

Syllabus of an educational component of a degree programme

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of unit conducting a component | <i>Doctoral School of Social Sciences</i> |
| Name of an educational component | Futures analysis |
| Language of education | English |
| Goals of education | Contemporary society is rapidly changing, and the rate of change itself is accelerating, especially as a consequence of technological development. For private and public sector actors, it is vital to take crucial decisions on the basis of anticipations of possible futures. Futures analysis, also known as futurology, developed several methods and tools aimed to produce sound forecasts or an effective planning of future events. There is general agreement about the fact that it is impossible to predict with certainty the future of such complex objects as human societies. However, certainty is not the goal of futures studies. An uncertain but still plausible picture of the future is preferable than blindly venturing into terra incognita. By attending this course, students will learn how to produce different types of futures analysis, valuable for private corporations, public institutions, and the scientific community. |
| Learning outcomes of an educational component | After attending the course, students should be able to understand futures studies literature, to present and discuss a future scenario, and to make research in this field. |
| Verification methods and assessment criteria of learning outcomes obtained by students | Students will be given a mark for the presentation and a mark for the written exam. The final grade is the arithmetic mean between the two marks. Regular attendance and participation in class will be taken into account in order to round the average up or down, in case the final grade is not contemplated by the grade system. |
| Type of an educational component (obligatory/optional) | optional |
| Year of study | 1 st |
| Semester | Summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component | dr hab. Riccardo Campa, prof. UJ |
| Name and surname of person/s conducting an examination or granting credit in the case when this is other person than conducting a component | dr hab. Riccardo Campa, Prof. UJ |
| Manner of completion | Written exam based on the handbook |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preliminary and additional requirements | Good knowledge of English Language |
| Type and number of hours of courses requiring direct participation of academic staff and students, if in a given component such courses are included | 30 hours (equally distributed between lectures and presentations). |
| Number of ECTS credits assigned to a component | 4 ECTS |
| Balance of ECTS credits | Presentation - Exam - English Language |
| Applied teaching methods | In the first meeting (2 hours) the teacher will present the structure of the course, the literature, the requirements. In the following 6 meetings (12 hours), the teacher will propose 6 different lectures (Power point presentations) about aims, methods, and results of future analysis, by using the knowledge provided by the handbook and by personal research experience. During this part, students will be asked to attend the course regularly, to participate actively by commenting and asking questions. In the following 7 meetings (14 hours), students will be asked to make a 20 minutes presentation (15 min. presentation + 5 min. discussion) about one of the topics of the course included in supplementary literature. The last lesson (2 hours) will be devoted to a zero term written exam. |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Only students that attend the course regularly and have the presentation in class can be admitted to the final written exam. The final written exam is uniquely based on the content of the handbook. |
| Content of an educational module (with division into forms of courses completion) | In the first part of the course, the lecturer will provide knowledge about different modes of futures analysis, such as trend analysis, scenario thinking, Delphi method, futures wheel, backcasting, and cross-impact analysis. In the second part of the course, the lecturer and the students together (by mean of presentations and comments) will analyze the main narratives about the future of society through the prism of the sociology of sociotechnical expectations, with a special focus on the automation of manual and intellectual work, the rise of Artificial Intelligence, the transformations of living species by means of biotechnologies and genetic engineering, the new frontiers of biomedicine and human enhancement, climate change, demographic trends, asteroid mining and space colonization. |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass | Handbook: Bell, Wendell (2009). <i>Foundations of Futures Studies</i> . |

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a given component</p> | <p><i>History, Purposes, and Knowledge</i>. New Brunswick and London: Transaction Publishers.</p> <p>Supplementary literature (each student chooses one book among the following ones):</p> <p>Parisi, D. (2014). <i>Future Robots. Towards a robotic science of human beings</i>, Amsterdam: John Benjamins Publishing Company.</p> <p>Rip A. (2018), <i>Futures of Science and Technology in Society</i>, Wiesbaden: Springer.</p> <p>Korstanje, M. E. (2019), <i>Terrorism, Technology and Apocalyptic Futures</i>. Cham: Palgrave MacMillan.</p> <p>Mills, C. (2006). <i>Futures of Reproduction. Bioethics and Biopolitics</i>. Dordrecht: Springer.</p> <p>Valencia, A. S. (2016), <i>The Future of Work. Super-exploitation and Social Precariousness in the 21st Century</i>. Leiden: Brill.</p> <p>Dixon, T., Connaughton J. & Green S. (eds.) (2018). <i>Sustainable Futures in the Built Environment to 2050. A Foresight Approach to Construction and Development</i>. Oxford: Wiley Blackwell.</p> <p>McCray, P. W. (2013). <i>The visioneers. How a group of elite scientists pursued space colonies, nanotechnologies, and a limitless future</i>. Princeton University Press.</p> |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|