

## **SYLLABUS**

### **“Future Scenarios and Social change in the Emerging Economies”**

#### **A. General Information**

Professor	: <b>Mario Reyes</b>
Code	: <b>DRI357</b>
Pre-requisites	: none
Co –requisites	: none
Credits:	: <b>10</b>
Semester:	: 2st 2020
Number of sessions per week	: 2
Academic hours per semester	: 48
Teaching Assistant hours per semester	: 0

#### **B. Instructor Information**

Mr. Mario Reyes holds a BA and M.Sc. in Sociology at Pontificia Universidad Católica de Chile, MPA in Development, Technology and Innovation Policy at University College London. He has more than 10 years of experience working as a consultant in 13 countries of Latin America and the Caribbean.

He has worked with institutions that have advanced both innovation and futures thinking in Latin America. He has been an ambassador of Singularity University Chapter Santiago and has also worked in projects with organizations such as the Interamerican Development Bank, UN Habitat, and the UCL Department of Science, Technology, Engineering and Public Policy.

#### **C. Course Expectations**

In a world that is becoming increasingly volatile, uncertain, complex and ambiguous (VUCA), countries in the “Global South” will have to adapt to a changing world. This course is an introduction to the field of Futures Thinking and Foresight, using its tools to assess the new risks that threaten social and economic development in the emerging economies. Understanding future global existential risks (e.g. the impacts of climate change, social and political instability, breakdown of physical and digital infrastructures, pandemics, technological unemployment) and developing capacities for anticipation will help leaders in emerging economies respond more effectively and less reactively, and thus adapt to unprecedented and interrelated challenges.

#### **D. Course General Objectives**

Conceptual Level:

- \_\_ Understand that the main drivers of change affecting the “Global South” and learn the methods and tools used by future thinkers in order to assess different sources of uncertainty and risk.

Procedural Level:

- \_\_ Apply the tools used by future thinkers in order to assess different sources of uncertainty and risk affecting “Global South” countries.

Attitudinal Level:

- Appreciate and address the major challenges faced by “Global South” countries, develop future scenarios and ideate strategies for dealing with a future affected by multiple sources of uncertainty. Become a “future thinker” and become aware of the impact of your anticipatory assumptions in decision-making.

**E. Contents:**

**1. First Unit: Introduction to Futures Thinking and Foresight (Classes 1-4)**

Conceptual:

- \_\_ Learn the basic concepts and theoretical frameworks of the field of Futures Thinking and Foresight.
- \_\_ Understand what it means to live in a VUCA world (volatile, uncertain, complex, ambiguous).
- \_\_ Get familiar with the notions of risk and uncertainty, and related concepts (e.g. Black Swans).
- \_\_ Learn the toolbox of the Futures Thinker, including methods such as: scenarios, horizon scanning, visioning, wild cards, futures wheel.

Procedural:

- Employ some of the tools of the Futures Thinker in order to construct scenarios for the future and identify sources of risk and uncertainty.

**2. Second Unit: Megatrends in social, technological, economic change (Classes 5-8)**

Conceptual:

- Understand megatrend analysis and the new landscape of existential threats.
- Learn the concept of “Risk Society” and its implications for emerging economies.

- Learn the STEPV framework and the “3 horizons” framework for assessing change and sources of uncertainty.
- Learn how to spot “weak signals” for change.
- Understand the extent of social, technological, environmental, political and value trends affecting the Global South.
- Identify the main drivers of social change in the emerging economies.

Procedural:

- \_\_ Use the STEPV and “3 horizons” framework and identify multiple sources of uncertainty in the Global South.
- \_\_ Analyze the future impact of emerging risks in the emerging economies.
- \_\_ Assess how different sources of uncertainties interact in order to create alternative scenarios for the future.
- \_\_ Read and analyze future scenarios.

### **3. Third Unit: Innovation, the Digital Economy and its Impact (Classes 9-11)**

Conceptual:

- \_\_ Understand the impact of the digital economy and exponential technologies in the Global South.
- \_\_ Learn new models for innovation in the Global South, such as reverse innovation.
- \_\_ Understand new sources of risk driven by economic and technological transformation.
- \_\_ Learn what the new leaders in social innovation are doing to address key problems.
- \_\_ Learn about the new ecosystems for social impact.

Procedural:

- Meet changemakers addressing social challenges in the emerging economies.
- Take part in hands-on, open-ended activities.

### **4. Fourth Unit: Anticipatory Governance: Capabilities for anticipation (Classes 12-14)**

Conceptual:

- \_\_ Learn about how countries can improve their resilience and adaptability.

- \_\_\_ Learn the notion of anticipatory governance and how it can be built within organizations.

Procedural:

- Throughout this unit, students will have time in class to work on a final project.

**Attitudinal objectives for all the four units:**

- Collaborate with classmates to discuss open-ended questions about ethical and strategic issues in social entrepreneurship.
- Engage with guest speakers.
- Strengthen written/oral English skills.

**F. Teaching methodology:**

A number of approaches will be used to provide the student with multiple ways to learn and apply the course material. These include guest lectures, readings, class discussions, in-class exercises, and written reflections.

Attendance:

Attendance is mandatory. Minimum required attendance: 60%. Students with less than required attendance will not be allowed to take part in the final project presentation. In-class activities and guest lectures will also be an important part of the course evaluations.

Class Participation:

You should come well prepared to class as you may be called upon to discuss issues related to the topics. Criteria for evaluating class participation includes:

- regular participation in class discussions and in-class activities
- active engagement with teacher and fellow students
- asking questions that lead to deeper and richer class discussions

Communication with the Professor:

- Students can communicate with the professor via email (Mario.reyes@udd.cl), or course whatsapp. He will reply during office hours, from Monday to Friday, 9 am to 6 PM (GMT-4). He will also be available for video calls during offer hours if required. Emails will be replied within the next 24 hours (except during weekends and holidays).

**G. Bibliography:**

Books:

- Poli, Roberto. (2018). "Working with the Future: Ideas and Tools to Govern Uncertainty"
- Beck, Ulrich. (1992). "Risk Society: Towards a New Modernity",
- Figueres, Christiana, & Rivett-Carnac, Tom. (2020). "The Future we Choose: Surviving the Climate Crisis".
- Rosling, Hans et al. (2018). "Factfulness: Ten Reasons We're Wrong about the World – And Why Things are Better than You Think".

## APPENDIX 1

### Criteria for Evaluating Student Class Participation

The following categories will be used to evaluate class participation:

<b>SUPER</b>	Outstanding substantive and consistent contribution (7)
<b>VERY GOOD</b>	Volunteered worthwhile/substantive analysis (6)
<b>GOOD</b>	Supported the flow of discussion (5)
<b>POOR</b>	No contribution/obviously unprepared (3.5)

Meaningful participation can take several forms:

1. A significant piece of analysis
2. A suggestion that a certain area needs to be explored more
3. A structuring of logic, taking some of the points raised earlier in the discussion, and bringing them to a logical conclusion
4. A reasonable alternative not previously identified
5. A suggested plan of action or implementation
6. A comprehensive and useful summary

Everything for this course must be in English. If a student speaks or writes frequently in other languages, this will affect the grade for attendance.