

**Scenarios Development
PS F495 CRN 51919
Blended Delivery – Summer 2019
University of Alaska Fairbanks
Professors Lovecraft and Cost**

Meeting places and times: The course runs M, T, W, Th. Because it is a blended class we will meet on Tuesdays and Wednesdays from 12:00-13:55 and Mondays and Thursdays will be online work through Blackboard directly related to what we cover in person. Please note the last week is entirely in person M, T, W, Th.

Professor contact information: Lovecraft's office hours are flexible to meet your needs. In this semester I have dedicated hours XXX. This is my only live course this Summer 2019 and I am in Gruening 602A. I am always busy but I can always make time when you need it. My office telephone number is 907.474.2688. I will usually respond to phone calls within 24 hours during weekdays. My email address is alovecraft@alaska.edu. I will usually respond within 24 hours during weekdays.

PS 495 Scenarios Development 3 Credits

Focusing on the future, without neglecting the past, the course surveys scenarios, foresight, horizon scanning, and futures methods from an interdisciplinary approach. Through an independent study over the course of the semester, the student design scenarios appropriate to the scale and nature of a variety of social-environmental policy concerns. Alaska and the Arctic are emphasized.

The purpose of this course: This course is a general introduction to the field of "Futurology" - - the study of possible futures. Focusing on the future, without neglecting the past, the course surveys scenarios, foresight, horizon scanning, and futures methods from an interdisciplinary approach. The instructional methods include texts, lectures, web interfaces and discussions which critically examine the interests, attitudes, institutions, groups, and activities that have shaped Alaska and Arctic politics and policy alongside the changing ecological and geophysical world. The course broadly emphasizes community resilience and how, by examining the future, the student creates the policy proposals to match their governance goals in the future.

Student Learning Outcomes: Through directed research over the course of the semester, the student design scenarios appropriate to the scale and nature of a variety of social-environmental policy concerns. Alaska and the Arctic are emphasized. Individual research and group work (with the faculty research team) will be required and the grade depends upon both. Ultimately, at the undergraduate level the course aims for you to be able to (1) understand what futures thinking and scenarios development mean as a field of study and area of employment, (2) perform a basic analysis of the a Northern social-environmental system using a futures method, (3) research and evaluate the politics and policies tied to the key elements of

the in-class futures project, and (4) understand your role as a citizen in relationship to the possible futures explored in the class.

Do note that all students must check sacred cows at the door. We will discuss sensitive issues in this class – many about which you will likely have strong sentiments. I ask that you simply consider all positions seriously and treat your colleagues with respect. A sincere execution of this task engenders your growth as a learner and citizen.

Required Texts:

All materials for this course will be provided by the instructors except the Transformative Scenarios book – student must purchase this one (inexpensive paperback).

Transformative Scenarios. 2012. A. Kahane - Read the whole book

The reading assignments will come from this source text but students will also be reading the work of their colleagues, journal articles, and other published materials as they do research. The reading load will be approximately 50-80 pages a week.

Course Structure and Requirements: Please read the requirements carefully.

The grade breakdown: Weekly meeting attendance including reading responses – 20%, Research Paper – 40%, Beta-testing – 20%, Policy paper with portfolio – 20% = 100%

See end of syllabus for description of each graded event.

The grade scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F. Grades that have fractions of points of .5 or higher will be rounded up.

There are no curves on any assignment or final grade. However, I do take into account a student's willingness to work hard, improve over time, and contribute to class discussion. At any time during the semester if you feel you are not performing at your desired level please feel free to contact me. *I am here to help you perform well in the class – please come by to see me! Remember that the earlier you discuss your concerns with me, the better your chances will be to improve your performance in the course.*

At UAF the Office of Disability Services implements the Americans with Disabilities Act (ADA). I provide reasonable accommodations for students with disabilities. You can contact the Office in 203 WHIT at 474.7043.

Scholastic Dishonesty: As described by UAF scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by the UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. *Cheating* includes providing answers to or taking answers from another student. *Plagiarism* includes use of another author's words or arguments without attribution. *Collusion* includes unauthorized collaboration with another person in preparing

written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by your removal from the course and a grade of F.

Student Protections and Services:

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/ OR GRADUATE STUDENT VERSION: Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/. For more information please contact the UAF Governance Office at (907) 474-7964 or UAF-Faculty-Senate-Office@alaska.edu."

This syllabus is subject to change by the professor at any time during the semester. However, any changes will not result in more work than already scheduled for the students.

COURSE SCHEDULE Spring 2019

We will meet on Tuesdays and Wednesdays from 12:00-1:55 pm.

Week 1 – 20 May – What are scenarios and how do we think about the future and the past?

Read: Transformative Scenarios. 2012. A. Kahane - read the whole book

Preface, Chapters 1 and 10 from Unmaking the West. 2006. Tetlock et al. Eds.

Due Friday: Written and oral introduction related to picturing the future and readings

Week 2 – 27 May - How are scenarios tied to governance?

Read: Northern Alaska Scenarios Project Report

Due Wednesday - In class oral presentations of Key Factors from the NASP report and student's policy interests Friday (31) Summary short essay on what scenarios are and how we might use them for policy work 900-1000 words

Week 3 – 3 June – Key Factors, what do we want to ensure we know about the future?

Read: Arctic Scenarios chapter – AMAP – Download from Adaptations for a Changing Arctic, Chapters 7 (Adaptation) and 8 (Scenarios)

Due Thursday – Submission of 10 Key Factors as final vote from class discussions; by Sunday 9 June Plausibility scoring completed

Week 4 – 10 June – Future Projections, what are the possibilities for each Key Factor?

Read: Explore the Scenarios Data base and read Kruse et al., and Beach et. al

Due: In class participation of Consistency Scoring on Wednesday and Thursday, Due on Sunday 16th summary essay (900-1000 words) addressing Key Factors and Future Projections. You will do some research into 2 KFs and their FPs.

Week 5 – 17 June – *YOUR Scenarios! What indicators are needed?*

Read: Your own reading to compile literature for your final project

Due: Oral discussions of scenarios Tuesday and Wednesday, but also on Thursday you write up of the scenarios produced in relation to your policy interest and indicators short essay 900-1000 words.

Week 6 – 24 June – *Analyzing scenario outputs for policy relevant strategies*

Remember, we work in person together all week.

Read: Agreed upon literature – peer reviewed – related to possible Arctic futures for evaluation of the Key Factors

Due: 24 June Research Paper that has been ongoing since start of class – you will get it back marked up for comments by the morning of 25 June.

Final Project Portfolio – due on 28 June 2019 – You will submit your portfolio in place of a “final exam.”

Assignment Instructions – we will discuss them at our weekly meetings too and specific instructions will be posted on the Blackboard interface

Attendance and discussions – 20% - Throughout the course

We meet weekly (5x) for approximately 4 hours face to face. You are required to attend these days and your grade depends heavily on it. The last week we meet all four days. This provides us 14 days to work together in class. Everyone can miss one day without penalty, after that 5% will be taken off for each absence.

Short writing assignments 10% - one each week 1-5

These form the basis of your portfolio and help you think through your research paper. There are 5 of these one due each week 1-5 in week 6 your research paper is due

Research Paper – 30% - Due as draft 24 June

You will be responsible for research into two Key Factors that are compelling to you. You will also do research on the Future Projections of these and the indicators related to them. This will form the kernel of your research paper. It will be bookended by the introduction to your interests in the course and at the end, your reflection on the course and your policy strategy.

You are able to use all the written work you have produced in the course to assist this paper which will be approximately 12 pages long. As you see below, you can adapt and “fix” your portfolio for final submission up to the last day of class 28 June.

Participation in online scenarios work – 20% - weeks 3, 4, 5

You will, with Lovcraft and Cost, score for plausibility, score for consistency, and produce a scenarios outcome. You will write a short reflection on this process.

Policy Paper (submitted with portfolio) – 20% - Due 28 May 2019

You will write up a review of the scenarios output in relation to plausibility, consistency, and robustness. This should be approximately 5 pages. Then, you will determine what key policies need to change at the state or federal level in order to promote the trends desired to achieve governance goals you have identified as most likely to produce resilience at the scale you are working in. That should be another 5 pages. Then you’ll have an introduction and conclusion and bibliography, so about 12-13 pages total.

The “portfolio” is a combination of your initial interest paper, short writings, and your policy paper. Its submission at the end lets you edit or alter any of the materials in it as it will become part of a record of the development of the scenarios method for anticipatory governance in Alaska.