

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|--------------------|--|----------------------------------|---|
| College/School | College of Integrative Sciences and Arts | Department/School | Leadership and Interdisciplinary Studies |
| Prefix: IDS | Number: 302 | Title: Integration Skills | Units: 3 |

Course description: **Develops integrative skills to create new understandings, models, products and ideas.**

| | | |
|--------------------------------|----|--|
| Is this a cross-listed course? | No | If yes, please identify course(s): |
| Is this a shared course? | No | If so, list all academic units offering this course: |

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? **Yes**

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. **Chair/Director Initials**

Requested designation: (Choose One)

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

| | | | | | |
|------|------------------|--------|--------------------------|-------|--------------|
| Name | Jessica Hirshorn | E-mail | jessica.hirshorn@asu.edu | Phone | 480-727-7337 |
|------|------------------|--------|--------------------------|-------|--------------|

Department Chair/Director approval: (Required)

| | | | |
|------------------------------|-------------------------------|-------|---------|
| Chair/Director name (Typed): | Kevin Ellsworth, Faculty Head | Date: | 10/1/19 |
|------------------------------|-------------------------------|-------|---------|

| | |
|-----------------------------|---|
| Chair/Director (Signature): |  |
|-----------------------------|---|

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

| YES | NO | | Identify Documentation Submitted |
|--|--------------------------|--|----------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i> | Syllabus |
| 1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment. | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> <div style="text-align: left; margin-top: 10px;">C-1</div> | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection. | Syllabus |
| 1. Please describe the way(s) in which this criterion is addressed in the course design. | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> <div style="text-align: left; margin-top: 10px;">C-2</div> | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments. | Syllabus |
| 1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> <div style="text-align: left; margin-top: 10px;">C-3</div> | | | |

ASU - [L] CRITERIA

| YES | NO | | Identify Documentation Submitted |
|--|--------------------------|--|----------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i> | Syllabus |
| 1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> | | | |

C-4

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|-------------------------------|-----------------------------|
| IDS | 302 | Interdisciplinary Forecasting | L |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|-------------------------------|--|---|
| 1 | Approximately 42% of the final course grade is based on individual writing assignments. Another 20% of their grade is based upon a group writing assignment. As part of the group assignment each student is responsible for gathering and interpreting evidence and preparing a summary report. | The following assignments are individual writing assignments: Integration Brainstorm, Literature Review draft & final, Science Fiction Story draft & final and Life Plan. The following assignment is a group writing assignment: White Paper draft and final. |
| 2 | This course requires students to analyze current trends, cycles, problems and changes using critical thinking, integration and futures forecasting skills to try and predict what the future might entail and its influence on their future career goals and trajectory. | The Literature Review, Fictional Story (which is based on current trends/ evidence), White Paper and the Life Plan assignments all require gathering, interpreting and evaluating evidence. |
| 3 | The course includes six either writing assignments or speaking assignments that are in-depth and require students to critically engage with the course material. | The Literature Review, Sector Presentation, Fictional Story, White Paper (and presentation) and the Life Plan assignments are substantial writing or speaking assignments that require students to critically engage with the course material. |
| 4 | Three of the course assignments require a rough draft (with instructor comments and feedback), peer review and a final paper. On all three of these assignments students will be required to edit and revise their work based upon feedback from their professor and peers. | The Literature Review, Fictional Story and White Paper all require a rough draft, peer review and final paper. Both the professor and the student's peers will review and edit these three assignments. Students will make revisions based on the feedback received for their final versions. |

IDS 302 Integration Skills

Catalog Description:

Develops integrative skills to create new understandings, models, products and ideas.

Offering School/Colleges Pre-requisite(s): College of Integrative Sciences and Arts

Prerequisite(s): Interdisciplinary Studies or Interdisciplinary Studies (Organizational Studies) major; IDS 201 or 301 with C or better

Allow multiple enrollments: Yes

Repeatable for credit: Yes

Primary course component: Lecture

Grading method: Student Option

IDS 302: Topic Interdisciplinary Forecasting

Instructor: Dr. Jessica Hirshorn

Contact Info: jessica.hirshorn@asu.edu

Office Hours: By appointment (or after class), USE 230

Phone: 480-727-7337

Course Time and Location: Tuesday and Thursdays 12:00-1:15, PVW 159

Catalog Description: Develops integrative skills to create new understandings, models, products and ideas.

Topic Description: This class will utilize an interdisciplinary forecasting model to examine current trends and their possible effect on our world. Through this course, students will examine current scientific, technological, social and educational trends and try to predict what our world will look like in the future. Students will also examine their specific fields of study and career aspirations to identify trends and industry changes that may occur. After examining what our future world might look like students will create a plan for their own future career and life trajectory.

Student Learning Outcomes for all IDS 302 Courses:

- Demonstrate the ability to apply at least one integrative process
- Critically reflect on the integrative skill or process practiced
- Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process

Course Specific Objectives: The goal of this course is to teach students integrative future forecasting skills.

Student Learning Outcomes

Through in class presentations, readings, research and written assignments, students will be able to:

- Enhance their ability to examine future trends from a variety of disciplinary perspectives.
- Understand the distinction between primary and secondary research, and the role of existing literature.
- Analyze a future problem, trend, or cycle using at least two different disciplinary perspectives from their Interdisciplinary Studies concentrations.
- Improve interdisciplinary inquiry skills by doing an environmental scan of current trends.
- Ask appropriate questions such as epistemology, value and relevance, philosophy of science, evidence associated with a claim, believability of expert opinion, use of statistics, bias, reliability, validity.
- Enhance critical thinking skills by investigating problems and trends with a critical eye.
- Integrate insights gained from examining future trends and apply the insights to their own life planning.
- Develop forecasting skills using a futures model and learn to make predictions based on current trends.

- Clarify personal values and life goals.
- Improve writing skills through writing a literature review, science fiction story, white paper and life plan.

Prerequisites: Student must have completed IDS/BIS 201 or IDS/BIS 301 with a C or better prior to taking this class.

Textbook and Readings:

Draudt, A., West, J. (2016). What the Foresight: Your personal futures explored. Defy the expected and define the preferred. CreateSpace Independent Publishing Platform. Paperback ISBN-10: 1537424866.

Weekly reading materials will be available through canvas or distributed in class.

Course Requirements:

All students are expected to complete the following requirements:

Grading Policy:

All grades will be entered into Canvas grade book. This course is worth a total of 100 points. 2% of the assignments total value will automatically be deducted for each day that an assignment is late.

Assignment Points:

| | |
|--|----------------|
| Participation | 2 pts |
| Integration Brainstorm Assignment & Environmental Scan Articles | 5 pts |
| Newell's Seven Steps | 2 pts |
| Sector Presentations | 10 pts |
| Literature Review | 10 pts |
| Black Mirror Questions | 3 pts |
| Sector Presentations (individual 5pts; group 5pts) | 10 pts |
| Science Fiction Story Draft & Peer Edit | |
| Draft | 3 pts |
| Peer Edit | 2 pts |
| Final Story | 10 pts |
| Presentation extra credit | 3 pts |
| Final Science Fiction Story | 10 pts |
| White Paper Final Paper | 10 pts |
| White Paper Presentation | 5 pts |
| What the Foresight Workbook | 10 pts |
| Final Paper: Life Plan | 10 pts |
| Extra Credit: Story Presentation | +3 pts |
| Total Points Possible | 108 pts |

Grading Scale: A 100-90; B 89-80; C 79-70; D 69-60; E 59 & below

Description of Assignments and Grading:

Participation & Attendance: (20%) It is expected that you will attend class regularly and participate in class discussions and exercises. Absences will be excused only in case of emergency or official university business and **four or more absences could result in failing the course.**

Integration Brainstorm Assignment & Articles: [Criteria 1] (5%) Each student will be responsible for completing a brainstorming that helps them to integrate their areas of study with a current trend, cycle, problem or change. Each student will be responsible for doing an environmental scan of the literature and reporting on two articles related to a future trend, cycle, problem or change as part of a class discussion. Brainstorms and article scans should be a minimum of two pages and include two article sources.

Newell's Seven Steps Worksheet (2%): Examine your research question using Newell's Seven Steps. Complete the assigned worksheet.

Literature Review: [Criteria 1, 2, 3 & 4] (10%) Students will be responsible for writing a literature review based upon a trend, cycle, problem or change that relates to their areas of study. Reviews should be double spaced and include at least four sources, two of which need to be primary research. Primary research is original research done by the researcher. Reviews should be approximately 4 pages and should be cited in APA and use 12-point font. After receiving feedback from the professor students can choose to revise this assignment and it will be regraded.

Sector Presentations: [Criteria 3] (5% Individual grade, 5% group grade) Each group will be responsible for teaching one day of class. The presentations must include an overview of future trends, cycles, problems or changes related to your group's chosen topic. Each group will be responsible for giving an overview presentation, developing an activity and leading a discussion on the topic. Each member of the group must present for at least five minutes, sector presentations must also include an activity and interactive discussion and last at least an hour. An individual and group grade will be assigned. Individual grades are based upon the individual five-minute presentations and the group grade is based upon the activity, interactive discussion, and overall presentation.

Black Mirror Questions: (3%) Each student will submit two discussion questions drawing from readings for class discussion after watching the episode

Science Fiction Story: [Criteria 1, 2, 3, 4] (Draft 3%, Peer Edit 2%, Final Story 10%, Presentation extra credit 3%) Pretend you are writing an episode of black mirror. And write a five-page short science fiction story. Each story should be futuristic and related to the student's area of study and their group's chosen current trend, cycle, problem or change. Stories will be per-edited in class and can also be revised and regraded back on instructor's feedback.

White Paper: [Criteria 1, 2, 3, 4] (10% paper, 5% presentation) The purpose of the white paper is to have a strategic plan for achieving your preferred future given your topic. White papers

describe a problem and propose a solution. To write a white paper you should state the problem and then lay out a comprehensive plan on how to solve the problem. Your white papers should take an interdisciplinary approach to plan for your preferred future. Papers will be written collectively as a group and should be as concise and to the point. Papers should be around four to five pages long, in 12-point font and follow the format provided in class. During class students will revise each other's group white papers. This assignment can also be redone based upon feedback and turned back in to be regraded.

The presentation is a half an hour overview of your white paper, of your action plan for achieving the preferred future. Present the possible futures, the probable future and the preferred future for your topic. Then show your action plan for how to achieve your preferred future. Visual aids required. All group members must contribute to the presentation.

What the Foresight (10%) Complete the activities listed in the What the Foresight workbook. All workbook exercises must be completed for full credit.

Life Plan: [Criteria 1, 2] (10%) Students will write a four-page life plan that takes into consideration the future trends, cycles, problems or changes that were researched throughout this course (by oneself and by classmates) and applies them to their life plans. Life plans must take into consideration and critically analyze emerging and on-going future trends, cycles or problems and articulate how these trends might influence the students' future. Plans should include personal goals and objectives for 1 year, 5 years, and 10 years from now (though 2030).

Course Schedule

| Date | Topic | Due |
|------|--|--|
| 8/22 | Introduction to The Course | Read over Syllabus |
| 8/27 | Overview of Interdisciplinary Futures Model | Readings on Canvas |
| 8/29 | Integration Brainstorm & Sector Groups | Readings on Canvas, think about possible topics and come prepared to brainstorm further |
| 9/3 | Integrative Models (Newell and Repko) & Environmental Scan Discussion | Integration Brainstorm [Criteria 1, Individual] Due, Web-search (environmental scan), bring at least two related articles to class. |
| 9/5 | Literature Review [criteria 1, 2, 3, Individual] | Newell's Seven Steps Worksheet Due Readings on Canvas |
| 9/10 | Literature Review (Librarian visit) | Readings on Canvas |
| 9/12 | Groups Work Day (prepare sector presentations and work on Literature reviews), Future Wheels | |

| | | |
|-------|---|---|
| 9/17 | Social Sciences Presentation: Psychology, Sociology, Anthropology, Education, Health, Education, Justice Studies, (Communication) [Criteria 3, Group (with individual component)] | Presentations, activity & discussion |
| 9/19 | Humanities & Fine and Performing Arts Sector Presentation: English, Language Studies, Area Studies, Art, Music, Theater, Dance, Design Studies, Film, Religion, Philosophy, History, (Communication) [Criteria 3, Group (with individual component)] | Presentations, activity & discussion |
| 9/24 | Natural Sciences Sector Presentation: Earth Sciences, Biology, Chemistry, Physics, Engineering, Math, Computer Science, Game Design, Environmental Studies, Sustainability, Construction Management [Criteria 3, Group (with individual component)] | Presentations, activity & discussion |
| 9/26 | Business and Leadership Related Sector Presentation: Business, Organizational Leadership, Economics, Data Analytics [Criteria 4, students can redo lit review based on feedback from professor.] | Presentations, activity & discussion Literature Review Draft Due (can be revised based on instructor feedback) [Criteria 4, students can redo lit review based on feedback from professor.] |
| 10/1 | Black Mirror: "Fifteen Million Merits" Season 1 episode 2. | Readings on Canvas, submit two discussion questions drawing from readings for class discussion after watching the episode |
| 10/3 | Story Creation/ Elements of a Story – Create possible scenarios for the future. Pretend you are writing an episode of Black Mirror. [Criteria 1, Criteria 2, Individual] | Canvas Readings |
| 10/8 | Guest Speakers Don Doerres & Jeff Duntelman, Create Alternative Images | Come to class with prepared to discuss your story ideas |
| 10/10 | Create Preferred Futures (visions) | |
| 10/15 | Fall Break, No Class | |
| 10/17 | No Class | |
| 10/22 | Peer Edit Science Fiction Stories [Criteria 4 (peer edit)] | Science Fiction Draft due |
| 10/24 | Create an Action Plan (White paper) | Read about White Papers |

| | | |
|-------|---|---|
| 10/29 | Story Presentations [Criteria 3, Individual] | Science Fiction Story's Due Extra Credit, Class Reading |
| 10/31 | Group Work Day, White Paper Writing Peer Edit & Presentation Planning [Criteria 1, Criteria 2, Group] [Criteria 4 (during work day groups and professor reads each other's drafts before turning in final copy). Assignment can be redone based on feedback from peer and from professor.) | |
| 11/5 | White Paper Presentations [Criteria 1, Criteria 2, Criteria 3, Group] | |
| 11/7 | White Paper Presentations | White paper due Criteria 1, Criteria 2, Individual |
| 11/12 | Career Services Internships, and Employment | |
| 11/14 | Future Visions- What foresight is Nick Maddox | What the Foresight: Pages 6-25, Future Predictions |
| 11/19 | Life Planning: Identify Change / Research your field. Life Plan Assignment Explained | What the Foresight: Pages 26- 35, Environmental Scan of your future field/ career |
| 11/21 | Life Planning: Impacts and Implications of Change | What the Foresight: Pages 36-43 |
| 11/26 | Life Planning: Alternative images of the Future | What the Foresight: Pages 44-63 |
| 11/28 | Thanksgiving, No Class | |
| 12/3 | Life Planning: Visions of your preferred future & Action plan for your future | What the Foresight: Pages 64-85, Finish the book and complete all the exercises |
| 12/5 | Action Plan for your future & Class Wrap- up | Bring workbook to class to be graded. |
| 12/10 | Final Paper: Life Plan (Submit Online) Criteria 1, Criteria 2, Individual | Life Plan Due |

* Schedule is subject to change

Course Policies

Attendance Policy

Participation is an integral part of this course. The student's participation will be assessed taking into account: attendance, participation in-class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all the readings and assignments for each class. Four or more unexcused absences could result in failing the course.

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

Late Assignment Policy

Late assignments will be automatically penalized 2% per each day that they are late.

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Jessica.hirshorn@asu.edu.

Classroom Behavior

Include policy regarding expected classroom behavior and the use of cell phones and other devices. Define inappropriate use of cell phones and other devices.

We want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email go to MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

University Policies:

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to

turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>.

Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Disability Resource Center (eoss.asu.edu/drc)

Email: DRC@asu.edu

DRC Phone: 480-965-1234

DRC FAX: 480-965-0441

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at: <http://asu.edu/aad/manuals/acd/acd125.html>

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

[Title IX of the Education Amendments of 1972](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU does not discriminate on the basis of sex in the employment, education programs or activities it operates.

ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. All ASU employees are mandatory reporters and are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.”

Sexual violence, sexual harassment, stalking and relationship violence have a profound impact on a victim's academic, social, working, and personal life, and negatively affects victims' friends and families, other students, co-workers, and members of the university community. To combat this complex social problem, ASU provides a variety of [resources](#) and [educational programs](#) designed to prevent sexual violence and other acts of sexual misconduct, including sexual harassment, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response.

Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to seek support and report the incident. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately. ASU has appointed a Title IX Coordinator to oversee ASU response to Title IX complaints, develop training and education programs/materials for faculty, staff and students, as well as monitor trends and effectiveness of Title IX education efforts. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Office of Civil Rights.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such

as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Campus Resources

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help, and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>

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