**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | **Stationary Studies** |
| Name of an educational component | **Futures studies** |
| Language of education | English |
| Goals of education | Futures studies, also known as futurism or 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. 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. By attending this course, students will learn how to produce different types of futures studies, 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, to implement methods and research techniques, and to make research in this field. |
| Verification methods and assessment criteria of learning outcomes obtained by students | Students will be given two marks, one for their presentation in class and one for their participation in the discussions. The final grade is the arithmetic mean between the two marks. Regular attendance 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. |
| Didactic Cycle | 2022-2023 |
| Year of study | Any |
| Semester | I semester (Winter) |
| 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 sposóis other person than conducting a component | dr hab. Riccardo Campa, Prof. UJ |
| Manner of completion | Credit (Zaliczenie) |
| Preliminary and additional requirements | Good knowledge of English |
| 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 | 3 ECTS |
| Balance of ECTS credits | Presentation - Participation - 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 9 meetings (18 hours), the teacher will propose 9 different lectures (based on power point presentations and video materials) about aims, methods, and results of futures studies, 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 and actively participate in the discussions. In the following 5 meetings (10 hours), students will be asked to make a 30/45 minutes presentation about one of the topics of the course included in supplementary literature. The presentation will be followed by comments and questions by the listeners. The course could be restructured in accordance with the number of students attending it. |
| 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, actively participate in the discussions, and deliver the presentation in class will pass the course. |
| 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 types of futures analysis, such as utopian thinking, trend analysis, scenario thinking, Delphi method, megatrends, backcasting, cross-impact analysis, etc.In the second part of the course, the lecturer and the students together (by mean of presentations) 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 a given component | **Handbooks:**  Bell, Wendell (2009). *Foundations of Futures Studies. Vol. 1: History, Purposes, and Knowledge.* New Brunswick and London: Transaction Publishers.  Bell, Wendell (2004). *Foundations of Futures Studies. Vol. 2: Values, Obiectivity, and the Good Society.* New Brunswick and London: Transaction Publishers.  **Supplementary literature (each student chooses one book among the following ones):**  Hassani, Bertrand K., Scenario Analysis in Risk Management. Theory and Practice in Finance, Springer.  Parisi, D. (2014). Future Robots. Towards a robotic science of human beings, Amsterdam: John Benjamins Publishing Company.  Rip A. (2018), *Futures of Science and Technology in Society*, Wiesbaden: Springer.  Korstanje, M. E. (2019), *Terrorism, Technology and Apocalyptic Futures*. Cham: Palgrave MacMillan.  Mills, C. (2006). *Futures of Reproduction. Bioethics and Biopolitics.* Dordrecht: Springer.  Valencia, A. S. (2016), The Future of Work. *Super-exploitation and Social Precariousness in the 21st Century.* Leiden: Brill.  Dixon, T., Connaughton J. & Green S. (eds.) (2018). *Sustainable Futures in the Built Environment to 2050. A Foresight Approach to Construction and Development.* Oxford: Wiley Blackwell.  McCray, P. W. (2013). *The visioneers. How a group of elite scientists pursued space colonies, nanotechnologies, and a limitless future.* Princeton University Press. |