for organizations. The course teaches what futures research is about, how to do it and apply its findings anthropologically with particular emphasis placed on the techniques of introducing guided change (telesis) into human organizations and socio-cultural systems. This aspect of the course emphasizes the origins, the distinctive features and the consequences of futures images in human organizations and socio-cultural systems. Students develop familiarity with six exemplary and specific methods of futures research including data collection, analysis, evaluation, and application phases.

**Contact**

Prof. Reed Riner  
Northern Arizona University  
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**Web**

<http://jan.ucc.nau.edu/~rdr/Ant390>  
<http://jan.ucc.nau.edu/~rdr/Ant547>  
<http://jan.ucc.nau.edu/~rdr/>  
Flagstaff Tomorrow Project,  
[www.futures.anthro.nau.edu](http://www.futures.anthro.nau.edu)

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### **Simon Fraser University**

Lynn Burton teaches several sections of three futures studies courses of approximately twenty-five students each a semester at Simon Fraser University in Canada. After serving in university administration as Dean of Extended Learning, both in California and in British Columbia, she recently applied her twenty years of leadership in future-oriented research and policy development in the public realm in Canada to ground breaking work in Futures Studies in the SFU Department of Humanities. Her special area of interest at the moment is developing an international network of academics to bring definition to a new transdisciplinary field of applied foresight. Implicit in this field of endeavour is a focus on the actions and outcomes of futures studies, which can be used to inform public policy directions in cross-cutting areas. In other words, she is attempting to precipitate action on H.G. Well's call so many years ago for professors of foresight to become agents of change.

### **Courses**

#### An Introduction to the Study of the Future

This course provides an introduction to the study of the future as a field of inquiry: the methodologies, issues and problems that arise when one attempts to understand or control it. Special emphasis is placed on identifying issues and assumptions related to the future, as well as a more active and confident participation in imagining and creating desired futures.

#### Critical Issues in the Study of the Future

Recognizing that many different futures are possible, depending on decisions made in the present, this highly participative course is designed to expose and engage the student in the exploration of critical issues in the study of the future. Special emphasis is placed on values, objectivity, and the good society. Practical tools for judging preferable futures relative to change in domains such as: the natural environment; science, technology, and medicine; the economy and government; and society, education and culture are provided.

#### Creativity, Innovation and Visionary Thinking

This course helps students unleash their imaginations, and discover fresh and original approaches to solving contemporary problems. Through the exploration of lateral thinking, play instinct, and humour, students increase their understanding of creativity, innovation, and visionary thinking, as well as experiment with ways to expand their own creative capacities. Special emphasis is placed on visionary thinking throughout time and generating alternative futures beyond historical precedent.

### **Contact**

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Canada V5A 1S6

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Fax: 1-604- 291-4504

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### **Tallinn University of Educational Sciences**

Tallinn University of Educational Sciences in Estonia incorporates futures studies as one of the element in their sociology program leading to a BA and/or MA in sociology. The general aim of the curricula in the sociology program is to provide students with comprehensive knowledge and skills in social sciences. One course is offered in futures studies every year. The course has existed since 1994 and had 25 students in 2002.

### **Methodology of Social Prognostics**

- 1) Motivation and need for FS;
- 2) Historical development of FS from forms of utopia and technocratic prognostics to contemporary FS;
- 3) Epistemological and theoretical foundations of FS;
- 4) Global issues;
- 5) Methodological foundations, methods and technics in FS;
- 6) Scenario building, scenario projects (global scenarios, national scenario program), scenarios and strategic process

**Contact**

Professor Krista Loogma  
Särgava allee 3,  
12013 Tallinn,  
Estonia  
Phone/fax: (372) 6411759

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**Transcend Peace University**

Transcend Peace University offers the class PEACE FUTURES: Mapping, anticipating and deepening approaches to the futures of peace (and war). Transcend Peace University is the world's first ever global peace university for policy makers, practitioners, scholars, students, UN staff and others working in peacebuilding, conflict transformation, post-war reconstruction, rehabilitation and reconciliation, development, human rights, and other related fields. The on-line course is facilitated by Dr. Sohail Inayatullah This class kicked off in March 2005.

**Contact:**

<http://www.transcend.org/tpu>

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**Universidad Regiomontana**

Universidad Regiomontana in Monterrey, Mexico offers one course in current social trends. The course is part of a new program in creating a innovative direction for the universities education programs. The course has existed since 2000.

**Current Social Trends**

This course is a general and comprehensive overview of futures studies. The thrust of the course is in enabling preferred futures for the students by developing competencies that specifically contribute to personal and professional well being. The course asks in what way globalisation is affecting us, and what actions can lead to the most benefit for ourselves and society in the present. Each week covers a different aspect of futures studies:

- Orientation
- Current social outlooks
- Classic futures texts
- Studies of the future in universities
- Studies of the future in different nations
- Studies of the future in business
- The club of Rome
- The future of work
- Scenarios for the 21 century
- International futures projects
- Rethinking the future: business and society
- The society of the future
- End of class - personal manifesto

**Contact**

Dr. Juan Lauro Aguirre Villafaña

**Web**

<http://www.ur.mx/tendencias/inicio.htm>

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**University de Alicante****Contact**

Prof. Enric Bas  
Departamento de Sociología II  
Universidad de Alicante

Spain

**Web**

<http://www.ua.es/personal/bas/pp.html>

**Red Educacional de Estudios de Futuro. Educational Network of Futures Studies**

**DIRECTOR**

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Departamento de Sociología II

Universidad de Alicante Alicante, Spain

**COMMUNICATION AREA Director**

Prof. Rodolfo MARTINEZ

Communications Office

Vicerrectorado de Relaciones Institucionales e Internacionales

Universidad de Alicante Alicante, Spain

**Web**

<http://www.vrnnt.ua.es/reef/>

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**University of Arizona**

The University of Arizona in the USA offers a course entitled 'Anticipating the Future' organized to cover a range of techniques, approaches, and issues relating to the future. It initially focused on environmental issues but was not discipline specific. It then evolved to a wide range of futures issues taught as a 'normal' course, and then to an independent study course where all the information was on the web, with face-to-face meetings once a week, along with extensive computer conferencing (asynchronous). The course was revised in the spring 2002 to be more useful to non-registered students (anyone with web access) and in June 2003 the instructor retired. Thus the course is no longer formally taught, but all the information is on the web. There are different ways to view the information, including tours, seminars, hints, and viewpoints of others. The Course has existed since 1989 by this title; it is maintained to some extent for currency.

**Anticipating the Future**

This course offers techniques and approaches to understand broad issues about the future. Structured to be self learning for anyone via Internet, registered students uses computer conferences and Internet with significant student discussion and opportunities for team approaches and reporting. Key entry points include: tours, expeditions, paradigms/trends, scenarios, references, futures at a glance, and futures as a short course.

Roger L. Caldwell, Professor, Soil, Water and Environmental Science

**Contact**

Roger L. Caldwell, Professor Emeritus

College of Agriculture and Life Sciences,

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Tucson AZ 85721, USA

520-621-7621

**Web**

<http://ag.arizona.edu/futures/>

<http://ag.arizona.edu/~caldwell>

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**University of California Berkeley**

At the University of California at Berkeley in the USA Professor Richard L. Meier teaches freshman seminars for 1-2 hours of academic credit called "Futures", sponsored by the Department of City and Regional Planning. The course is offered one semester each year. There are also two guest visitors for each session.

Freshmen are exposed to teaching assistants for as much as two years before interacting with a real professor. Professors on sabbatical or emeritus volunteer their services free to discuss a subject of mutual interest. They are offered a grant of \$2000 to buy expediting services. The writer has used it four times, once for a futures experiment in forecasting metropolitan change. The seminar has existed since 1992 and has approximately 300 students (2002)

Professor Meier started by forecasting that much of undergraduate studies would soon be cheaper to be presented on line, and offer students more range and greater freedom in allocating their time. The seminar began as a taste of that future. They meet for a longer session once a week, and then report by email, ending with the formation of a team over email addressing a significant futures scenario of their own, chosen collectively. (Examples: Youth development programs to fit affordable housing projects, changes to be expected in three coastal watersheds now growing vegetables, etc.)

**Web**

<http://www.dcrp.ced.berkeley.edu/>

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**University of Palermo**

The University of Palermo in Argentina offers a course in futures as part of a Masters program in Government Administration.

Scenario Building and Alternative Futures Research

The course aims to develop visions of the future through the application of foresight methods. Techniques for both extrapolated and normative scenario building are used, at varying levels of analysis: global, regional, local and sectoral. Knowledge gained is intended to develop personal, professional, insitutional / social and global perspective and capacity.

Outline of course:

Unit 1 – Perceptions of the future and futures research. Examines historical visions of the future, paradigms of futures research, eras in futures knowledge, basic elements and concepts.

Unit 2 – Models and frameworks for decision making. Examines decision making, strategy, proactive vs. classic models and rational choice theories.

Unit 3 – Methods and techniques. Examines application domains, delphi, cross impact method, structural analysis, trends impact analysis, with historical precedents and advantages and pitfalls for the respective methods.

Unit 4 – Scenarios. Examines extrapolated and normative scenarios, decision contexts, methods for construction, applications and political and social action implications.

Unit 5 – Application and case studies. Examines case studies of strategic planning and decision making in the context of future oriented knowledge.

**Contact**

Lic. Miguel Angel Gutierrez  
Lic. Verónica Sandra Peredo  
Dr. Raúl Calvo Soler

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**University of St. Gallen**

At the Graduate School of Business, Economics, Law and Social Sciences in St. Gallen, Switzerland, students can choose to follow a seminar during one semester as part of the Master program in Economics entitled: Systems-thinking for Economists: Prognosis vs. Futures Research. Lectures on the foundations of Future Studies provide a basis for decision making processes in long-term economic policy and in management. Each student prepares a presentation on assigned readings, in the filed of (global) modelling, or in Futures Research methodology.

Topics covered in the seminar include:

- Complexity requiring a systemic approach
- Basic problems of decision making
- Future oriented thinking and acting in a multi-dimensional world
- Foundation of Futures Studies
- Future Challenges in 6 dimensions
- Classes and statements of projections
- Methods of forecasting and Futures Research

- Global Modelling
- Systems thinking as an iterative process
- Instruments for preparing a systemic basis for decision making
- Scenario and Cross Impact Techniques

#### **Contact**

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#### **Web**

[www.sgzz.ch](http://www.sgzz.ch)

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#### **University of Teesside**

Ted Fuller, Professor of Entrepreneurship and Strategic Foresight at the University of Teesside in the United Kingdom, teaches a course on 'Entrepreneurship and Strategic Foresight', currently entitled 'Entrepreneurship and Creativity' requiring approximately 30 class hours in 120 hours study time. The course is part of a post graduate program in business administration, which offers a standard range of business and management post-graduate degrees (MSc, MBA), some of which include specialisations in Human Resource Management and Marketing. These masters courses have been offered for several years, and programmes evolve annually, with approximately 150 students in 2002. Professor Fuller has also incorporated strategic foresight into the program curriculum and research endeavours.

#### **Contact**

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 University of Teesside  
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 TS1 3BA, UK  
 Telephone: +44 1642 342905

#### **Web**

<http://tbs.tees.ac.uk/tedfuller>

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#### **Universidad Central de Venezuela**

At Universidad Central de Venezuela, José Luis Cordeiro, together with Antonio Nicolás Briceño Braun y Hernán Iturbe, teach a course titled Introduction to Foresight Methods as part of a Masters in Economics. The course covers the history of the discipline, world comparisons, major authors, recommended bibliography, concepts, ideas, tools and methodologies (quantitative and qualitative). Intended outcomes include orienting the students toward developing their preferred future, an understanding of historical change processes, and anticipation that leads to better decision making from an understanding of possible consequences. The course had been offered since early 2000 and has ten students as of 2002.

The course covers the following topics:

- Introduction to foresight methods
- Studies of historical change
- The work of famous futurists

- Rationale for studies of the future
- Foresight work around the world
- Dominant trends
- Futures index
- Scenario building
- Qualitative methods
- Quantitative methods
- Futures surveys
- Futures themes

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[http://www.futurovenezuela.org/Curso\\_Introductorio.htm](http://www.futurovenezuela.org/Curso_Introductorio.htm)

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# University Short Courses

## **University of Queensland & Rangelands Australia**

A pilot short course has been designed by Emma Robinson and Ann Michael from Rangelands Australia to offer futures thinking support to the Rangelands area of Australia and rural and bush communities. There are many forces driving economic, environmental and social change in the world that impact directly and indirectly on enterprises and communities in the Australian rangelands. The consequences often come as a complete surprise to many people, and can have far reaching effects on livelihood and lifestyle. This course is designed to assist individuals and communities to be prepared – to raise awareness of what’s happening beyond the front gate or town; to develop the skills for exploring and tracking global and national trends, events and emerging issues that may influence activities, planning and the future of the rangelands.

Skills and knowledge taught include:

- Analyse and understand major production and consumption trends, economic, environmental, and social trends; changing consumer, market and government expectations, and how these might impact on future business environment and lifestyle in the rangelands
- Locate, select and analyse information to track current and emerging trends
- Develop and explore a range of future scenarios
- Incorporate futures techniques in everyday decision making

The short course will be delivered in the rangelands through activity-based workshops. The focus will be on raising awareness and on practical, basic tools for exploring key driving forces, and their implications at the enterprise and community level.

**Contact:**

Emma Robinson

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## **Victoria University of Manchester**

Victoria University of Manchester offers Foresight and Prospective studies through PREST. PREST has long been a centre for studies which take a prospective view on the development of science and technology. Prospective studies aim to provide information about factors affecting the nature and scope of particular areas of development, and are thus intended to be of use in the management of R&D and at the policy level. Often the results are of more general interest, as is particularly apparent in the case of the studies they performed for the Office of Science and Technology's Technology Foresight programme. PREST was responsible for advising on the design, and subsequently administering, a series of quantitative studies, including a very large-scale suite of Delphi surveys of 125 areas of technological development. Subsequently they have gone on to advise numerous other Foresight programmes around the world. They also offer a short, intensive courses on Foresight for Sponsors, Organisers and Practitioners, drawing upon their experience of methodological and applied projects, including both those with a broad scope and those applied to particular areas of technology.

**Contact:**

Professor Ian Miles

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